

**GAGE COUNTY SCHOOL DISTRICT #15
BOARD POLICY MANUAL**

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School Calendar and Work Day

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

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

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

The school day for teachers is typically eight (8) hours except when meetings are scheduled. On the last school day of the week teachers are permitted to depart thirty minutes prior to the regular scheduled dismissal if they have no other responsibilities.

Each member of the staff is expected to be on duty before and after regular school hours to plan, to meet with students, and to carry out individual professional responsibilities. Staff, on occasions, may be asked to work beyond (before or after) the normal school day to attend staff meetings and hold conferences with students or parents. Teacher attendance and supervision responsibilities may also be required at evening events such as open houses and scheduled activities.

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

Policy Approved: 3/10/03

School Year-Hours

The minimum number of instructional hours in the school year shall be 400 hours for kindergarten students; 1,032 for elementary students, grades K-8; and 1,080 hours for high school students, grades 9-12, exclusive of lunch time.

*Activities included in the instructional hour will be class-related field trips, contests, fairs, assemblies, leadership workshops, career and academic counseling, passing and recess time, and other select academic-related events authorized by the administration and the board of education.

To the extent possible, practice for, travel to, and participation in activities sponsored by the Nebraska School Activities Association and the Nebraska Department of Education will be scheduled outside the regular 1,032 and 1,080 hour standard. Individual student absences because of illness or family-centered activities will be governed by the district attendance policies.

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

Legal Reference: 79-211 Length of School Term.

Policy Approved: 4/10/95

Organizational Plan

The organizational grade arrangement of the Gage County School District No. 15 shall be as follows:

1. Pre-School Handicap Birth through Age 6
2. Elementary grades:
(Elementary School) Kindergarten through Grade 5
3. Middle grades:
(Middle School) Grade 6 through Grade 8
4. High School
(High School) Grade 9 through Grade 12

Unless otherwise authorized by the board of education, elementary grades shall be operated as self-contained classes with the exception that specialized teachers may be used in the areas of art, music, and physical education. Unless otherwise authorized, the middle school shall be structured so as to serve as a transitional period for students between elementary school and high school. The high school grades shall be departmentalized.

To maintain comparability for Title 1 purposes the school district shall allocate personnel, curriculum materials, and instructional supplies among the attendance centers on a comparable basis. To this extent, the school district shall strive to maintain a balance of personnel, curriculum materials, and instructional supplies. Unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year shall not be included as a factor in determining comparability of services.

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

Policy Approved: 4/10/95

Introduction and Objectives

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

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

The ultimate aim of education, as determined by the patrons, students, and staff of Gage County School District No. 15 is to prepare all students for life long learning and responsible citizenship based on the belief that: Learning is a continuous process; Learning is an interrelated experience; Learning involves knowledge with application; All students can learn, given the appropriate opportunity; Teaching and learning styles must be matched; Schools provide a safe and positive environment; The school, student, family and community share in the responsibility for learning. These goals are the shared responsibility of the home, community, and school. Only through the cooperative effort of these segments can the goals be attained.

The board of education recognizes that students graduating from Gage County School District No. 15. must be prepared to meet future challenges which may arise locally, state wide, or world wide. The district's schools must, therefore, provide a diverse program of offerings. To meet the needs of as many students as possible the school district will offer programs in the areas of general education, vocational education, and college preparatory.

Legal Reference: 79-443 School Board, Schools, Supervision and Control.

Policy Approved: 4/10/95

Multi-Cultural Education

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

Statement of Philosophy and Mission

The philosophy of the multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) 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) 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 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 include professional development for administrators, teachers, and support staff which is congruent with the District and program goals.
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.

Legal Reference: Nebraska State Board of Education Rule 10

Policy Approved: 11/14/05

Reaffirmed: 9/13/2010

Curriculum Changes and Curriculum Guides

The instructional program should be constantly evaluated by the teachers and administration. Such evaluation may be expected to lead to recommendations for modifications of practices, changes in content, and new courses.

*The board of education encourages and supports the continual review of the school district's curricular offerings and their content. It is recommended that the administration utilize faculty curriculum committees to review and make recommendation for the development of school curricular materials or changes in course content. These committees should make timely reports to the administration on proposed modifications or changes in the curriculum. The administration shall approve the addition or deletion of any courses to the curriculum.

The administration shall have the responsibility for the general coordination and oversee the formation, review, and updating of all courses of studies and course descriptions. Course descriptions and/or course of studies shall be prepared by teachers and administrators, and recommended by the Superintendent of Schools

Prior to the addition or deletion of any courses the procedures set forth in AR-6210, Steps For Adding New Courses or Implementation of Experimental or Innovative Programs shall be followed.

Policy Approved: 4/10/95

Steps For Adding New Courses or Implementation of Experimental or Innovative Programs

The following steps will be followed in the adoption of new courses or implementing experimental or innovative programs:

1. Identification of the goals, specific components, and criteria desired in the program based on staff input.
2. Prioritizing of goals, components, and criteria identified.
3. The selection of a screening or steering committee to direct the study.
4. The development of a budget and time line for the implementation of the proposed program.
5. The presentation of the program and its anticipated goals to the board of education for the board's preliminary approval.
6. The inservicing of the screening/steering committee through the review of available materials and visitations to schools with similar programs.
7. A review of available materials from book representatives and other sources.
8. A presentation to the board of education for their approval of the available material and an estimated cost for implementation of the program, including the cost for additional personnel, textbooks, and supplies.
10. The in-servicing of the staff.
11. The final identification of the textbooks and supplies needed for the program.
12. The development of curriculum guides.
13. The implementation of the program.
14. A three-month and nine-month review of the outcome of the program and the identification of changes needed. A report to the board of education after the nine-month review.

Policy Approved: 4/10/95

Assessments—Academic Content Standards

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the:

- Language Arts (reading and writing) standards that were adopted by the State Board in September, 2014;
- Mathematics standards that were approved by the State Board in October 2010;
- Science standards that were adopted by the State Board in November 2010;and
- Social Studies standards that were adopted by the State Board on 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.

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

Policy Approved: 6/14/10

Revised: 5/14/12

Revised: 10/14/13

Revised: 10-12-15

Curriculum - Assessments

State Assessments

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

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

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

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

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 including, but not limited to, following test security procedures outlined for district, state, and/or national assessments.

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, activities and other evaluative tools used to assign grades).

The following specific assessment expectations and rules apply:

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

- b. 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.

2. 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.

- a. Teach the Content - Educators are to prepare students to do well on assessments by teaching the subject content and relevant skills. 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.
- b. Practice Tests - Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to use alternate (parallel) forms of the same published test or use 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.

3. Conditions for Successful Assessments.

- a. 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.
- b. Climate - Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, computers, 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.
- c. 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.

4. 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, Director Curriculum and Assessment and the Director of Student Programs

5. Assistance During Assessments

- a. Standardized Assessments - Educators are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan or IEP. This includes giving 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) unless approved as part of assessment procedures.
- b. 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. However, instructional materials or mechanical aids may be used according to a student's 504 Plan or IEP.

6. Student Answers

Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No. 2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.

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

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

Policy Approved: 5-10-2010

Experimental/Innovative Programs

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

The professional staff of the school system is encouraged to seek improvement of the educational program of the school district through a continual evaluation and review of the above sources. Substantial changes in curriculum, the development of experimental programs, or pilot studies shall involve the administration and the faculty curriculum committee. Such substantial changes in the curriculum must have the approval of the board of education.

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

For the implementation of experimental or innovative programs refer to AR-6210, Steps For Adding New Courses or Implementation of Experimental or Innovative Programs.

Policy Approved: 4/10/95

Character Education

It shall be the duty of each teacher employed by Gage County School District No. 15 to so arrange and present his or her instruction as to give special emphasis to common honesty, morality, courtesy, obedience to law, respect for the national flag, the constitution of the United States and the constitution of the State of Nebraska, respect for parents, and lessons of a steady influence, which tend to promote and develop an upright and desirable citizenry.

Legal References: 79-725 Character Education, Principles of Instruction, Duty of Teachers.

Policy Approved: 4/10/95

Reaffirmed: 9/13/2010

Sex Education

Sex education may be taught as a part of the curriculum at the discretion and under the direction of the administration, with the approval of the board of education, and based upon the wants and needs of the students and community.

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

Policy Approved: 4/10/95

Safe Schools Policy and Safe School Committee

It is the mission of the Beatrice Public 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 a 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 conditions with 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.

Legal Reference: NDE Rule 10, Section 004.01B

Policy Approved: 11/13/00

Concussions

1. Training.

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury to all coaches of school athletic teams.

2. Education.

The Superintendent or designee shall require that concussion and brain injury information be provided on an annual basis to students and the students' parents or guardians prior to such students initiating practice or competition. The information provided to students and the students' parents or guardians shall include, but need not be limited to:

- a. the signs and symptoms of a concussion;
- b. the risks posed by sustaining a concussion; and
- c. the actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

3. Response to Concussions.

- a. Removal. A student who participates on a school athletic team shall be removed from a practice or game when he or she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school.
- b. Return-to-Play. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury student shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student: (i) has been evaluated by a licensed health care professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed health care professional, and (iii) has submitted the written and

signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

The coach or administration may require that the student's return to full activities be on a stepwise progression back to full participation, or otherwise establish conditions for return to participation that are more restrictive than those defined by the licensed health care professional if the coach or an administrator reasonably deems such to be appropriate.

The signature of an individual who represents that he or she is a licensed health care professional on a written clearance to resume participation that is provided to the school shall be deemed to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school is not required to determine or verify the individual's qualifications.

c. Parent Notification. If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity per the preceding paragraph, the parent or guardian of the student shall be notified by the Superintendent or designee of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.

d. Return to Learn. The Superintendent or designee shall develop a return to learn protocol for students who have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

4. Responsibility of Coaches.

Coaches shall comply with this policy and apply their safety and injury prevention training. A coach who fails to do is subject to disciplinary action, including but not limited to termination of employment.

5. Students and Parents.

It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.

Legal Reference: Neb. Rev. Stat. §§ 71-9102 to 71-9106

Policy Approved: 5-14-12

Revised: 9-8-14

Student Participation in Athletic Contests Between Schools

Students in kindergarten through sixth grade may not participate in athletic contests between schools within a school system or between school systems. Annual field or play days are excluded from this restriction.

Elementary school systems having seventh and eighth grade athletics may include sixth grade boys or girls if the combined enrollment for seventh and eighth grade is fewer than 12 boys or 12 girls and if the school board has a policy regulating participation for sixth graders.

The board's policy for participation of sixth graders is as follows: A sixth grade student may participate if (1) the student meets the same standards applicable to seventh and eighth graders and (2) participation in the activity is not prohibited by the bylaws of the Nebraska School Activities Association.

Students in seventh and eighth grades may participate in interscholastic competitions subject to and in a manner consistent with the bylaws of the Nebraska School Activities Association. The scholastic eligibility rules for seventh and eighth grades shall be the same as established by the school board for high school interscholastic competitions and, in the absence of such rules, shall be the minimum established by the Nebraska School Activities Association.

Legal Reference:

NDE Rule 10.004.02C
Nebraska School Activities Association
Middle Level Activities Bylaws, Article 9

Policy Approved: 9-8-14

Return to Learn- Cancer

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize that students who have been treated for pediatric cancer and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff.

A 504 team meeting will be held, as appropriate, to develop individual return to learn accommodations and modifications.

Date of Adoption: 10-12-15

Ceremonies and Observances

Commemoration of special days and events shall be arranged.

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

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

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

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

Policy Approved: 8-14-2006

Reaffirmed: 9/13/2010

Revised: 11-12-12

Public Performances, Assemblies, Convocations, and Exhibitions

All assemblies, public performances, public programs, and convocations shall be scheduled through the administration and must be approved by the superintendent of schools or designee. The superintendent of schools will include the cost for these activities as a part of the annual budget to be approved by the board of education.

All programs must be well-rounded and educational and should not espouse a specific religious or political viewpoint or be of a sectarian nature.

The following criteria should be applied when planning or scheduling programs or performances:

1. Programs should have both educational and inspirational value.
2. Programs should have interest variety.
3. Wide student participation in the programs should be encouraged.
4. Good taste should be demonstrated in the kinds of programs and behavior shown.

Policy Approved: 4/10/95

Field Trips

Educational field trips are considered a vital part of the curriculum. Such trips should normally be conducted within the school day. Any trips which require staying overnight must have prior approval of the board of education.

Transportation of students for school sponsored field trips or activities may be provided in the following ways:

- I. By utilizing established public carriers under contract to the school district.
- II. By van or buses owned or leased by the school district and operated in accordance with the provisions of Nebraska statutes, and the following regulations:
 - A. Transportation of pupils, for activities, field trips, or for other out-of-town events, shall be under the supervision and sponsorship of at least one school employee, or approved parent or adult.
 - B. Students may use private transportation for in-town trips providing that the student's parents or guardian provide written permission. Such written permission shall be filed with and approved by the building principal.
- III. By privately owned vehicles, operated by properly licensed school employees.

The board of education shall periodically review the charge for use of vehicles on out-of-town trips.

Refer to AR-6315, Guidelines For Field Trips and Student Activities.

Legal Reference:	79-487 79-489	Pupils, Transportation, Buses, Purchases, Use. Pupils, Transportation, Driver, Liability Policy, Conditions.
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Policy Approved: 4/10/95

Guidelines For Field Trips and Student Activities

All student activities shall be established as an integral part of the broad instructional program of the school, and, as such, shall contribute to the overall effectiveness of the educational program.

It shall be the responsibility of the superintendent of schools and the administrative staff to guide and control the functions of the student activity program.

Field trips are permissible and authorized by the board of education. All field trips must have the approval of the principal and be reported to the superintendent of schools or his or her designee prior to the activity. Each field trip will come within the policies of the school district and of the administrative rules and regulations established by the superintendent of schools.

1. All field trips and school activities must be approved by the building principal prior to publicity or development of plans of the trip.
2. If a trip would be more than one day in length, it shall have the prior approval of the board of education.
3. Requests and arrangements must be made far enough in advance, so that teachers and the principal can be given a list of students involved in the activity at least five days in advance.
4. Students who will be involved shall have the responsibility to obtain a make-up slip ahead of the trip and make-up the assignments he or she will miss in advance of the activity.
5. The sponsoring teacher of the field trip or activity shall verify that each student involved has met the make-up requirements before the student leaves for that activity.
6. It shall be the responsibility of the principal to see that every teacher or sponsor of a field trip or school activity exercise the kind of control which will minimize the hazards of travel and maximize the safety of pupils when on the trip, as well as assume pupil conduct of such quality most likely to optimize the learning benefits of the trip.
7. The utilization of any mode of transportation other than approved public carrier or school owned leased vehicles shall require written parental permission.
8. Any field trip or student activity that does not begin and end within the same school day shall require parental permission.
9. Appropriate instruction shall precede and follow each field trip or student activity.
10. Field trips and student activities requiring school bus transportation shall not interfere with the regularly scheduled transportation of pupils to and from school.

11. The principal shall approve or disapprove the request and notify the teacher (if he or she disapproves the activity, he or she should state reasons). If approval is given, the principal shall forward the request for the school bus to the appropriate personnel and notify the office of the superintendent of school five (5) days in advance of the date requested.
12. Certified personnel on a bus shall see that all bus rules and regulations are enforced. The bus driver shall assist in this process. In the absence of certified personnel on a bus the bus driver shall see that the bus rules and regulations are enforced.
13. When a field trip is made to a place of business or industry, the teacher shall insist that an employee of the host company serve as a conductor or tour guide.
14. Teachers or other certified personnel shall accompany pupils on all field trips and shall assume responsibility for their proper conduct.
15. Appropriate educational experience and proper supervision shall be supplied for any pupils whose parents do not wish them to participate in the community service activity or field trip.
16. The principal will be responsible to provide a substitute for the teacher, if necessary, to instruct his or her classes which are not involved in the field trip.

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

Legal Reference:	79-487	Pupils, Transportation, Buses, Purchases, Use.
	79-489	Pupils, Transportation, Driver, Liability Policy, Conditions.

AR-6315 Approved: 4/10/95

Athletic Dismissal

School shall not be dismissed for Nebraska School Activity Association district athletic tournaments in which local district teams may participate. If local district teams participate during the day for state Nebraska School Activity Association tournaments in volleyball or girls and boys basketball, the entire school system will be dismissed at least two hours before the scheduled game time to allow travel time.

Policy Approved: 4/10/95

Student Production of Services and Materials

Students may produce services and materials in the schools only when such production furthers such student's educational development.

Costs of services and products produced in school shops and laboratories, for non-school use or consumption, shall be borne by the user or consumer when such costs are over and beyond normal instructional and material costs. A discussion between the student and the instructor shall be held concerning these costs prior to the onset of the project.

Priorities for the availability of students to perform these services or to produce products for non-school use (such as servicing automobiles in shop class) shall be as follows:

1. The project must fit into the overall educational development of the student. Students may serve as student or office assistants, assist in running audio-visual equipment, etc. if it can be determined that such activities benefit the overall educational development of the student. Such activities must not take a student out of a scheduled class and must have prior consent of the principal.
2. How does the project benefit the community, or organizations within the community, other than school system employees or members of the board of education? Students should be taught that community service or community projects that benefit the area are worthy activities.
3. How does the project benefit the school system or its employees? Students shall not be used to run personal errands for school employees during school time.

Policy Approved: 4/10/95

THERAPY DOGS

The school district supports the use of therapy dogs by teachers or other qualified school personnel (“Owner”) for the benefit of its students subject to the conditions of this policy.

Therapy Dog. A “therapy dog” is a dog that has been individually trained and certified to work with its Owner to provide emotional support, well-being, comfort, or companionship to school district students. Therapy dogs are not “service animals” as that term is used in the American with Disabilities Act. The dog must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy dogs are personal property of the teacher or employee and are not owned by the school district.

Therapy Dog Standards and Procedures. The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school grounds:

Request. An Owner who wants to bring a therapy dog to school must submit a written request form to a principal or superintendent. The request form is attached as an administrative regulation. The request must be renewed each school year or whenever a different therapy dog will be used.

Training and Certification. The Owner must submit the American Kennel Club’s Canine Good Citizen Certification or its equivalent as determined by the Superintendent. The certification must remain current at all times.

Health and Vaccination. The therapy dog must be clean, well groomed, in good health, house broken, and immunized against diseases common to dogs. The Owner must submit proof of current licensure from the local licensing authority and proof of the therapy dog’s current vaccinations and immunizations from a licensed veterinarian.

Control. A therapy dog must be under the control of the teacher or school employee through the use of a leash or other tether unless the use of a leash or other tether would interfere with the therapy dog’s safe, effective performance of its work or tasks. However, the therapy dog must be under the owner’s control at all times.

Identification. The therapy dog must have appropriate identification identifying it as a therapy dog.

No Disruption. The therapy dog must not disrupt the educational process by barking, seeking attention, or any other behavior.

Health and Safety. The therapy dog must not pose a health and safety risk to any student, employee, or other person at school.

Supervision and Care of Therapy dogs. The Owner is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy dog.

Authorized Area(s). The Owner shall only allow the therapy dog to be in areas in school buildings or on school property that are authorized by school district administrators.

Insurance. The school district will carry an insurance policy which provides liability coverage for the therapy dog while on school property.

Exclusion or Removal from School. A therapy dog may be excluded from school property and buildings if a school administrator determines that:

- (1) A handler does not have control of the therapy dog;
- (2) The therapy dog is not housebroken;
- (3) The therapy dog presents a direct and immediate threat to others in the school; or
- (4) The animal's presence otherwise interferes with the educational process.

The Owner shall be required to remove the therapy dog from school premises immediately upon such a determination.

Allergic Reactions. If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the Owner of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property. The Owner of a therapy dog is solely responsible and liable for any damage to school property caused by the therapy dog.

Injuries to Personnel, Students, or Others. The school district will carry an insurance policy which covers injury to personnel, students, or others as a result of contact with the therapy dog.

Therapy dog in Training. This policy shall also be applicable to therapy dogs in training that are accompanied by a bona fide

**Beatrice Public Schools
Therapy Dog Request**

Request for the _____ school year Date _____

Owner/Personnel _____ Building _____

As “Owner” of the Therapy Dog, I understand that I must provide current documentation of the American Kennel Club’s Canine Good Citizen Certification and immunization records from a licensed veterinarian.

I also understand that I must be in control of the therapy dog at all times and the therapy dog shall wear appropriate identification while on school property.

In addition, I am responsible for the care and clean up of the animal while on school property, including any damages to school property.

Should the therapy dog pose a distraction to the learning environment I may be required to remove him/her from the premises upon administrative request.

This request is valid for one school year and shall be requested annually, or whenever a new/additional therapy dog is utilized.

Request by/Title

Date

Approved by/Title

Date

Adopted on: 8/14/2017

Equipment, Books, and Materials of Instruction

The board of education recognizes that appropriate texts, library reference material, maps and globes, laboratory equipment, audiovisual equipment, art supplies, athletic equipment, current periodicals, standard tests and questionnaires, and similar materials are the tools of the teaching profession. The board of education will attempt to provide finances, within the means of the district, to maintain a desirable instructional program

The teaching staff will serve on curriculum committees and meet with the administration for the purpose of recommending improvements in curriculum and materials. Wherever feasible, each student should be provided a basic text in each field of study in which he or she is engaged.

Upon the recommendation of the staff the administration may approve any major text book changes or adoptions.

Refer to AR-6405, Textbooks and Workbooks.

Legal Reference:	79-724	American Citizenship, Required, Instruction, Patriotic.
		Exercises, Duties of Officers
	79-734	School Books, Equipment and Supplies, Loan.

Policy Approved: 4/10/95

Reaffirmed: 4/14/2011

Textbook Loans to Children Enrolled in Private Schools

The superintendent of schools with the cooperation of the school district's principals will administer the textbook loans to resident children enrolled in private schools in Nebraska.

The district will annually generate a list of textbooks designated for use in the schools. This will be done by December 1 of each year. The list of textbooks will be available in the superintendent's office. Copies of the textbook list will be made available to the public at the actual cost of duplicating the list in whole or in part.

The last day for receiving applications for textbook loans from parents or legal guardians residing within the school district for use during the following school year is January 15 of each year. A limit of 10 textbooks per student in grades K-6 and 8 textbooks per student in grades 7-12 has been established by NDE.

The district will make available to all eligible parties textbooks valued at no more than the total dollars allocated to the district by the State Department of Education. If the parental request exceeds the allocated dollars requests for textbooks used by elementary students will be given first priority. If the parental request for textbooks from parents representing resident elementary students exceeds allocated dollars, textbooks being used in the lower elementary will be given priority.

Parental requests will be filled on an ascending K-12 grade by grade basis. The total school district outlay in dollars will never exceed the allocation that the district is eligible to receive from the State Department of Education.

Ten days prior to the beginning of the district classes, the administration will notify parents or guardians in writing where and when textbooks will be available. Parents or legal guardians receiving textbooks will be required to sign a receipt at the time the textbooks are picked up on designated Form NDE 122-002. Parents or legal guardians shall return textbooks to the designated individual within the local school district within 15 days after the close of the school year. All textbooks are to be returned in reasonably good condition. Lost or damaged books will require that the parent or legal guardian reimburse the district for replacement costs.

It is important to understand that a textbook shall be defined to mean a "book which is designated for use in the classroom as the principal source of study in kindergarten through grade 12 in a public school district."

Library books, workbooks, etc. are not eligible material for the definition of "textbook."

Legal Reference: 79-734(2) School Textbooks,
Equipment and Supplies; Purchase and Loan.
Rule 4 NDE

Policy Approved: 2-10-14

Library-Media, Selection and Review

The board of education who is responsible for the purchase of all material, recognizes the student's right of free access to many different types of media. The board of education also recognizes the right of teachers and administrators to select books and materials in accord with current trends in education and to make them readily available in the schools. It shall be the policy of this district to purchase materials utilizing the following procedures:

SELECTION GUIDELINES

- I. Materials should strive to enrich and support the curriculum, taking into consideration the varied interests, abilities, maturity levels, and the ethnic backgrounds of the students served.
- II. Materials should strive to stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- III. Selections of materials should strive to provide a background of information, thus enabling students to make intelligent judgments in their daily lives.
- IV. Selections of materials should strive to present opposing sides of controversial issues, so that students may develop under guidance the practice of critical reading and thinking.
- V. Selections of materials should strive to represent all religious, political, ethnic, and social groups and their contribution to our American heritage.
- VI. Materials shall be in harmony with the Constitution and laws of the United States and of the State of Nebraska.

SPECIFIC REGULATIONS ON SELECTION

- I. The responsibility of selection shall rest with the appropriate administrator or his or her professionally qualified designate in consultation with the certified staff.
- II. The basic factors in selection shall be the curriculum, the reading interest, the abilities, the backgrounds, and maturity levels of the students.
- III. All selection of material shall be a cooperative continuing process in which administrators, teachers, media specialists, and students participate.
- IV. Materials, made available through individuals or outside agencies, shall be referred to the appropriate administrator for screening.

- V. The following authorities are representative of those which may be consulted in selection of library materials:
 - A. Publications by: American Library Association, National Council of Teachers of English, H. W. Wilson catalog series, American Association for the Advancement of Science, National Education Association, and the Association for Education Communication and Technology.
 - B. Current periodicals, such as: School Library Journal, American Library Association Booklist, Horn Book, and professional journals in various subjects.

REVIEW OF MATERIALS

The board of education recognizes the right of individual parents or citizens to challenge the use of certain materials. Such challenges shall be handled by the following procedures:

- I. Requests shall be made to the appropriate administrator for the "Reconsideration of Media" form. The challenger's statement must be signed and identified so that a reply can be given. See AR-6410 for a copy of the form Request For Reconsideration of Media.
- II. The material in question shall be reviewed by a committee of two teachers and one librarian, appointed by the administrator. They shall review the materials and judge whether it conforms to the stated principles. The report of this committee shall be completed within thirty (30) school days and presented to the administrator with a copy sent to the superintendent of schools. The challenger shall be notified of findings of the committee.
- III. If the challenger does not agree with the decision of the committee, he or she may file a notice of appeal with the superintendent of schools within ten (10) school days following receipt of such a decision and the matter will then be presented to the board of education at a regularly scheduled meeting. The decision of the board of education shall be final.

DISPOSAL OF DISCONTINUED INSTRUCTIONAL MATERIAL

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

- I. Obsolete - to be replaced by updated material.
- II. Expiration of adoption period.
- III. Torn, soiled, or defaced.

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

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

Refer to Policy 1215, Complaints About Instructional Materials.

Policy Approved: 4/10/95

Request for Reconsideration of Media

Media consists of many types of print, and non-print materials, i.e., books, compact discs, films, (16 mm and 8 mm), filmstrips, tape recordings, study prints, pictures, transparencies, video-tapes, and all other printed or published items. Please list the material you are requesting to be reviewed.

Type of Media: _____

Name of Item: _____

Publisher or Producer: _____ Date of Publication: _____

Name of person, organization (group) or community seeking reconsideration:

Address:

Street

City

State/Zip

Date of Complaint: _____ Telephone No: _____

The following is to be answered after the complainant has read, viewed, or listened to the school library material.

1. Did you read, view, or listen to the complete item? Yes ___ No ___

2. How was the item acquired? (Assignment, Free Selection, From a Friend, etc.)

3. Is the item a part of a set or series? Yes _____ No _____

If yes, did you read, view, or listen to the entire set or series?

Yes _____ No _____

4. What did you find objectionable regarding the item? (Be specific)

5. How did you react to the objectional part of the item? _____

6. Were there good sections included in the item? Yes _____ No _____

If yes, please list them. _____

Thank you.

AR-6410 Approved: 4/10/95

Assessment

The school district will develop a local assessment plan that includes an assessment schedule and procedures for assessing the achievement of local standards. The school district's assessment program will include the use of criterion-referenced assessments and standardized norm-referenced assessments. The school system will assess students according to procedures published in the local assessment plan and that meets the assessment requirements as set forth by the Nebraska Department of Education. The assessment program will provide:

1. Procedures and results that will assist the teachers, counselors and administrators in planning and providing appropriate instruction for all students.
2. Results that will provide information for monitoring program success, and for reporting individual results to parents as well as grouped data to policy makers and the community.
3. Information that will assist individual schools and the district in the establishment and achievement of educational improvement goals.

The school assessment program will demonstrate accountability to the residents of the school community. The program will reflect the academic growth of pupils, be adequate and financially feasible, and assess the academic level of pupils in the essential skills as well as the subject taught in the elementary and secondary grades.

Policy Approved: 03/10/03

Guidance

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

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

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

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

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

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

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

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

Legal Reference: 79-2,107 Student Personnel Services, Supervise

Policy Approved: 4/10/95

Multiple Enrollment

Students enrolled in Gage County School District No. 15 may enroll simultaneously with an institution of higher learning. The student must meet the following criteria:

1. Students must meet the prerequisites as established by the other institution and have written permission from the institution of higher learning for authorizing dual enrollment.
2. Students must enroll in the necessary classes offered by Gage County School District No. 15 to meet the prerequisites for graduation from this school district.
3. Unless the student has met all the graduation requirements as set forth by the policies of this board of education, the student must be enrolled in a minimum of fifteen credit hours at the high school level. The plan developed by the student and the multiple enrollment committee should involve graduation from the Beatrice High School no later than the student would have graduated had he or she not participated in the dual enrollment program.

The Gage County School District No. 15 will not be responsible for any tuition, other fees, or transportation costs incurred through dual enrollment. Credits earned at a post-secondary institution must be evaluated and approved by the Beatrice High School Principal prior to enrolling in any course to determine if credits earned at the post-secondary institution may be applied toward graduation requirements of Gage County School District No. 15.

Policy Approved: 4/10/95

Adult Education

*Adults who wish to prepare themselves for promotion in responsibility and remuneration, as well as those who desire to become more effective in homemaking and civic affairs, shall be encouraged to attend adult education classes in these fields. The same shall apply for those persons who have social and recreational needs to be met and for those who may wish to satisfy skills in some particular subject.

Gage County School District No. 15 will cooperate with Southeast Community College, Peru State College, the University of Nebraska, and any other accredited institutions of higher education to provide adult education classes.

Gage County School District No. 15 will also offer classes, usually vocational or recreational in nature, to be taught by local instructors. The number of classes will be determined by local interest. Any cost of these classes not financed through non-district sources will be shared by those individuals enrolled.

Adults will be allowed to monitor regular scheduled classes to gain knowledge for personal advancement and personal enjoyment, so long as the individual reimburses the school district for materials used, does not occupy space needed by a student, and does not cause a disparity in the pupil/teacher ratio.

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

Policy Approved: 4/10/95

Alternative Education Programs or Plans for Expelled Students

In the event action is taken to expel a student from this school district, there shall be available to the expelled student one of the following described educational programs during the period of expulsion: (1) If the expelled student is in the ninth through twelfth grades, the school district shall make available to the Student an alternative school, class or educational program (hereinafter referred to as an "Alternative Education Program") more specifically described in paragraph "A" below; or (2) If the expelled student is in Kindergarten through 8th grades, the school district will assist the student in the development of an educational and behavioral plan for the student (hereinafter referred to as a "Educational and Behavioral Plan", more specifically described in paragraph "B" below. Should an expulsion continue from the student's eight grade year through to the beginning of the student's ninth grade year, the student shall continue under the Educational Behavioral Plan established during the student's eight grade year, and may not enter the Alternative Education Program by reason of said expulsion. An expulsion becomes effective, as to a student who has been given a written notice of a recommendation to expel, on the earliest of the following dates: (1) if the student, parent, or guardian has not requested a hearing, the sixth school day following receipt of the notice of the recommendation to expel, (2) if the student has requested a hearing, the date the student, parent or guardian receives notice of the determination of the superintendent or superintendent's designee to expel the student, or (3) such other date as may be mutually agreed by the student, parent, or guardian and the administration.

A. Alternative Education Program for Grades 9 through 12:

The Administration shall select one of the following described education options to be made available to the expelled student during the period of expulsion: (1) Community-based program, e.g. Alternative diploma through special program with Southeast Community College; (2) Home-based Programs; (3) Specialized tutorial experiences, e.g. "Crossroads", Saturday Schools; (4) Distance Learning e.g. UNL Correspondence course(s), satellite courses through Southeast Nebraska Consortium. The Board of Education may, from time to time, approve other alternative programs and may approve specific alternative programs and may enter into contracts for the provision of such specific alternative programs. To the extent that the alternative programs are to be provided on-site, the individuals responsible for providing such on-site alternative program shall hold a valid Nebraska Teaching or Administrative Certificate. To the extent the alternative program is to be community-based or off-site, such alternative program shall be planned in cooperation with and monitored or supervised by a school district staff member who holds a Nebraska Teaching or Administrative Certificate. Alternative programs may be conducted at times other than the regular day.

The superintendent or the superintendent's designee shall make known to the expelled student which of the alternative education options the administration has

selected for the student's expulsion. Such information shall be made known to the expelled student on or before the date the expulsion becomes effective. The determination of which alternative programs shall be made available to each specific expelled student shall be based on the consideration of the interests of the school district and the student's educational and behavioral objectives and needs, as determined in the discretion of the superintendent or the superintendent's designee. If a parent or guardian refuses to participate or have their expelled child participate in the alternative programs made available, the district shall have no further obligation with regard to the provision of an alternative program. The superintendent or superintendent's designee shall establish a specific date or time within which the parent or guardian shall be required to state in writing an agreement to participate in the alternative program. As a condition of participation in alternative programs which involve the payment of tuition or other similar expenses, the student, parent, or guardian may be required, as a condition of such alternative program being available, to agree in writing to pay the tuition or other similar costs for such program in the event the expelled student fails to successfully complete the program.

The standards of student behavior and cooperation required of students in the regular programs of this school district shall also be required of expelled students throughout the entire time period of the alternative program. Additional standards may be established in each specific program and for each specific expelled student. If the expelled student fails to meet the required standards of student behavior or cooperation, the student may be further disciplined by disciplinary punishment up to and including expulsion for an additional period of time beyond that being served by the expelled student. Further, if the expelled student fails to meet any of the conditions of the learning program, the district may, by action of the superintendent or superintendent's designee, terminate the alternative program for the expelled student. A due process hearing substantially in compliance with the statutory provisions for suspension and expulsion of students shall be made available, unless waived by the parent or legal guardian.

Upon pre-approval by the superintendent or the superintendent's designee, academic credit towards graduation or advancement in grade level shall be available to students participating in alternative programs for expelled students. The academic credits to be awarded shall be equal to the same academic credit a student in the school district's regular educational program would earn for completion of a similar educational program, as determined in the discretion of the superintendent or superintendent's designee. Such academic credits shall not be earned unless the expelled student has successfully completed the conditions of the alternative program, as determined by the teacher and the superintendent or superintendent's designee. The superintendent or superintendent's designee shall determine whether or to what extent such academic credits should be assigned to a subject area or other specific graduation or advancement requirements. The achievement mark (i.e., grades) assigned for such academic credits shall not be

available to the advantage of the expelled student for honor roll, class rank, or other academic honors or recognition.

B. Educational and Behavioral Plan for Grades Kindergarten through Eight Grade

For a student in Kindergarten through the eighth grade who is to be expelled from this school district, the following procedures shall be followed prior to expelling such student unless the expulsion was required by subsection (4) of the Neb. Rev. Stat. 79-283:

- (1) A conference shall be called by a school administrator and held to assist the district in the development of a plan with the participation of a parent or legal guardian, the student, a school representative, and a representative of either a community organization with a mission of assisting young people or a representative of an agency involved with juvenile justice.
- (2) The plan shall be in writing and adopted by a school administrator and presented to the student and the parent or legal guardian.
- (3) The plan shall:
 - (a) Specify guidelines and consequences for behaviors, which have been identified as preventing the student from achieving the desired benefits from the educational opportunities provided.
 - (b) Identify educational objectives that must be achieved in order to receive credits toward graduation,
 - (c) Specify the financial resources of the community programs available to meet both the educational and behavioral objectives identified, and
 - (d) Require the student to attend monthly reviews in order to assess the student's progress toward meeting the specified goals and objectives.

Legal Reference: 79-266

Policy Approved: 9/9/97

Special Education

Special Education Policies

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

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

1. **Free Appropriate Public Education**

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

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

2. **Full Educational Opportunity Goal**

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

Legal Reference: 92 NAC 51-004.11A

3. **Child Find**

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

Legal Reference:

92 NAC 51-006.01 through 006.01A2

4. Individualized Education Program (IEP)

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

Legal Reference:

92 NAC 51-007

5. Least Restrictive Environment

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

Legal Reference: 92 NAC 51-008.01 through 008.011

6. Procedural Safeguards

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

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07 and 016.01 through 016.07C

7. Evaluation and Identification Procedures

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

Legal Reference:

92 NAC 51-006

8. Confidentiality of Personally Identifiable Information

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

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

9. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) and who will participate in preschool programs assisted under Part B of the IDEA (services for school-aged children) shall experience a smooth and effective transition to those preschool programs in a manner consistent with 92 NAC 52-008. The District will

participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

10. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

11. Personnel Standards and Personnel Development

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

12. Participation in and Reporting of State and District Wide Assessments

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

Legal Reference: 92 NAC 51-004.05

13. Suspension and Expulsion Rates

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

Legal Reference: 92 NAC 51-004.06E

14. Access to Instructional Materials

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

1. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard, or
2. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

15. Over-Identification and Disproportionality

PROCEDURES SHALL BE IN PLACE TO ENSURE THAT TESTING AND EVALUATION MATERIALS AND PROCEDURES UTILIZED FOR THE EVALUATION AND PLACEMENT OF CHILDREN WITH DISABILITIES WILL BE SELECTED AND ADMINISTERED SO AS NOT TO BE RACIALLY OR CULTURALLY DISCRIMINATORY. SUCH MATERIALS OR PROCEDURES SHALL BE PROVIDED AND ADMINISTERED IN THE CHILD'S NATIVE LANGUAGE OR MODE OF COMMUNICATION, UNLESS IT IS CLEARLY NOT FEASIBLE TO DO SO, AND NO SINGLE PROCEDURE SHALL BE THE SOLE CRITERION FOR DETERMINING AN APPROPRIATE EDUCATIONAL PROGRAM FOR A CHILD.

Legal Reference: 92 NAC 51-003.10; 006.02C

16. Prohibition on Mandatory Medication

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

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

17. Transportation

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

Legal Reference: 92 NAC 51-014.01 through 014.02

18. Surrogates

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

Legal Reference: 92 NAC 51-009.10

19. 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

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. § 79-1110 to 79-1167
92 NAC 51

Policy Approved: 11-14-2011

Revised: 10-12-15

Section 504

No pupil shall be discriminated against because of age, color, disability, parental status, marital status, race, national origin, religion, sex, or veteran status. Parents who have a disability may request the district to provide appropriate accommodations necessary for them to participate in essential instructional activities of their students. Students who are emancipated or have reached the age of majority may submit their own requests.

It is the policy of the Beatrice Public Schools to provide a free appropriate public education to each qualified student with a disability. It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act.

Adopted: 3/14/2016

Section 504

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Determination of Disability.

1. The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as: (1) medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment or supplies; (2) use of assistive technology; (3) reasonable accommodations or auxiliary aids or services; or (4) learned behavioral or adaptive neurological modifications. The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity;
2. An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability;
3. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active;
4. The definition of disability shall be construed in favor of broad coverage of individuals under Section 504 and Title II, to the maximum extent permitted by the terms of those laws; and
5. Students with health related concerns such as food allergies, asthma and diabetes and other physical or mental conditions which may impact major life activities may qualify as having a disability for purposes of Section 504 and Title II.

FAPE and Educational Setting.

1. The District shall provide a FAPE to each qualified student with a disability in the District's jurisdiction. An appropriate education is the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met, and complies with applicable federal regulations;
2. The District shall educate, or shall provide for the education of, each qualified student with a disability in its jurisdiction with students without disabilities to the maximum extent appropriate to the needs of the student without a disability. The District shall place a student with a disability in the regular educational environment unless it is demonstrated by the District that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily;
3. The District shall ensure that students with disabilities participate without disabilities in academic, nonacademic and extracurricular services and activities to the maximum extent appropriate to the needs of the student with a disability. Academic activities include, but are not limited to, academic competitions and graduation ceremonies. Nonacademic and extracurricular services and activities include, but are not limited to, meals, recess periods, counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the School, referrals to agencies which provide assistance to students with disabilities, and employment of students.

Evaluation and Placement

1. The District shall conduct an evaluation at no expense to the parents of any student who, because of a disability, needs or is believed to need special education or related services, before taking any action with respect to the initial placement of the student in regular or special education and any subsequent significant change in placement in accordance with the law. The District shall ensure that:
 - a. Tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;
 - b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the

student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

2. The District shall ensure the following actions are taken when interpreting evaluation data and making placement decisions:
 - a. Draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
 - b. Establish procedures to ensure that information obtained from all such sources is documented and carefully considered;
 - c. Ensure that the placement decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. A parent(s) or guardian is a required participant if he or she is a person knowledgeable about the student;
 - d. Ensure that the placement decision is made in a timely manner, and in the least restrictive environment in accordance with 34 C.F.R. § 104.34.
3. The District shall ensure that students with disabilities who have been provided special education or related services are periodically reevaluated. Under Section 504, due process rights of qualified students with disabilities and their parents are guaranteed in the Beatrice Public School District. Beth Cordry-Hookstra is the District Coordinator of Section 504. She may be contacted at the Administration office, 320 N. 5th Street, (402)223-1512. School counselors are the Section 504 team chairpersons and may be contacted at their respective buildings.