

0500 **Educational Program**

This section includes policies which pertain to design, delivery, and evaluation of curriculum and instruction offered in academic, service, and activity domains within the schools of the district.

First Approval June 11, 1984

Final Approval July 9, 1984

EDUCATIONAL PROGRAM: SECTION 0500

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0500 **Statement of Guiding Principles**

The educational program of the district is inclusive of all academic curricula, activities curricula, and student services provided by the district as means for the personal, social, emotional, academic, and career development of students enrolled in the district.

The organization chart of the district shall identify a district employee as the administrator or supervisor of the education program (0205); if such a role is not specifically identified on the organization chart of the district, the superintendent will serve as the curriculum director for all aspects of the educational program.

The educational program of the district shall be designed to meet all requirements of Nebraska statutes, all requirements stated by superordinate agencies established by statute, all requirements of accrediting agencies in which the board elects membership and also shall be designed to meet the needs and interests of students, the wishes of the community, and the policies adopted by the board.

Actions of district employees relative to the design, delivery, and evaluation program shall be directed toward development and maintenance of high standards of quality and toward efficient use of district resources.

The educational program shall consist of a minimum of 1080 hours of instruction for secondary students (grades 9-12), a minimum of 1032 hours of instruction for elementary students (grades 1-8), and a minimum of 516 hours of instruction for kindergarten students. The required hours shall be exclusive of time scheduled for lunch.

Time that students are excused from the regular classroom setting to participate in activities for which the school assumes sponsorship will be counted as instructional time if the school building remains open with classes in session during that time.

The administration shall regulate the instructional time utilized by students and faculty for school sponsored activities. Time utilized for such activities in the secondary school shall not exceed seven and one-half per cent of the total instructional time scheduled.

First Approval August 12, 1985 Final Approval September 9, 1985

0510 **Curriculum**

Curriculum within the district is defined as inclusive of all instruction, activities, and services either provided to students or in which students are directly engaged.

The instructional curriculum is defined as consisting of the classes or courses of study both academic and vocational, where students are expected to master academic or vocational knowledge or skill; the instructional curriculum is inclusive of all cases or courses of skill of individual student performances which are recognized by the district as meeting requirements for promotion from grade level to grade level or for graduation from the educational program offered by the district. The instructional curriculum of the district may include offerings which the district chooses to require, and offerings which are elective according to the needs and interests of individual students or their parents and guardians. All offerings of the instructional curriculum should be designated as being mandated, required, or elective.

The activities curriculum is defined as consisting of all elective activities offered on either an intraschool or inter school basis. The activities curriculum includes those offerings of the school which are often described as “co-curricular” when they supplement an offering of the instructional curriculum and “extra-curricular” when they are an activity which is considered to be an extension of the instructional curriculum.

The services curriculum is defined as consisting of those services offered to students, in addition to the offerings of the instructional and activities curricula, to assist students in personal, social, emotional, and career development, e.g., counseling and career guidance services.

The curriculum of the district will be established by the board; all decisions related to the design, delivery, and evaluation of district curricula are subject to board review.

First Approval June 11, 1984

Final Approval July 9, 1984

0511 **Philosophy and Goals**

Each student enrolled in the district is both a unique individual and a citizen. The intent of the board is that these two characteristics be recognized in the design, delivery and evaluation of curricula and in practices used for evaluation of curricula, instruction, activities, services, and the progress of individual students.

Given the uniqueness of each individual and the role of each individual as a citizen, the board has established the following curricular goals for the educational program of the district (0106):

1. To develop skills in how to learn;
2. To develop skills in critical thinking;
3. To develop skills in oral communication;
4. To develop skills in written communication;
5. To develop attitudes of good citizenship;
6. To develop behaviors of good citizenship;
7. To develop skills in reading;
8. To develop self-esteem;
9. To develop attitudes related to life-long learning;
10. To develop attitudes about health and safety;
11. To develop behaviors related to good health and safety;
12. To develop aesthetic appreciation;
13. To develop behaviors appropriate for use of leisure time;
14. To develop behaviors of wise consumerism;
15. To acquire knowledge basic to the operation of the culture;
16. To acquire skills basic to the operation of the culture;
17. To develop skills in good planning;
18. To develop good work habits;
19. To develop attitudes and understanding of people from other cultures and people or groups of people within our society who are different from ourselves or the groups we belong to; and
20. To develop skills in working with other people.

The intent of the board is that professional employees of the district will design, deliver, and evaluate curricula, instruction, and the process of individual students by reference to appropriate goals as stated.

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Final Approval July 9, 1984

0512 **Development and Design**

Any class, course, activity, service, or other curricular offering should be developed in a sequential manner by reference to curricular goals (0511). To the extent possible, the content, materials, instructional objectives, and evaluation design for the domains of the instructional curriculum (0510, 0513) should be organized in a sequential manner, with provisions for students to work at the next higher level than the level of achievement already attained.

The intent of the board is that development and design of curricula be goal-based and organized within a framework which encompasses all levels of instruction offered by the district, e.g. , curricula, especially in the subject matter domains (0513) should be organized on a K-12 basis.

The intent of the board is that the superintendent, or the person designated on the organizational chart of the district as the curriculum director if other than the superintendent, shall establish procedures for participation by employees, patrons, and students in the formulation of recommendations pertaining to the curricula of the district. Such procedures shall include, but are not limited to, plans for:

1. Determining public priorities between and among the curricular goals of the district (0511).
2. Reviewing and affirming the sequencing of offerings.
3. Reviewing and affirming a system's plan for curriculum evaluation.
4. Reviewing and affirming systems used for grading, marking, and reporting pupil progress (0421).
5. Reviewing and affirming systems used for evaluation of effectiveness instructional, activity, or service curricula.
6. Reviewing and affirming the preparation of curriculum guides which describe each domain of the instructional curriculum and each activity of the activity curriculum by reference to goals (0511) and objectives (0521).

First Approval June 11, 1984

Final Approval July 9, 1984

0513 **Domains**

The instructional curriculum shall be organized in subject matter content domains; goals and objectives for instruction shall be organized in K-12 curriculum guides prepared for each domain.

The instructional program of the district shall include, at a minimum, all classes, courses, and offerings required by statute, or by superordinate agencies established by statute, as well as all requirements of accrediting agencies in which the board elects membership (0500).

The instructional program shall be designed to meet the needs and interests of students, the wishes of the community, and the policies adopted by the board (0500). Within the limitations of available resources, the intent of the board is to provide an instructional program which extends beyond minimum requirements.

Within each curricular domain, a determination shall be made as to whether or not offerings are sequential in nature or, instead, represent a set of complementary offerings within the same subject field. For each curricular domain which is sequential in nature, requirements for student progress will be stated as minimum levels of either or both instruction and achievement; the intent of the board is to provide instruction in sequential domains until the individual student has met or exceeded the minimum level of achievement or has been graduated (e.g., reading, writing, mathematics). In complimentary domains, requirements for students will be expressed in minimum numbers of classes or courses to be completed, with standards for achievement being stated by reference to the content of each class or course.

Within curricular domains which are mandated or required, the testing programs of the district shall determine the degree to which groups of students are achieving at or above minimum levels and practices for grading, marking, and reporting pupil progress shall be intended solely as measures of pupil achievement in the content area (0421).

0514 **Curriculum Guides**

Curriculum guides shall be prepared for all subject matter domains of the instructional curriculum and, as determined by the person assigned to serve as curriculum director (0500), for any or all other classes, courses, activities, and services offered as part of the educational program of the district.

Curriculum guides shall be inclusive of all age or grade levels in which offerings are provided within a particular domain, e.g., for subject matter domains, the curriculum guide will include all grade levels or courses in which instruction is provided.

In the development of curriculum guides, any or all of the following should be included in the written plan:

1. Identification of which goals (0511) are primary, secondary, or not addressed within the subject matter domain.
2. Identification of objectives (0521) at each level of instruction.
3. Identification of achievement standards at each level of instruction.
4. Identification of planned content for each level of instruction.
5. Identification of whether or not the course is part of a sequence of instruction or included in a set of complementary instructional units, classes, or courses.
6. Identification of resources (human and mediated) available in support of instruction.
7. Relationship of course to content of standardized achievement measures used in the district.
8. Relationship of course to measures of goal attainment for the assessment of student progress toward broad curricular goals.
9. A "curriculum map" of the planned sequence of instruction.

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Final Approval July 9, 1984

0515 **Evaluation**

Curriculum evaluation is defined as being content-valid and psychometrically reliable measurement practices used to monitor, on a continuous basis, the degree to which groups of students attain the goals of the educational program.

The person identified on the organization chart of the district as the curriculum director (0500) shall be responsible for the design and implementation of a comprehensive system of curriculum evaluation designed to monitor student progress toward attainment of the curriculum goals. Such a plan may include use of K-12 plans for measurement of attitudes, knowledge, academic achievement, or perceptions.

The curriculum evaluation plan shall meet any guidelines for curriculum evaluation established by the State of Nebraska and shall provide the board with qualitative data about the degree to which goals of the educational program are being met.

In addition to plans designed to measure the goals of the educational program, other forms of curriculum evaluation may be used, including,

1. Conduct of school or community surveys to determine the perceptions of employees, students, and patrons regarding the quality of the curriculum.
2. Conduct of follow up surveys of graduates of the school district to determine the perceptions graduates hold, post-program, about the worth of curricular content and outcomes.
3. Use of organized procedures of self-study and review by external teams of experts, as required by State regulations and by the procedures of accrediting bodies in which the district elect's membership.

First Approval June 11, 1984

Final Approval July 9, 1984

0516

Drug Free Schools Program

It shall be the policy of Bancroft-Rosalie Community School District No. 20 to provide age appropriate, developmentally based drug and alcohol education and prevention program for all students of the schools. It shall be the policy of the District to require instruction at each grade level concerning the adverse effects resulting from the use of illicit drugs and alcohol. Such instruction shall be designed by affected classroom teachers or as otherwise directed by the Board to be appropriate to the age of the student exposed to such instruction. Such instruction should be described in any curriculum guides of the District and should have as one of its primary objectives preventing the use of illicit drugs and alcohol by such students. It shall further be the policy of the District to encourage the use of outside resource personnel such as law enforcement officers, medical personnel, and experts on the subject of drug and alcohol abuse, so that its economic, social, educational, and physiological consequences may be made known to the students of the district.

It shall further be the policy of the district through the instruction earlier herein referred to as well as by information and consistent enforcement of the Board's policy pertaining to student conduct as it relates to the use of illicit drugs and the unlawful possession and use of alcohol, that drug and alcohol abuse is wrong and is harmful both to the student and the district, and its educational programs.

First Approval July 9, 1990

Final Approval August 13, 1990

0517 **Safe Schools Policy**

It is the mission of the Bancroft-Rosalie Community Schools to provide a safe, secure, drug-free and welcoming environment for all students, staff and community members. The Board of Education shall appoint annually a School Safety and Security Committee which shall include representatives of faculty, parents, and the community; said committee to meet at least annually to prepare and/or review safety and security plans and procedures, including emergency plans and procedures. Upon the recommendations of the School Safety and Security Committee, the Board of education shall adopt and the administration shall implement school system safety and security plans designed to maintain safe, healthful, and sanitary condition within the school buildings of the school district, and on school grounds, meeting applicable fire, safety, and health codes, and supportive of quality learning for all students. Such school safety and security plans may include, but not be limited to, school security measures, such as use of metal detectors, surveillance, searches and seizures, and security officers, as well as staff training and student educational programs.

First Approval Nov. 15, 1999
First Amended August 14, 2000

Final Approval Dec. 13, 1999
Final Approval Sept. 11, 2000

0518 Crisis Plan

The school district desires to promote caring, understanding, and support during crisis or emergency situations. The Administration is authorized to develop plans to use in serious situations (such as in the case of fire, tornado, blizzard, ammonia spill, bomb in building, fatality, etc.) that involves the safety or emotional security of more than a few individuals.

OBJECTIVES:

- 1) To maintain a safe environment for students and staff.
- 2) To meet the special needs of individual students by working with parents, school staff and specialists.
- 3) To communicate with staff, students, parents and the public through the most effective practical methods.
- 4) To continue effective instruction and to carry out established routines, rules and regulations.

GUIDELINES TO FOLLOW:

- 1) General Coordinator - Superintendent of Schools (in the absence of the Superintendent, the Principal shall be in charge).
- 2) Responsibilities may be delegated to staff members as deemed necessary during the time of emergency. All communications with the public and the media shall only be by the General Coordinator.
- 3) Limitations may be placed on visitors if it is deemed to be in the best interest of students, staff or the learning environment.
- 4) The entire staff must demonstrate caring, competence, and concern. A calm demeanor is essential and an accurate record of significant events and/or unusual student behavior is essential.
- 5) The school may be used as a temporary shelter for students, community members, or others in the event of emergency situations involving a blizzard, tornado, flood, etc. If used as a Community Headquarters, a radio communications network may be installed to assist local and county authorities.
- 6) The school recommends that students not be released from school in the event of dangerous weather, rather encourage the parent to stay at school with their child until the danger has passed.

DRILLS: The Principal shall annually review the plan for fire, tornado, and other drills with the staff. Drills shall periodically be practiced to insure that all staff and students are sufficiently familiar with each drill that it can be activated and accomplished quickly and efficiently. The Fire Drill plan shall be posted by each staff member in their room.

First Approval December 11, 2000

Final Approval January 8, 2001

0518.1 **Communicable Disease**

The superintendent will take appropriate measures if there is an epidemic or outbreak of a communicable disease which may include, but is not limited to, the emergency exclusion or alternative placement of students or the closure of a school building or the entire school district.

First Approval March 9, 2020

Final Approval April 13, 2020

0519 **Fire Drills**

Fire drills shall be conducted at such times and manner as is required by the State Fire Marshal.

The frequency of fire drills shall be as follows:

- at a sufficient frequency to familiarize occupants with the drill procedure as a matter of routine;
- every month in each school building in which the facility is in session;
- subject to the exception that a monthly drill may be deferred in months of severe weather, provided that the required number of annual drills is achieved and not less than four are conducted before the drills are deferred; and
- one additional drill shall be conducted within the first 30 days of a school year.

The manner of conducting fire drills shall be as follows:

- emphasis shall be on conducting an orderly evacuation, rather than speed;
- under varying conditions and at expected and unexpected times;
- participants shall relocate to a predetermined location and remain until recalled or dismissed; and
- all emergency and relocation drill alarms shall be sounded

Crisis Plans

Crisis Plans for emergency responses and directions for tornado, evacuation, lockdown, lockout, shelter in place and fire drill activities have been developed. To be in compliance with the fire code, there are to be nine fire evacuation exercises each school year. Two tornado drills are to be exercised and two lockdown drills practiced each school year.

Since many parents may not be at home, all children and faculty will be normally retained at the school building in case of extreme emergency. The school notification system will be activated to inform parents and guardians regarding where children may be picked up at school or at the evacuation site.

First Approval July 13, 2015

Final Approval August 10, 2015

Legal Reference: Neb. Rev. Stat. 79-706

0520 **Instruction**

The process of instruction includes a number of activities which the professional employees of the district conduct in providing specific learning experiences for groups of student engaged in classes, courses, and activities.

Instruction is provided to students to help them become aware of, practice, and acquire attitudes, knowledge, and skills which are known to be, or as assumed to be, related to the goals of the curriculum (0510).

First Approval June 11, 1984

Final Approval July 9, 1984

0520.1 **The Program of Instruction**

The minimum program of instruction in the schools shall be that prescribed by the statutes. The statutory curriculum may be augmented and extended to provide for the educational needs of individual pupils and differing areas in the School District.

The District shall educate staff and students about the harms of copyright piracy.

First Approval July 11, 2016

Final Approval August 8, 2016

Legal Reference: Rule 10; ESSA

0521 **Objectives**

Each professional employee, within his or her assigned area or areas of responsibility, is expected to state objectives for student behaviors, both academic and social.

Objectives for student performance, as stated by professional employees of the district, are to be planned in accordance with guidelines provided in district curriculum guides (0514) and are to be aimed at providing students with opportunities to progress in development toward attainment of curricular goals (0510).

Teachers are encouraged to distinguish between types of objectives. Some objectives may refer to expected social behaviors of students. Some objectives may refer to expected changes in student attitudes. Some objectives may refer to expected behaviors of students with regard to work habits (e.g., attendance, dependability, completing work on time). Some objectives will refer to expected academic achievement as demonstrated through student mastery of knowledge of skill related to the content area. Some objectives will be appropriate for use in assessing student achievement; other objectives may be enabling or exploratory in nature.

First Approval June 11, 1984

Final Approval July 9, 1984

0522 **Syllabi or Guides**

A syllabus or guide should be prepared for each class, course, or activity in which groups of students are engaged. This guide should provide information to students or to the parents or guardians of students with regard to:

1. Whether the flow of instruction is composed of sequential units or, instead, includes a series of complementary, but unrelated, units.
2. Major objectives of the course and of each unit of instruction, with clear identification of the objectives which will be used to assess student achievement.
3. content and materials to be covered or used in the course.
4. Measurement practices which will be used to grade, mark, and record student progress toward achievement (0421).
5. Measurement practices which will be used to assess student development regarding course objectives which are not included in the mark to be issued for student achievement (e.g., planned measures of attitude change, awareness, etc., and planned measures of student improvement in skills of learning, etc.).
6. Minimum qualifying conditions, other than achievement, for the student to receive credit in the course.
7. Expected codes of conduct in the classroom or activity; special conditions, if any, not covered in the published student handbook for the attendance center (0500).

Each syllabus or guide should be cross-referenced to the appropriate curriculum guide.

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Final Approval July 9, 1984

Supervision

0523 **Supervision**

The principal or chief administrative officer of each attendance unit shall be responsible for supervision of instruction.

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Final Approval July 9, 1984

0524 **Methods**

As provided by board policy (0383), professional employees are granted academic freedom in selection of instructional methods, subject to review and approval of the principal or chief administrative officer of each attendance unit (0523). Selection of methods, however, must be subject to the test of reasonableness and appropriateness when judged by reference to: approved goals, objectives, and content of the course or activity; a concern for the welfare, growth, and development of students; use of recognized methods of scholarship; and, the application of good taste and judgment.

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Final Approval July 9, 1984

0525 **Texts and Materials**

Texts and materials used for any form of instruction are subject to review and approval.

The person designated as the curriculum director on the organization chart of the district has the authority to specify the rules, regulations, and procedures to be used for approval of texts and materials (0500). In the event that district rules, regulations, and guidelines for approval of texts and materials do not address a specific concern related to selection of texts and materials, the person charged with supervision of instruction in a specific building or program (0523) shall have the authority to review and approve texts or materials used for instruction.

First Approval June 11, 1984

Final Approval July 9, 1984

0525.1 Computer- Internet Safety and Acceptable Use Policy

A. Internet Safety Policy

It is the policy of [Name] Public Schools to comply with the Children’s Internet Protection Act (CIPA) and Children’s Online Privacy Protection Act (COPPA). 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; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) 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.

Computer-Internet Safety and Acceptable Use Policy

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. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.
7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.
8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

B. Computer Acceptable Use Policy

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

Computer-Internet Safety and Acceptable Use 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 unless the User has entered into a lease agreement or other similar agreement with the School District that makes such use permissible under law.

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.

First approval Nov. 15, 1999
Amended July 11, 2016
Amended June 12, 2017

Final Approval Dec. 13, 1999
Final Approval August 8, 2016
Final Approval July 10, 2017

Legal Reference: Children's Internet Protection Act, 47 USC § 254
Children's Online Privacy Protection Act, 15 U.S.C. § 6501
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)

0526 **Controversial Issues**

The intent of the board is to protect the study of controversial issues within a framework of rules, regulations, and procedures as developed by the person designated as the curriculum director on the organizational chart of the district (0500). Such rules, regulations, and procedures shall pertain to the protection of the rights of freedom of speech as guaranteed by the Constitution of the United States, shall include provisions for the review of use of instructional materials and methods, and shall protect the right of individual students and parents or guardians of individual students to request exemption from the study of controversial materials or topics when just cause can be shown for such a request.

Professional employees are expected to inform supervisors prior to use of instructional methods, materials, or practices when the teacher has reasonable cause to expect that the use of such methods, materials or practices may be controversial. supervisors have the right of review and approval prior to the inclusion of methods, materials, or practices judged to be controversial.

When controversial methods, materials, or practices are to be used, or when controversial topics are to be discussed, reasonable notice will be given to students and the parents or guardians of student prior to the inclusion of the controversial elements within a course of study.

Persons who wish to challenge the inclusion of instructional methods or materials in the media collections of the school, in the instructional programs of the school, or in the instructional materials and methods used in a classroom or activity, shall follow specific procedures as outlined in board policies (0625.1).

First Approval June 11, 1984

Final Approval July 9, 1984

0527 **Evaluation of Students Achievement**

Evaluation of student achievement shall be in accordance with board policy (0421).

Students and the parents or guardians of students have a right to know the rules, regulations, and practices used for evaluation of the student's achievement (0424) and teachers who will need to issue marks for students should provide written notice to students and to the parents or guardians of students if procedures to be followed for grading, marking, and reporting will deviate from information provided in the published student handbook of each attendance center (0400).

Any rule, regulation, or procedure prepared by an individual teacher relative to grading, marking, and reporting student progress is subject to review and approval of the person designated as the supervisor of instruction within a particular attendance center (0523).

Rules, regulations, and procedures to be followed for grading, marking, and reporting student progress will be printed in the published student handbook of each attendance center (0400).

First Approval June 11, 1984

Final Approval July 9, 1984

0527.1 Curriculum-Assessments

1. State Assessments

Bancroft-Rosalie Community 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.

1. **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.
2. **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.

1. 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.
2. 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.

1. 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.
2. 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.

3. 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.

1. 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
2. 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).
3. 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 the Nebraska Student-Centered Assessment System (NSCAS) 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.

First Approval June 12, 2006	Final Approval July 10, 2006
Amended July 11, 2011	Final Approval Aug. 8, 2011
Amended July 8, 2019	Final Approval Aug 12, 2019

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

0527.2 **Assessments- Academic Content Standards**

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the: Language Arts standards that were adopted by the State Board in September, 2014; Mathematics standards that were approved by the State Board in September, 2015; Science standards that were adopted by the State Board in September, 2017; and Social Studies standards that were adopted by the State Board in December, 2012.

Unless other action is taken, the Board of Education adopts the standards of the State Board as such standards 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 except as set forth herein.

First Approval June 12, 2006
Amended July 13, 2009
Amended June 14, 2010
Amended July 13, 2015
Amended July 11, 2016
Amended June 11, 2018

Final Approval July 10, 2006
Final Approval August 10, 2009
Final Approval July 12, 2010
Final Approval August 10, 2015
Final Approval August 8, 2016
Final Approval July 9, 2018

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

0528 **Evaluation of Instructional Effectiveness**

Instructional effectiveness is defined as the degree to which use of specific methods or materials contributed to growth or progress for a group of students.

Professional employees are encouraged to plan for measures of instructional effectiveness and to seek to identify the most effective and efficient methods of helping students obtain identified curricular goals and instructional objectives.

The person charged with supervision of instruction (0523) within a particular attendance center is expected to both encourage and assist employees in planning for evaluation of instructional effectiveness.

The person charged with supervision of instruction (0523) within a particular attendance center has the authority to require an employee to engage in practices to measure instructional effectiveness but must identify whether or not such measures will be included in any evaluation of the employee's performance.

First Approval June 11, 1984

Final Approval July 9, 1984

0529 Reading Instruction and Improvement

The District shall develop its curriculum to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia. In doing so, the District will ensure that all teachers for kindergarten through grade three should be effective reading teachers as evidenced by (a) evaluations based on classroom observations and student improvement on reading assessments or (b) specialized training in reading improvement. Each student and his or her parents or guardians will be informed of the student's reading progress. It is the District's intent that each student in the District be able to read at or above grade level by third grade.

For school year 2019-20 and each school year thereafter, the District shall administer an approved reading assessment three times during the school year to all students in kindergarten through grade three, except for any student receiving specialized instruction for limited English proficiency who has been receiving such instruction for less than two years, any student receiving special education services for whom such assessment would conflict with the individualized education plan, and any student receiving services under a plan pursuant to the requirements of Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act, for whom such assessment would conflict with such section 504 or Title II plan. The first administration of such assessment for each such school year shall occur within the first thirty days of the school year.

Any student in kindergarten, grade one, grade two, or grade three shall be identified as having a reading deficiency if such student performs below the threshold level determined pursuant to the Reading Intervention Act. A student who is identified as having a reading deficiency pursuant to the Reading Intervention Act shall remain identified as having a reading deficiency until the student performs at or above the threshold level on an approved reading assessment. Nothing in the Nebraska Reading Improvement Act shall prohibit the District from identifying any other student as having a reading deficiency.

The District will provide a supplemental reading intervention program for the purpose of ensuring that students can read at or above grade level at the end of third grade. The District may work collaboratively with a reading specialist at the State Department of Education, with educational service units, with learning communities, or through interlocal agreements to develop and provide such supplemental reading intervention programs. Each supplemental reading intervention program shall:

- (a) Be provided to any student identified as having a reading deficiency;
- (b) Be implemented during regular school hours in addition to regularly scheduled reading instruction unless otherwise agreed to by a parent or guardian; and

(c) Make available a summer reading program each summer for any student who has been enrolled in grade one or higher and is identified as continuing to have a reading deficiency at the conclusion of the school year preceding such summer reading program. Such summer reading program may be held in conjunction with existing summer programs in the school district or in a community reading program not affiliated with the school district or may be offered online.

(2) The supplemental reading intervention program may also include:

(a) Reading intervention techniques that are based on scientific research and best practices;

(b) Diagnostic assessments to frequently monitor student progress throughout the school year and adjust instruction accordingly;

(c) Intensive intervention using strategies selected from the following list to match the weaknesses identified in the diagnostic assessment:

(i) Development in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;

(ii) Explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error corrections and feedback; or

(iii) Daily targeted individual or small-group reading intervention based on student needs as determined by diagnostic assessment data subject to planned extracurricular school activities;

(d) Strategies and resources to assist with reading skills at home, including parent-training workshops and suggestions for parent-guided home reading; or

(e) Access to before-school or after-school supplemental reading intervention with a teacher or tutor who has specialized training in reading intervention.

The school of any student who is identified as having a reading deficiency shall notify such student's parents or guardians either in writing or by electronic communication no later than fifteen working days after the identification of the reading deficiency that the student has been identified as having a reading deficiency and that an individual reading improvement plan will be established and shared with the parents or guardians.

Any student who is identified as having a reading deficiency shall receive an individual reading improvement plan no later than thirty days after the identification of such reading deficiency. The reading improvement plan may be created by the teacher, the principal, other pertinent school personnel, and the parents or guardians of the student and shall describe the reading intervention services the student will receive through the supplemental reading intervention program pursuant to section 24 of this act to remedy such reading deficiency. Each such student shall receive reading intervention services through the supplemental reading intervention program pursuant

Reading Instruction and Improvement

to section 24 of this act until the student is no longer identified as having a reading deficiency.

First Approval June 11, 2018

Final Approval July 9, 2018

Legal Reference: Nebraska Reading Intervention Act

0530 **Scheduling of Instruction**

Scheduling of instruction within the district shall be in accordance with all requirements of Nebraska statutes, all requirements stated by superordinate agencies established by statute, all requirements of accrediting agencies in which the board elects membership, all requirements of any negotiated agreements which the board may choose to establish and designed to operate the district in the most effective and efficient manner so as to meet the needs and interests of students, the wishes of the community, and other policies as adopted by the board.

First Approval June 11, 1984

Final Approval July 9, 1984

79-443 District boards; schools; supervision and control.

Organizational Plan

0531 **Organizational Plan**

The intent of the board is to operate attendance centers and programs of instruction which achieve the highest possible levels of both effectiveness and efficiency; to do so, the board reserves the right to determine the number of attendance units to be operated; the grade levels to be included within attendance units; and, any other decisions which related to the organization and scheduling of instruction within the district.

First Approval June 11, 1984

Final Approval July 9, 1984

79-443 District boards; schools; supervision and control.

0532 **Instructional Arrangements**

It is the duty of the superintendent of schools to recommend general guidelines for instructional arrangements including, but not limited to, the following:

1. class size
2. grouping of students
3. field trips
4. homework or make-up work
5. class examinations
6. instructional content
7. grading, marking, and reporting practices
8. instructional methods

For each of the areas for which rules, regulations, or guidelines are established, the guidelines shall identify, insofar as possible, practices which are expected, permitted, required, mandated, or prohibited.

Guidelines or rules and regulations established with respect to instructional arrangements shall be in accord with statutes, judicial decisions, board policies, goals and objectives of the school district, and provisions agreed to through collective negotiations with professional employees when any or all of these constraints are applicable.

First Approval June 11, 1984

Final Approval July 9, 1984

79-443 District boards; schools; supervision and control.

School Calendar

0533 **School Calendar**

The term of the school year shall be specified by the board but shall be in compliance with, or in excess of, minimum requirements as specified by statute.

The term of the school year shall specify the dates and times students are expected to be in attendance, the opening and closing dates, school holidays, and vacation periods.

Any dismissal of students from scheduled dates and times for instruction during the regular school term shall be approved by the superintendent.

First Approval June 11, 1984

Final Approval July 9, 1984

79-101 Terms; defined

79-202 Compulsory education; in all Nebraska school districts; minimum attendance required.

School Day

0534 **School Day**

The school day shall be scheduled by the principal of each attendance center, subject at the advice and approval of the superintendent of the school district.

The intent of the board is that the principal shall seek to schedule instruction in the most effective and efficient practicable manner and shall strive to keep to a minimum any interruptions of the time allotted for instruction.

First Approval June 1, 1984

Final Approval July 9, 1984

Released Time

0535 **Released Time**

Each building principal may authorize released time for special instruction for students, when released time is deemed beneficial to the total instructional program of the individual student.

Conditions which pertain to requests by students for released time for special instruction shall be specified in the published student handbook of the attendance center (0400).

First Approval June 11, 1984

Final Approval July 9, 1984

Emergencies

0536 **Emergencies**

Each building principal, acting with the advice and approval of the superintendent, shall prepare rules, regulations, and procedures pertaining to emergency conditions (e.g., fire, civil defense, bomb threats, tornadoes and hurricanes, enemy attack, inclement weather) and shall publish these rules, regulations, and procedures in the published student handbook of the attendance center (0400).

First Approval June 11, 1984

Final Approval July 9, 1984

0537 **Ceremonies, Observances, and the Pledge of Allegiance**

Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the Superintendent on George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King, Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, or on the day or week preceding or following such holiday, if the school is in session. In addition, appropriate exercises may be held for Flag Day and State Fire Day.

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 be in accordance with the standards prescribed for the display of the flag of the United States of America.

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

First Approval June 11, 1984
Amended June 12, 2006
Amended June 8, 2020

Final Approval July 9, 1984
Final Approval July 10, 2006
Final Approval July 13, 2020

Legal Reference: Neb. Rev. Stat. Sections 79-705; 79-707, 79-708, 79-724; and
NDE Rule 10. 70 Federal Register 55507 (Constitution Day)

0538 Special Education Policies

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

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

1. Free Appropriate Public Education

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

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 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 from birth to age twenty-one (21) 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. The District will publish annual notice of any significant activity that is designed to identify, locate, or evaluate children to publicly notify parents. The District will

screen and evaluate all children with suspected disabilities birth through age 21, and will implement practical methods to track which children are currently receiving special education and related services. The District will provide student referrals that are accompanied by documentation of scientific, research, or evidence-based academic and/or behavioral interventions that have been implemented as designed for the appropriate period of time to show effect or lack of effect that demonstrates the child is not making a sufficient rate of progress to meet age or state-approved, grade-level standards within a reasonable time frame. The District will provide sustained supervision to monitor the implementation of compliant practices for the Child Find Rule. The District will use supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of Child Find, paying particular attention to the communities experiencing disproportionality in the schools. All District Child Find activities will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Pre-Referral Interventions

For a school age student, a general education student assistance team (SAT) or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation. The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01B and a listing of the members of the SAT or comparable problem solving team.

Legal Reference: 92 NAC 51-006.01B

5. 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

6. 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 (the “Least Restrictive Environment Rules”).

The District will: (1) develop and implement written procedures for implementation of the LRE Rules; (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the LRE Rules; (3) provide sustained supervision to monitor the implementation of compliant practices for the LRE Rules; (4) use the supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of least restrictive environment, paying particular attention to the disproportionate group; (5) ensure that every Individualized Education Programs (IEP) team meaningfully considers various support systems and activities that could be used to assist students with disabilities (SWD) to be educated successfully in general education classes prior to the consideration of pullout special education services; (6) ensure that special education teachers provide support to general education teachers in a variety of ways including, but not limited to, consultation, implementation of accommodations or modifications, and co-teaching; (7) ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, particularly those in the disproportionate group, for special education and related services; (8) ensure that, in determining the educational placement of a child with a disability, including a preschool child with a disability, each district ensures that the placement decision is made by a group of persons including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. Particular attention is paid to the disproportionate group; (9) ensure that placement discussions are based upon a completed IEP developed by the IEP team, focused on individualized student needs; and (10) ensure that the IEP teams review the students' progress at least annually to determine appropriate placement and progress towards annual goals.

Legal Reference: 92 NAC 51-008.01

7. 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

8. Disciplinary Removal of Children with Disabilities

The District will (1) develop and implement written procedures for disciplining students with disabilities (the "Discipline Rules"); (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Discipline Rules; (3) provide sustained supervision to monitor the implementation of compliant practices for the Discipline Rules; (4) use supervision and monitoring data, disaggregated by race/ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of discipline (including but not limited to: de-escalation techniques, functional behavior assessment, behavior intervention planning, and manifestation determination procedures); (5) ensure that school personnel appropriately consider unique

circumstances on a case-by-case basis when determining suspension of a child with a disability, and ensure that data shows that these considerations are equitably made by race/ethnicity; (6) notify parents on the day that the decision is made to make a removal that constitutes a change in placement of a child with a disability because of violation of a code of child conduct, and send parents copies of the procedural safeguards; (7) provide educational services for students removed fewer than 10 days to enable the student to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in the Individualized Education Programs, with data showing that these services are equitably provided by race/ethnicity; (8) ensure that within 10 school days of any decision to change placement of a child with a disability because of a violation of a code of student conduct, the IEP Team will review all relevant information in the file to determine whether the conduct in question was caused by or had a direct and substantial relationship to the child's disability or the conduct was the direct result of the district's failure to implement the IEP, and that such determinations are made equitable by race/ethnicity; and (9) ensure that, if the IEP Team makes a determination that the conduct was a manifestation of the child's disability, then the IEP Team conducts a functional behavioral assessment, unless the District conducted a FBA before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan.

Legal Reference: 92 NAC 51-016

9. Evaluation, Identification, and Reevaluation Procedures

Children with disabilities shall be evaluated, identified, and reevaluated in accordance with 92 NAC 51-006. The District will: (1) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Evaluation and Reevaluation Rule; (2) provide sustained supervision to monitor the implementation of compliant practices for the Evaluation and Reevaluation Rule; (3) use the supervision and monitoring data, disaggregated by race and ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of evaluation and reevaluation, as well as the appropriate technical assistance/professional development to any schools and/or personnel identified in such data; (4) conduct a reevaluation of each child with a disability at least once every 3 years, unless the parent and the District agree that a reevaluation is unnecessary; (5) use a variety of assessment tools and strategies to gather relevant academic, functional, and developmental information about the child, including information provided by the parents, and information related to enabling the child to be involved in and progress in the general education curriculum that may assist in determining: (i) Whether the child is a child with a disability, and (ii) The content of the child's individualized education program; (6) use more than one procedure to determine whether a child has a disability and the appropriate educational program for the child; (7) use technically sound instruments to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; (8) select assessments and other evaluation materials in a manner that (i) does not discriminate on a racial or cultural basis, (ii) is provided and administered in the child's native language

or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer, (iii) has been validated for the specific purpose for which they are used, and (iv) are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments; and (9) provide high quality, sustained professional learning activities on the written procedures for appropriate District and school personnel to assist with the implementation of the Evaluation and Reevaluation Rule.

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

10. 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

11. 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 52-008. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

12. 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

13. Personnel Standards and Personnel Development

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained 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

14. 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

15. Suspension and Expulsion Rates

The District will examine data, including data disaggregated by race/ethnicity, gender, LEP status, and disability category, 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

16. Access to Instructional Materials

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

17. 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. All District special education provisions will be equitably available to all children

regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.02C

18. 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)

19. 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

20. 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

21. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

22. Eligibility Determinations

The District will (1) develop written procedures for implementation of the Eligibility Determination Rule; (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Eligibility Determination Rule; (3) provide sustained supervision to monitor the implementation of compliant practices for the Eligibility Determination Rule; (4) use the supervision and monitoring data, disaggregated by race and ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of eligibility; (5) ensure Individualized Education Programs (IEPs) are developed for children with a determination made of having a disability that has: (a) an adverse effect on educational performance (academic, functional, and/or developmental) and (b) requires special education and related services; (6) ensure that an eligibility report, which documents the area of disability, is completed and placed in each child's special education folder, with the eligibility report providing statements for each component of the eligibility and be comprehensive enough to serve as the evaluation report when necessary; (7) ensure the completion of the administration of assessments and other measures that the Multidisciplinary Evaluation Team (a group of

qualified professionals and the parents of the child) determine whether the child is a child with a disability and the educational needs of the child; (8) ensure appropriate consideration of the exclusionary factor for reading (a child is not to be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in reading, including the essential components of reading instruction as defined in section 1208(3) of ESEA); (9) ensure appropriate consideration of the exclusionary factor for math (a child must not be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in math); (10) ensure appropriate consideration of the exclusionary factor for Limited English Proficiency (LEP) (a child will not be determined to be a child with a disability if the primary factor for that determination is limited English proficiency); and (11) ensure (1) evaluation data draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as the information about the child's physical condition, social or cultural background, and adaptive behavior and (2) that information obtained from all these sources is documented and carefully considered.

Legal Reference: 92 NAC 51-006.04.

Amended	June 14, 2021	Final Approval July 12, 2021
Amended	July 13, 2015	Final Approval August 13, 2015
Amended	July 11, 2011	Final Approval August 8, 2011
Amended	June 8, 2009	Final Approval July 13, 2009
Amended	Nov.15, 1999	Final Approval December 13, 1999
First Approval	May 10, 1993	Final Approval June 14, 1993

Legal Reference: 34 CFR Parts 300, 303 and 304. Neb. Rev. Stat. § 79-1110 to 79-1167.92 NAC 51.

0539 Multicultural Education Program

Bancroft-Rosalie Community 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) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races 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 own culture and race and cultures and races other than their own and (b) eliminate stereotypes and different treatment 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

The philosophy and mission of the multicultural education program is to be implemented as follows:

1. Multicultural education shall be included in goals established for educational programs.
2. Multicultural education shall be included in the district curriculum guides, frameworks, or standards.
3. The process for selecting appropriate instructional materials shall include assuring that the instructional materials at all grade levels include 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.
4. Staff development shall be provided on the District's multicultural education policy. The staff development shall including professional development for administrators, teachers, and support staff which is congruent with the District and program goals.

Multicultural Education Program

5. Periodic assessment of the multicultural education program shall be conducted by the Superintendent. Teachers and other staff upon request shall have the responsibility to provide the administration with reports on:
(a) the instructional materials used and programs or methods implemented with their students which are supportive of the multicultural education program philosophy and mission, (b) programs or materials to be implemented in the future or which teachers or other staff feel should be implemented to further advance such philosophy and mission, and (c) with their professional assessment on the successes of or deficiencies in achieving the multicultural education program philosophy and mission. The Superintendent shall provide an annual status report on the assessment to the Board of Education.

First Approval Oct. 15, 1990

Amended Dec. 12, 1994

Amended Oct. 10, 2005

Final Approval Nov. 12, 1990

Final Approval Jan. 9, 1995

Final Approval Nov. 14, 2005

79-4230 Multicultural Education program; Incorporation into Curriculum; When; Department; Duties. Nebraska Department of Education
Rule 10; 79-213 American Citizenship; Required Instruction; Patriotic Exercises; Duties of Officers.

0540 **School System Performance; Evaluation and Improvement Policy**

It shall be the policy of Bancroft-Rosalie Public School District No. 20 to provide to the residents of the district the following information:

1. The results of the standardized norm-referenced assessment instrument used by the district in such grades as it has been administered in grades 4-6, grades 7-9, and grades 10-12 respectively.

2. The results of such criterion-referenced assessment instruments as are used by the district to show acquisition of competencies in reading, writing, and mathematics and any such other criterion-referenced assessment instruments as the district may from time to time elect to use.

3. A report pertaining to the school district including but not limited to student performance, school system demographics, and financial information.

4. The results of periodic follow-up studies of the graduates of the district indicating such information as the Superintendent of Schools, subject to approval by the Board of Education, may deem appropriate.

5. A report on the results of the district's written plan for assessing learning climate of the district through such school and community surveys as may be from time to time carried out by the district showing areas of satisfaction and dissatisfaction of the patrons of the district.

The district shall report the information referred to in this policy by way of publication in a newspaper of general circulation in the school district, by newsletter, or such other reasonable means as the board may deem reasonably calculated to notify the residents of the district of such information. Nothing herein shall be construed to require that all such information be simultaneously published or that each item of information herein above referred to be published in the same manner.

A summary of materials available for public review shall be maintained in the office of the superintendent for review upon reasonable request by any resident of the district.

Nothing herein shall be construed to vest in any resident of the district or any other person any access to information which would violate any applicable state or federal law pertaining to personally identifiable data of any student of the district or which would in any manner violate the rights of privacy of any person.

First Approval July 9, 1990

Final Approval August 13, 1990

N.A.C. 10 - .004.02E (1)

The Superintendent shall prepare and distribute each year an Annual Report in accordance with Rule 10, Regulations and Procedures for the Legal Operation of Schools. The Annual Report shall be distributed to residents of the School District by the Superintendent distributing it to the members of the Board of Education and to the parents of students enrolled in the School District each school year and making it available to other residents. The report shall include information required by Rule 10. The results of the annual report shall be used to plan and make needed changes to improve instruction for all students. The report is to include:

- A. Student academic performance. The report shall include results of student success in achieving the state standards set forth in Appendices A through D of Rule 10 or local content standards approved by the Department, on a building basis. Individual test scores shall be kept confidential. If the school has fewer than ten students in the grades being reported, or if reporting would allow for the identification of students because they all had comparable scores, no public reports of student performance shall be provided for those grades.
- B. School system demographics.
- C. School improvement goals and progress.
- D. School system financial information.

The Superintendent shall further ensure that the School District implements a systematic on-going process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process shall focus on improving student learning and include a periodic review by visiting educators who provide consultation to the local school/community in continued accomplishment of plans and goals. The school improvement process shall further include the following activities at least once within each five years:

- A. Review and update of the mission and vision statements.
- B. Collection and analysis of data about student performance, demographics, learning climate, and former high school students.
- C. Selection of improvement goals. At least one goal is directed toward improving student academic achievement.
- D. Development and implementation of an improvement plan which includes procedures, strategies, actions to achieve goals, and an aligned professional development plan.
- E. Evaluation of progress toward improvement goals.

The school improvement process shall further include a visitation by a team of external representatives to review progress and provide written recommendations. A copy of the school system's improvement plan and the written recommendations shall be provided to the Department. The external team visits shall be conducted at least once each five years.

First Approval July 9, 1990

Final Approval August 13, 1990

Amended June 8, 2020

Final Approval July 13, 2020

Legal Reference: NDE Rule 10.01, 10.5.02, 10.9 and 10.10

0542 **Reports Involving Fewer than 5 Students**

It shall further be the policy of this district that any report pertaining to standardized norm-referenced assessment instruments, criterion-referenced assessments instruments, any written reports pertaining to student performance, school system demographics, and financial information or any follow-up studies done by the district shall not be required by this policy to be published in the event that the district has fewer than five students in any grade to which any such report pertains.

First Approval July 9, 1990

Final Approval August 13, 1990

92 N.A.C. 10 0 .004.02E(1)

0543 Standardized Norm-referenced Assessment Instrument

It shall be the policy of Bancroft-Rosalie Public School District No. 20 to use the following standardized norm-referenced assessment instrument or instruments as follows: For grades 4-6 ITBS, for grades 7-9 ITBS, and for grades 9-12 ITED. The Superintendent of Schools shall recommend to the Board of Education after consultation with such persons as he deems appropriate including consultation with such persons including but not limited to the guidance counselor which grades in each of the three groups shall be selected for assessment by the standardized norm as referenced assessment instruments set forth herein.

In the event the Superintendent of Schools after consultation as herein referred to recommends to the Board of Education a change as to the standardized norm-referenced assessment instrument, such recommendation shall be made at the August meeting next preceding the commencement of the school year or at such later time as the Board of Education and Superintendent of Schools may deem appropriate.

The results of such standardized norm-referenced assessment instruments shall be reported in the manner as described in the district's policy pertaining to School System Performance; Evaluation and Improvement Policy.

First Approval July 9, 1990

Final Approval August 13, 1990

92 N.A.C. 10 - .004.02E(2)

0545 **Post-Graduation Follow Up**

It shall be the policy of Bancroft-Rosalie Public School district No. 20 to conduct a follow up of its graduates at least every three years. Such procedures for follow up shall be approved by the Board after recommendations for carrying out such a plan have been presented to the Board by the Superintendent of Schools and, if the Superintendent chooses, with the advice of the guidance counselor. If the school district does not have a Superintendent, the Board may designate such other personnel as it deems appropriate including but not limited to the principal, County Superintendent, or any independent contractors or other personnel with training in the area of education.

First Approval July 9, 1990
92 N.A.C. 10 - .004.02E(5)

Final Approval August 13, 1990

0546 **School Patron Survey**

It shall be the policy of Bancroft-Rosalie Public School District No. 20 to survey school patrons to determine areas of satisfaction and dissatisfaction. Such survey instrument may be developed by the Superintendent of Schools and shall be approved by the Board of Education for issuance to the school patrons or, if the Board so chooses, to the community as a whole. The Board may, in addition to developing its own survey instruments, retain such other consultants or other personnel as the Board deems appropriate to conduct such surveys as shall be issued under this policy and to compile the results and report the results as set forth in the School System Performance; Evaluation and Improvement Policy.

First Approval July 9, 1990

Final Approval August 13, 1990

92 N.A.C. 10 - .004.02E (6)

0550 **Designation of Attendance Centers**

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. Specifically, 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 designation 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 this school district or (2) a request for an elementary attendance center to be 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 or 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 Councils.

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 or 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 15th 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.

First Approval Oct. 10, 2005

Final Approval Nov. 14, 2005

Legal Source: LB 126 §§ 4 and 40

0560 **Alternative Schools, Class, or Educational Program of the District**

It shall be the policy of Cuming County School District No. 20 to provide an alternative school, class, or educational program for expelled students as provided by applicable law. It shall be the policy of the District to review this policy and make such amendments as the Board may deem appropriate in the event any rule not in existence at the time of the adoption of this policy is promulgated by the appropriate authorities when any existing rule is amended.

First Approval February 9, 1998

Final Approval March 9, 1998

0570 **High Ability Learners**

It is the policy of Bancroft-Rosalie Community School to recognize and identify students who demonstrate potential as high ability learners. In accordance with state law, high ability learners are defined as students who give evidence of high-performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who require services or activities not ordinarily provided by the school in order to develop those capabilities fully. The Superintendent and faculty shall make efforts to develop appropriate curriculum and educational opportunities for high ability learners, but nothing in this policy shall require a specific program or programs for high ability learners other than those required by state or federal law or regulation.

The Superintendent shall ensure that a plan for the identification of high ability learners is developed and kept current. The plan shall include a statement of philosophy regarding high ability learners, the goals and objectives, criteria for the identification of high ability learners, suggestions on appropriate curriculum and educational opportunities, staff development plans, and a means of evaluating the district's efforts.

The identification portion of the plan may use multiple criteria to identify high ability learners. These may include a screening procedure which identifies those students who score at or above a set percentile on selected subtests of the district's standardized achievement tests, and/or those students who have a composite score at or above a set percentile on the district's standardized achievement tests. In addition, a process may be in place for the referral of students for assessment as high ability learners by teachers, parents, and students themselves.

Within the first thirty days of each school year, the Superintendent or his/her designee shall make available to teachers an initial list of students who meet the district criteria as high ability learners and the areas of high capability of each of those students. Within the first thirty days of each school year, the Superintendent or his/her designee shall make available to parents or guardians of identified high ability learners information as to how their child has been identified.

The administration shall encourage teachers to use curriculum and instructional modification strategies in order to provide appropriate educational opportunities for high ability learners. These strategies may include differentiated curriculum, curriculum acceleration, curriculum enrichment, compacted curriculum, student grouping, and mentoring/shadowing. Special classes or programs serving exclusively high ability learners may be developed when that is deemed to be appropriate, but the development of such special classes or programs is not required by this policy.

Staff development for teachers on the characteristics of high ability learners and on curriculum modification and other strategies for more effectively teaching such students is encouraged. These efforts can include local in-service programs, attendance by teachers in classes, workshops, and seminars, and distribution of information to the faculty.

The Superintendent shall periodically evaluate the effectiveness of the high ability learner plan and report to the Board as deemed necessary.

First Approval May 13, 1998 Final Approval June 9, 1998
Legal Reference: Sec. 79-4001-4004, RRS; NDE Rule 3.

0580 **School Wellness**

Bancroft-Rosalie Community Schools adopts the following School Wellness Policy:

1. Goals to Promote Student Wellness

The following goals are established for nutrition education, physical activity, and other school-based activities that are designed to promote student wellness in a manner that the District determines to be appropriate:

A. Nutrition Education

- Students in grades pre-K-12 receive nutrition education that teaches the skills they need to adopt healthy eating behaviors and make healthy food choices.
- Students receive consistent nutrition messages throughout the school, in classrooms and the cafeteria.
- District health education curriculum standards and guidelines include both nutrition and physical education.
- Nutrition is integrated into the health education or core curricula (e.g., math, science, language arts).
- The school links nutrition education activities with the coordinated school health program.

B. Physical Activity

- Students are given opportunities for physical activity during the school day through physical education (PE) classes, daily recess periods for elementary school students, and the integration of physical activity into the academic curriculum.
- Students are given opportunities for physical activity through a range of before- and/or after-school programs including, but not limited to, intramurals and interscholastic athletics.
- The school works with the community to create ways for students to walk, bike, rollerblade or skateboard safely to and from school.
- The school encourages parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

C. Other School Activities

- Dining Environment

- The school district provides a clean, safe, enjoyable meal environment for students.
- The school district provides enough space and serving areas to ensure all students have access to school meals with minimum wait time.

School Wellness

- The school district makes drinking fountains available so that students can get water at meals and throughout the day.
- The school district encourages all students to participate in the school meals program and protects the identity of students who eat free and reduced price meals.
- The school district will offer a variety of healthy foods that appeal to children.

- Time to Eat

- The school district will ensure an adequate time for students to enjoy eating healthy foods with friends in schools.
- The school district will schedule lunch time as near the middle of the school day as possible.

- Food or Physical Activity as a Reward or Punishment

- The school district will discourage the use of food as a reward or punishment in schools.
- The school district will not deny student participation in more than one recess per day as a form of discipline or for classroom make-up time.

- Consistent School Activities and Environment

- The school district will ensure that all schools' fundraising efforts are supportive of healthy eating.
- The school district will provide opportunities for on-going professional training and development for foodservice staff and teachers in the areas of nutrition and physical education.
- The school district will make efforts to keep school or district-owned physical activity facilities open for use by students outside school hours.
- The school district encourages parents, teachers, school administrators, students, foodservice professionals, and community members to serve as role models in practicing healthy eating and being physically active, both in school and at home.
- The school district will offer whole fruits and vegetables, whole grain foods, 100% fruit juice, skim and low-fat white and flavored milk in preference over foods and drinks of minimal nutritional value in school vending machines.
- The school district encourages and provides opportunities for students, teachers, and community volunteers to practice health eating and serve as role models in school dining areas.

2. Nutrition Guidelines

The following nutrition guidelines are selected by the District for all foods available in each school building during the school day with the objectives of promoting student health and reducing childhood obesity:

- The school district sets guidelines for foods and beverages in a la carte sales in the food service program on school campuses.
- The school district sets guidelines for foods and beverages sold in vending machines, snack bars, school stores, and concession stands on school campuses.
- The school district sets guidelines for foods and beverages sold as part of school-sponsored fundraising activities.
- The school district sets guidelines for refreshments served at parties, celebrations, and meetings during the school day.
- The school district makes decisions on these guidelines based on nutrition goals, not on profit making.

3. Assurance for Reimbursable School Meals

The District gives the assurance that the District's guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to schools.

4. Plan for Measuring Implementation and Designation of Responsible Persons

The following plan is established for measuring implementation of the Wellness Policy:

- The school will periodically assess how well the policy is being managed and enforced and update or amend the policy as needed.
- The school will document any financial impact to the school foodservice program and vending machine revenues.
- The school will assess student, parent, teacher, and administration satisfaction with the Wellness policies.

The Superintendent of Schools is charged with operational responsibility for ensuring that the school meets the Wellness Policy.

5. Development of Policy

The District assures that development of the Wellness Policy involved parents, students, representatives of the District's nutrition services department, the school board, school administrators, and the public.

First Approval March 13, 2006

Final Approval April 10, 2006

Legal Reference: The Child Nutrition and WIC Reauthorization Act of 2004;
42 USC 1751

0580.1 **Meal Charge Policy**

It is the policy of the District to comply with the National School Lunch Program and School Breakfast Program and all other federal grant programs that provide free or reduced meals to qualifying students.

Student Eligibility

Families of students who may be eligible for free or reduced-price school meals should submit an application to determine their eligibility. Applications are available through the Superintendent or Superintendent's designee. As long as an application is submitted on or after July 1, the application will be considered current for the new school year. A student may become eligible for free or reduced meals at any time during the school year if the household experiences a change in financial circumstances.

Meal Account Balances

The District will ensure that families can check their meal account balances in a manner other than exclusively online. The District will ensure that at least one form of meal account payment is free of charge.

The District encourages families to pre-pay without charge for free or reduced-price meals. Notwithstanding the option to pre-pay, students and families will have a method to add funds during the school day. Any balance remaining in a pre-paid account shall carry over into the next month. Households approved for free or reduced-price meals with funds remaining in their meal account at the end of the school year shall receive a refund. When a student leaves the District or graduates, the District shall attempt to contact the student's household to return any funds remaining in the student's meal account.

Unpaid meal charges may be carried over at the end of the school year as a delinquent debt and the District shall undertake reasonable collection efforts to collect unpaid meal charges classified as delinquent debt, pursuant to and in compliance with state and federal law. The District shall maintain records of its collection efforts and, once delinquent meal charges are converted to bad debt, its documentation establishing and handling of the bad debt.

Student Confidentiality

The District will disclose individual student eligibility information only to those persons (and organizations) who require the information in order to carry out an activity specifically authorized by the National School Lunch Act, subject to applicable legal exceptions.

The District shall not use or implement any colored or coded meal cards, tickets, tokens, or other methods of payment that would overtly identify a student as being eligible for free or reduced-price meals.

Distribution Annually

This policy shall be provided in writing to all students' households at the start of each school year and to households transferring to the District during the school year.

This policy shall also be provided annually to District staff members responsible for the enforcement of this policy, including food service professionals.

The Superintendent or the Superintendent's designee shall maintain documentation of the annual distribution of this policy to students' households and District staff.

First Approval March 13, 2017

Final Approval April 10, 2017

Legal Reference: Richard B. Russell National School Lunch Act (42 U.S.C. § 1751);
U.S.D.A. Memorandum SP 57-2016.

0580.2 **Classroom Environment**

At all times, teachers are expected to organize, maintain and ensure that their classroom is in a safe, orderly and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers). Teachers who are uncertain as to whether their classroom meets this requirement are encouraged to consult with their building principal in a proactive manner.

First Approval June 8, 2020

Final Approval July 13, 2020

0590 **Title I Parental and Family Engagement Policy**

The written District Parent and Family Engagement Policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

First Approval June 11, 2018

Final Approval July 9, 2018

Legal Reference: 20 U.S.C. 6318 and 7801(32)

