

POLICY REFERENCE MANUAL

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GOALS AND OBJECTIVES

This series of the board policy manual is devoted to the goals and objectives for the delivery of the education program as described by the mission statement of the district. The board's objective in the design, contents and the delivery of the education program is to provide an equal opportunity for students to pursue an education free of discrimination on the basis of race, creed, color, sex, national origin, marital status, religion or disability.

In providing the education program of the school district, the board shall strive to meet its overall goal of providing the students an opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance and encourages critical thinking in students.

In striving to meet this overall goal, the objectives of the education program are to provide students with an opportunity to:

- Acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively;
- Become effective and responsible contributors to the decision-making processes of the social and political institutions of the community, state and nation;
- Acquire entry-level job skills and knowledge necessary for further education;
- Acquire the capacities for a satisfying and responsible role as family members;
- Acquire knowledge, habits and attitudes that promote personal and public health, both physical and mental;
- Develop an understanding of their own worth, abilities, potential and limitations; and,
- Learn and enjoy the process of learning and acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

[An advisory committee of representatives of the school district community and the school district shall be appointed to make recommendations for the committee regarding progress toward achievement of the goals and objectives of the education program.]

Approved _____ Reviewed _____ Revised _____

Academic Content Standards

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the Language Arts (reading and writing) standards that were adopted by the State Board on December 11, 2008 and revised by the State Board on April 2, 2009.

Unless other action is taken, the Board of Education adopts the standards to be adopted by the State Board in the area of Mathematics, Science, and Social Studies and such standards as are subsequently adopted or amended by the State Board.

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

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

Approved _____ Reviewed _____ Revised _____

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

SCHOOL CALENDAR

The school calendar shall accommodate the education program of the school district. The school calendar shall accommodate instruction of a minimum of 1,080 hours for students in grades nine through twelve, 1032 hours for students in grades one through eight, and 400 hours for students in kindergarten. The school calendar shall include, but need not be limited to days for student instruction, staff development, in-service days and teacher conferences.

The academic school year for students is considered to include a minimum of one-hundred and eighty days in the school calendar.

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

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

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

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

Approved _____ Reviewed _____ Revised _____

Legal Reference: Neb. Statute 79-211
 NDE Rule 10.004.01A2

Cross Reference: 503 Special Attendance
 604.03 Special Education

SCHOOL DAY

The normal student school day for grades one through twelve shall consist of a minimum of 7 hours, not including the lunch period. The school day consists of the schedule of class instruction and class activities as established and sponsored by the school district. Time during which school is dismissed for tournaments or contests, parent/teacher conferences, funerals, parades and school picnics may be counted as part of the student’s instructional time. The minimum school day shall meet the requirements as established for the operation of accredited schools.

The kindergarten school day shall consist of a minimum of 7 hours.

The district may occasionally schedule a school day for less than the standard minimum number of hours due to the scheduling of staff development opportunities, parent-teacher conferences or special events occupying a portion of the day. Schedule revisions and changes in time allotments will be made by the superintendent.

When the school is forced to close due to weather or other emergencies, that part of the day during which school was in session will constitute a school day.

Approved _____ Reviewed _____ Revised _____

OPEN OR CLOSED CAMPUS

The campuses of the district are closed and students after arrival for morning classes will not, without permission of the principal, leave the campus for any purpose until they have completed their school requirements for the day.

Approved _____ Reviewed _____ Revised _____

Cross Reference: 503 Student Attendance
 504.01 Student Due Process Rights
 505 Student Discipline

CURRICULUM DEVELOPMENT

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

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research of the school district's curriculum needs and a long-range curriculum development program. In making recommendations to the board, the superintendent shall propose a curriculum that will:

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

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

Legal Reference: NDE Rule 10
20 U.S.C. § 1232h (1994).
34 C.F.R. Pt. 98 (1996).

Cross Reference: 102 Educational Philosophy of the District
104 Educational and Operational Planning
604 Instructional Curriculum
606 Instructional Materials

Approved 8-13-18 Reviewed _____ Revised 8-9-21

CURRICULUM GUIDES AND COURSE OUTLINES

Curriculum guides and course outlines will be written for all courses offered in the district. L.E.A.R.N.S. (Leading Educational Achievement through Rigorous Nebraska Standards) as adopted by the State Board of Education will be included. Teachers are expected to adhere closely to the course of study adopted by the district. Information regarding course offerings will be made available to all student s and interested district patrons, upon request.

Approved _____ Reviewed _____ Revised _____

CURRICULUM EVALUATION

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

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

Approved _____ Reviewed _____ Revised _____

Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. Pt. 98 (1996).

Cross Reference: 101 Educational Philosophy of the District
104 Educational and Operational Planning
611 Academic Achievement
604 Instructional Curriculum

PILOT, EXPERIMENTAL OR INNOVATIVE PROJECTS

The board welcomes new ideas in curriculum. Proposals for pilot or experimental projects shall first be reviewed and analyzed by the superintendent. Projects recommended by the superintendent will be considered by the board. Pilot and experimental projects approved by the board, the Nebraska Department of Education, or the U. S. Department of Education may be utilized in the education program.

Students, who may be or are asked to participate in a research or experimental project or program, must have their parents' written consent on file prior to participating in the project or program. A research or experimental program or project requiring parents' prior written consent is a program or project designed to explore or develop new or unproven teaching methods or techniques. These programs or projects shall be designated as research or experimental projects or programs. The educational materials of a program or project designated as a research or experimental program or project may be inspected and reviewed by the parents of the students participating or being considered for participation in the program or project. The inspection and review by the parents shall be in accordance with board policy 606.02, "Instructional Materials Inspection."

It shall be the responsibility of the superintendent to develop administrative regulations regarding this policy.

Approved _____ Reviewed _____ Revised _____

Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. Pt. 98 (1996).

Cross Reference: 604 Instructional Curriculum

BASIC INSTRUCTION PROGRAM

The basic instructional program shall include the courses required for each grade level by the Nebraska Department of Education.

The basic weekly instructional program of students enrolled in the elementary grades shall include reading and language arts, mathematics, social studies, science, health, physical education, art, and music. Writing skills shall be incorporated in all curricular areas. The district shall consider elementary grades to be all grades up through sixth.

The basic yearly instructional program of students enrolled in the middle grades shall include reading, language arts, mathematics, social studies, science, health, art, music, and physical education. Writing skills shall be incorporated in all curricular areas. Exploratory experiences shall be offered in vocational education, foreign language, and technology education. The district shall consider middle grades to be all grades from seventh to eighth.

The basic instructional program of students enrolled in the high school grades shall consist of a minimum of 250 instructional units including language (40 units), comp. science (15 units), mathematics (30 units), science (30 units), social studies (40 units), P.E. (15 units), and electives (60 units). Writing skills shall be incorporated in all curricular areas. The instructional program shall include computer education. The district shall consider high school grades to be all grades of *[ninth]* and above.

Each instructional program shall be carefully planned for optimal benefit taking into consideration the financial condition of the school district and other factors deemed relevant by the board or superintendent. Each instructional program's plan should describe the program, its goals, the effective materials, the activities and the method for student evaluation.

It shall be the responsibility of the superintendent to develop administrative regulations stating the required courses and optional courses and optional courses for the elementary, middle and high school grade programs.

Legal Reference: NDE Rule 10.005 – 10.007
 20 U.S.C. § 1232h (1994)
 34 C.F.R. Pt. 98 (1996)

Cross Reference: 102 Educational Philosophy of the District
 103 Equal Educational Opportunity
 104 Educational and Operational Planning
 603 Curriculum Development
 611 Academic Achievement

Revised: June 13, 2017

SUMMER SCHOOL INSTRUCTION

Upon receiving a request for summer school, the board shall weigh the benefit to the students and the school district as well as the school district's budget and availability of certificated employees to conduct summer school.

It shall be the responsibility of the superintendent to develop administrative regulations regarding this policy.

Approved _____ Reviewed _____ Revised _____

Cross Reference: 411.02 Summer School Certificated Employees
 604 Instructional Curriculum
 801.07 Summer School Program Transportation Service

PROGRAM for HANDICAPPED STUDENTS

The Board of Education assures that all handicapped children who reside in the Homer Community School District shall have a free and appropriate public education and an equal opportunity for education according to the individual's needs.

The program to be administered under the superintendent's direction will fulfill and comply with all legislation applicable to the district and shall meet the standards established by the state department of education. The program will assure that handicapped children are identified, evaluated and verified. An educational plan shall be developed for every verified handicapped student, and services will be provided according to individual needs.

The right to an appeal of an educational placement of a handicapped student shall be available to parents or guardians of children with handicapping conditions.

Approved: May 18, 2009

File: 604.03Regs (95), see binder in Superintendent's office

MULTICULTURAL EDUCATION

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

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

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

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

Approved_____ Reviewed_____ Revised_____

Legal Reference: Neb. Statute 79-719 et seq.
 NDE Rule 10.004.01A3
 NDE Rule 16

Cross Reference: 103 Equal Educational Opportunity
 600 Goals and Objectives of the Education Program

HEALTH EDUCATION

Students in grade levels one through twelve shall receive, as part of their health education, instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body; human sexuality; self-esteem; stress management; interpersonal relationships; emotional and social health; health resources; prevention and control of disease; and communicable diseases, including acquired immune deficiency syndrome. The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being.

The areas stated above shall be included in health education and the instruction shall be adapted at each grade level to aid understanding by the students.

Parents who object to health education instruction in human growth and development may file a written request that the student be excused from the instruction. The written request shall include a proposed alternate activity or study acceptable to the superintendent. The superintendent shall have the final authority to determine the alternate activity or study.

Approved _____ Reviewed _____ Revised _____

Cross Reference:	504	Student Rights and Responsibilities
	508	Student Health and Well-Being
	608	Instructional Services

PHYSICAL EDUCATION

Students in grades one through eight shall be required to participate in physical education courses unless they are excused by the principal of their attendance center.

Students in grades nine through twelve are required to participate in one and one-half years or 15 instructional units of physical education. Participation in health education courses may apply toward this requirement.

Students may be excused from physical education courses if the student presents a written statement from a doctor stating that such activities could be injurious to the health of the student or the student has been exempted because of a conflict with the student's religious beliefs.

Students who will not participate in physical education must have a written request or statement from their parents.

Approved _____ Reviewed _____ Revised _____

Cross Reference: 506 Student Activities

CAREER EDUCATION

Preparing students for careers is one goal of the education program. Career education will be written into the education program for grades kindergarten through twelve. This education shall include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, and experiences of integrating work values and work skills into their lives.

It shall be the responsibility of the superintendent to assist certificated employees in finding ways to provide career education in the education program. Special attention should be given to offering courses of vocational education. The board, in its review of the curriculum, shall review the means in which career education is combined with other instructional programs.

Approved _____ Reviewed _____ Revised _____

DRIVER EDUCATION

If a traffic safety education program is provided by the district, the program will be made available to all eligible resident students. The district will charge a tuition rate as established by the board.

Eligible nonresident students may enroll in the district's traffic safety education program if resources are available. Nonresident students may be charged tuition at a higher rate than resident students.

The district will develop procedures for establishing tuition rates and enrolling nonresident students.

Approved _____ Reviewed _____ Revised _____

TEACHING ABOUT RELIGION

The school district is required to keep the practice of religion out of the school curriculum. The board recognizes the key role religion has played in the history of the world and authorizes the study of religious history and traditions as part of the curriculum. Preferential or derogatory treatment of a single religion shall not take place.

It shall be the responsibility of the superintendent to ensure the study of religion in the schools in keeping with the following guidelines.

- the proposed activity must have a secular purpose;
- the primary objective of the activity must not be one that advances or inhibits religion; and
- the activity must not foster excessive governmental entanglement with religion.

Approved _____ Reviewed _____ Revised _____

Cross Reference: 605.5 Religious-Based Exclusion from a School Program
 607.02 School Ceremonies and Observations

ACADEMIC FREEDOM

The board believes students should have an opportunity to reach their own decisions and beliefs about conflicting points of view. Academic freedom is the opportunity of licensed employees and students to study, investigate, present, interpret, and discuss facts and ideas relevant to the subject matter of the classroom and appropriate to and in good taste with the maturity and intellectual and emotional capacities of the students.

It shall be the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or biased positions in the classroom or through teaching methods. Teachers are not discouraged from expressing personal opinions as long as students are aware it is a personal opinion and students are allowed to reach their own conclusions independently.

It shall be the responsibility of the principal to ensure academic freedom is allowed but not abused in the classroom.

Approved _____ Reviewed _____ Revised _____

Cross Reference: 504 Student Rights and Responsibilities
 1005.10 Distribution or Posting of Materials

CITIZENSHIP

It is important that students develop a knowledge of our nation's history, government, geography, and economic system. The social studies courses shall include and adequately stress contributions of all ethnic groups to:

1. The development and growth of America into a great nation;
2. Art, music, education, medicine, literature, science, politics, and government; and
3. The military in all this nation's wars.

All grades below the sixth grade shall devote at least one hour per week to exercises or teaching periods for the following purpose:

1. The discussion of noteworthy events pertaining to American history or the exceptional acts of individuals and groups of Americans;
2. The historical background, memorization, and singing of patriotic songs such as the Star-Spangled Banner and America the Beautiful;
3. The development of respect for the American flag as a symbol of freedom and the sacrifices of those who secured that freedom; and
4. Instruction as to proper conduct in the presentation of the American flag.

In at least two of the three grades from the fifth-grade to the eighth-grade time shall be set aside for the teaching of American history from the social studies curriculum, which shall give students the opportunity to:

1. Become competent, responsible, patriotic, and civil citizens who possess a deep understanding of and respect for both the Constitution of the United States and the Constitution of Nebraska; and
2. Prepare to preserve, protect, and defend freedom and democracy in our nation and our world.

In at least two high school courses time shall be devoted to the teaching of civics and American history as outlined in the social studies standards adopted by the Nebraska Department of Education, in which specific attention shall be given to the following matters:

1. The Declaration of Independence, the United States Constitution, the Constitution of Nebraska, and the structure and function of local government in this state;
2. The benefits and advantages of representative government, the rights and responsibilities of citizenship in our government, and the dangers and fallacies of forms of government that restrict individual freedoms or possess antidemocratic ideals such as, but not limited to, Nazism and communism;
3. The duties of citizenship, which include active participation in the improvement of a citizen's community, state, country, and world, and the value and practice of civil discourse between opposing interests; and
4. The application of knowledge in civics, history, economics, financial literacy, and geography to address societal issues.

Approved 8-12-19 Reviewed _____ Revised _____

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.

Neglect by any employee in carrying out these instructions may be considered a cause for dismissal.

Legal Reference: Nebraska Statute 79-724

Cross Reference: 102 Educational Philosophy of the District
504 Student Rights and Responsibilities
505 Student Discipline

READING INSTRUCTION AND IMPROVEMENT

The district will facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia, and ensure all teachers for kindergarten through grade three will 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; and it is the district's intent that each student be able to read at or above grade level by third grade.

For school year 2019-20 and each following school year, 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 according to the requirements of section 504 of the federal Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act for whom such assessment would conflict with that 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 the student performs below the threshold level determined according to the Reading Improvement Act on an approved reading assessment. A student who is identified as having a reading deficiency 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 a school district from identifying any other student as having a reading deficiency.

The district shall 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 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.

The supplemental reading intervention program may also include:

- a. Reading intervention techniques that are based on scientific research
- b. and best practices;
- c. Diagnostic assessments to frequently monitor student progress throughout the school year and adjust instruction accordingly;
- d. 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;
- e. Strategies and resources to assist with reading skills at home, including parent-training workshops and suggestions for parent-guided home reading; or
- f. 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 appropriate 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 as described above to remedy such reading deficiency. Each such student shall receive reading intervention services through the supplemental reading intervention program as described above until the student is no longer identified as having a reading deficiency.

INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

Eligibility

Any 12th grade student who is under the age of 21 shall be eligible to apply to an institution of higher education for enrollment through the post-secondary options program if he or she:

1. is deemed by the student and parent/guardian on the advice of the principal to be in need of course work at a higher academic level than that available at school
2. is deemed by school personnel to show a high degree of maturity and responsibility, especially with regard to potential for completing post-secondary courses
3. is deemed by school personnel to be in need of a different environment

Academic Credit

Academic credit granted for course work successfully completed by a student under this program shall count as high school credit toward graduation requirements unless credit is denied by the principal and the denial, if appealed, is upheld by the superintendent and the board on the basis that such credit is inappropriate. An appeal procedure is provided in the event a student is denied high school credit. A student participating in this program shall still be considered as enrolled in the district and eligible for all high school activities.

The program is not available for summer school.

Payment of Tuition by Student

The student or parent/guardian shall be responsible for paying the tuition associated with post-secondary courses taken by the student. The district shall not reimburse the student or parent/guardian for tuition for such courses.

or:

[Agreement with Institution

When a student enrolls in courses at an institution of higher education for high school credit, the school district and the participating institution shall enter into a written cooperative agreement which shall include but not be limited to, the requirement that the student or parent/guardian shall be reimbursed by the district for the amount of tuition paid by the student or parent/guardian for the first two courses taken in any one academic term upon successful completion of the courses. The agreement shall include statements that any courses taken by students under this program also shall qualify as credit toward earning a degree or certificate at the institution of higher education.]

Transportation Costs

The school district shall not provide or pay for transportation to the institution of higher education.

Notice to Students and Parents/Guardians

Information about the post-secondary options program, including the appeals procedure if high school credit is denied, shall be distributed annually to all students in grades eleven and twelve and to their parents/guardians. Notice shall be given to allow sufficient time for students and parents/guardians to consider this option.

Homer Community School District

Students in grade twelve may enroll in post-secondary educational institution for academic or vocational-technical credits with the board's approval on a case-by-case basis. Students who intend to enroll in a post-secondary educational institution shall notify the school district during the course scheduling process prior to each semester. Students may attend courses at a post-secondary educational institution only after the school district certifies that the student is eligible to attend under this policy.

Students who have completed the eleventh grade but who have not completed the graduation requirements set out by the board may take up to seven semester hours of credit at a post-secondary educational institution during the summer months when school is not in session. Upon successful completion of these summer courses, the students shall receive academic or vocational-technical credit toward the graduation requirements set out by the board. Successful completion of the course shall be determined by the post-secondary educational institution. The board shall have the complete discretion to determine the academic credit to be awarded to the student for the summer courses.

The following factors shall be considered in the board's determination of whether a student will receive academic or vocational-technical credit toward graduation requirements set out by the board for a course at a post-secondary educational institution:

- the course is taken from a public or accredited private post-secondary educational institution;
- a comparable course is not offered in the school district. A comparable course is one in which the subject matter or the purposes and objectives of the course are similar, in the judgment of the board, to a course offered in the school district;
- the course is in the discipline areas of mathematics, science, social sciences, humanities, vocational-technical education, or a course offered in the community college career options program;
- course is a credit-bearing course that leads to a degree;
- the course is not religious or sectarian; and
- course meets any other requirements set out by the board.

Students in grade twelve who take courses, other than courses taken under an agreement between the school district and the post-secondary educational institutions in accordance with this policy. The superintendent shall also be responsible for developing the appropriate forms and procedures for implementing this policy.

Approved _____ Reviewed _____ Revised _____

Cross Reference: 611 Academic Achievement

INDIVIDUALIZED INSTRUCTION

The board's primary responsibility in the management of the school district is the operation and delivery of the regular education program. Generally, students attending the school district shall receive the regular education program offered by the district. Only in exceptional circumstances will the board approve students receiving individualized instruction at the expense of the school district.

Recommendations from the superintendent for individualized instruction shall state the need for the instruction, the objectives and goals sought for the instruction, the employee requirements for the instruction, the implementation procedures for the instruction and the evaluation procedures and processes that will be used to assess the value of the instruction.

It shall be the responsibility of the superintendent to develop administrative regulations for individualized instruction.

Approved_____ Reviewed_____ Revised_____

PROGRAM FOR HIGH ABILITY LEARNER

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

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

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

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

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

*Early Entrance; Grade Skipping; Ungraded/Multi-age Classes;
Cluster Grouping in Regular Classes; Continuous Progress; Cross Grade Grouping;
Compacted/Fast-Paced Curriculum; Special Full or Part-time Classes;
Advanced Placement Classes; Honors Classes; Block Classes; Independent Study;
Credit by Examination; Concurrent Enrollment; Mentorship/Internship;
Academic Competitions; Magnet Programs/Schools]*

Approved_____ Reviewed_____ Revised_____

Legal Reference: Neb. Statute 79-1106 et seq.
NDE Rule 3

Cross Reference: 102 Educational Philosophy of the District
611 Academic Achievement

RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM

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

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

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

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

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

Approved _____ Reviewed _____ Revised _____

Cross Reference: 604 Instructional Curriculum
 607.02 School Ceremonies and Observances

ENGLISH AS A SECOND LANGUAGE

The School Board recognizes the need to provide equal educational opportunities for all students in the district. Therefore, if the inability to speak and understand the English language due to national origin or non-English speaking environments excludes a student from effective participation in the educational programs offered by the district, the district shall take appropriate action to rectify the English language deficiency in order to provide the student equal access to its programs. The board directs the administration to develop and implement procedures which:

- Appropriately identify and evaluate students with limited English proficiency (LEP). Limited English proficient students are those whose native/home language is a language other than English and whose English language skills of listening, speaking, reading and writing are not developed to a level at which they can achieve challenging performance standards in a regular classroom.
- Determine the appropriate instructional environment for LEP students.
- Monitor progress of students receiving English as a Second Language (ESL) or bilingual instruction in order to determine their readiness for the mainstream classroom environment.
- Establish professional standard for staff members who teach bilingual or English as a Second Language programs and provide development opportunities for staff members when needed.

Where feasible, the district may provide support for the student’s use of the native language while developing English language skills.

Approved _____ Reviewed _____ Revised _____

Legal Reference: Title VI, Civil Rights Act of 1964.
20 U.S.C. §§ 1701 et seq.

Cross Reference: 103 Equal Educational Opportunity
601 Goals and Objectives

INSTRUCTIONAL MATERIALS INSPECTION

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

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

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

Approved _____ Reviewed _____ Revised _____

Cross Reference: 603 Curriculum Development
 1003 Public Examination of District Records

TECHNOLOGY AND INSTRUCTION MATERIALS

The board supports the use of innovative methods and the use of technology in the delivery of the education program. The board encourages employees to investigate economic ways to utilize instructional television, audiovisual materials, computers, and other technological advances as a part of the curriculum.

It shall be the responsibility of the superintendent to develop a plan for the use of technology in the curriculum and to evaluate it annually. The superintendent shall report the results of the evaluation and make a recommendation to the board annually regarding the use of technology in the curriculum.

Approved _____ Reviewed _____ Revised _____

Cross Reference: 603 Curriculum Development

MEDIA CENTERS

The school district shall maintain a media center at each campus for use by students and employees during the school day to expand the opportunity for learning, contribute to literacy, support the local curriculum, and enhance and enrich learning experiences for all students.

Materials for the centers will be acquired according to Board Policy 606.01, "Instructional Materials Selection" and will meet the minimum requirements of the Nebraska Department of Education.

It shall be the responsibility of the principal of the building in which the media center is located to oversee the use of materials in the media center.

It shall be the responsibility of the superintendent to develop procedures for the selection and replacement of both library and instructional materials, for the acceptance of gifts, for the removal of obsolete library and instructional materials, and for the handling of challenges to library materials.

Approved _____ Reviewed _____ Revised _____

Legal Reference: NDE Rule 10.004.04

Cross Reference: 603 Curriculum Development

ACCEPTABLE USE OF COMPUTERS, TECHNOLOGY AND THE INTERNET

The Board supports the use of computers, technology and the Internet in the District's instructional program as a resource to educate and inform. The use of these resources shall be consistent with the curriculum adopted by the School District and shall be employed in an appropriate and responsible manner to meet the varied instructional needs, learning styles, abilities and developmental levels of students.

Technology resources of the district shall not be used for personal use unless the user has entered into an agreement with the district that makes such use compliant with the law.

Procedures and Guidelines

The Superintendent shall develop and implement appropriate procedures to provide guidance for computer use and Internet access. Guidelines shall address teacher supervision of computer use, ethical use of electronic media, and the District's ownership and right of administrative review of electronic files and communications. The term "electronic media" includes, but is not limited to, the Internet, e-mail and other technological resources.

The guidelines shall prohibit utilization of networks for inappropriate or illegal activities, the intentional spreading of imbedded messages (viruses) or the use of other programs with the potential of damaging or destroying programs, data or equipment. The guidelines will describe the District's limitation of liability and will establish that the use of computers, technology and the Internet is a privilege, not a right. Violation of the procedures and guidelines will result in cancellation of those privileges and appropriate disciplinary action.

Technology Protection Measure

The District will implement a technology protection measure that will block or filter Internet access to visual depictions that are obscene, pornographic or of a harmful nature to minors. Operation of this measure will be monitored and enforced during use of computers by minors.

Audit of Use

Users with network access shall not utilize District resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system. Participation in chat rooms is prohibited without specific prior approval by the system administrator. The Superintendent shall establish a process to determine whether the District's education technology is being used for purposes prohibited by law or for accessing prohibited materials. The process may include, but not be limited to:

1. Utilizing blocking/filtering software.

2. Turning off the "auto load images" feature of the Internet browser.
3. Using a proxy server to control accessible websites.

Appropriate Internet Behavior On Social Websites

The district recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore, students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response.

Student Use

A written parental permission and agreement form will be required prior to the student being granted access to electronic media involving District technological resources. The form will specify acceptable uses, rules of on-line behavior, access privileges and penalties for procedural violations. It must be signed by the parent or legal guardian of minor students (under age 18) and by the student. This document will be kept on file as a legal, binding document. In order to rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the Superintendent with a written request.

The district will obtain verifiable parental consent prior to allowing third parties to collect personal information online from students in compliance with the Children's Online Privacy Protection Act.

Staff Use

A written staff agreement form will be required for all employees having access to electronic media. Staff shall confine e-mail use to work-related purposes and a reasonable, appropriate and limited personal use that does not interfere with their district duties. The agreement form will refer to the procedures and guidelines for use of computers and the Internet, describe prohibitions and limitations on the use of these resources and state the employee's responsibility for the security of individual passwords.

Community Use

On recommendation of the Superintendent, the Board will determine the conditions and limits under which equipment and services will be made available to the community. Upon request to the Building Principal, community members may have access to electronic resources and programs available through the District, provided they attend any required training and abide by the rules of usage established by the Superintendent. A written agreement form will be required for all community members having access to these resources indemnifying the District from claims by community users.

Disregard of Rules

Individuals who refuse to sign required acceptable use documents or who violate District rules governing the use of District technology shall be subject to loss or restriction of the privilege of using computers, technology or the Internet and related resources.

Responsibility for Damages

Individuals shall reimburse the Board for repair or replacement of District property lost, stolen, damaged, or vandalized while under their care.

Responding to Concerns

School officials shall apply the same criterion of educational suitability used to review other educational resources when questions arise concerning access to specific databases or other electronic media.

Legal Reference: 20 U.S.C. sec. 1232g (1988) (Family Educational Rights and Privacy Act)
 47 U.S.C. 201 et seq. (Communications Decency Act of 1995)
 Children's Internet Protection Act and Neighborhood CIPA of 2000
 Children's Online Privacy Protection Act of 1998 with revisions
 Nebraska Statutes 79-2104

Cross Reference: 102 Educational Philosophy of the District
 401 Guiding Principles for Employees
 504 Student Rights and Responsibilities
 507 Student Records
 603 Curriculum Development
 604 Instructional Curriculum
 1006 Use of District Facilities and Equipment

Revised: September 12, 2016

Reviewed: August 14, 2017

STUDENT USE OF COMPUTERS, TECHNOLOGY AND THE INTERNET

In order to provide for the appropriate use of the District's technological resources in keeping with School Board policy, the following administrative regulation has been developed. A copy of this regulation, an accompanying cover letter, and an Acceptable Use Agreement will be distributed to students and parents/guardians for signature before a student is issued an Internet or e-mail account.

Acceptable Use

The use of computers, technology and the Internet are provided to students only for limited educational purposes. All School District electronic resources must be used in a responsible, efficient, ethical and legal manner. Failure to adhere to these regulations will result in loss of user privileges, disciplinary action and/or appropriate legal action.

Privileges

The use of the District's electronic networks is a privilege, not a right. The Building Principal will make all decisions regarding whether or not a user has violated this authorization and may deny, revoke, or suspend access at any time.

Oversight

Teachers will preview the materials and sites they require or recommend students access to determine the appropriateness of the material contained on or reached through the site. Teachers will assist their students in developing the skills to ascertain the validity of information, distinguish fact from opinion, and engage in discussions about controversial issues, tolerance and respect for divergent views.

Unacceptable Use

The user is responsible for his or her actions and activities involving electronic resources. Some examples of unacceptable uses are:

4. Using the network for any illegal activity, including violation of copyright or other contracts, or transmitting any material in violation of any U.S. or State law.
5. Unauthorized loading or downloading of software, games or files, regardless of whether they are copyrighted or devirused.
6. Downloading copyrighted material for other than personal use.
7. Commercial or for-profit uses.
8. Wastefully using resources, such as file space.

9. Destroying, modifying or abusing hardware or software.
10. Gaining unauthorized access to resources, files, passwords or other users' accounts.
11. Revealing the personal addresses or telephone numbers of students or staff.
12. Invading the privacy of individuals.
13. Disrupting the work of others.
14. Posting material authorized or created by another without his/her consent.
15. Impersonation of another user, anonymity and pseudonyms.
16. Sending or accessing encrypted information.
17. Commercial or private advertising, or political lobbying.
18. Accessing, submitting, posting, publishing, or displaying any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, discriminatory, offensive, harassing, or illegal material.
19. Using or attempting to use the resources while access privileges are suspended or revoked.

No Expectation of Privacy

Use of the District's electronic resources, including e-mail, is not private. The District reserves the right to log, monitor, examine, evaluate, and disclose solely at its discretion, the contents of all files, communications, or other usage on or conducted through these resources despite any designation of privacy by either the sender or recipient.

No Warranties

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays, non-deliveries, missed deliveries, or service interruptions caused by its negligence or the users' errors or omissions. Use of any information obtained via the Internet is at the user's own risk. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Indemnification

The user agrees to indemnify the School District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of these procedures.

Security

Network security is a high priority. If the user can identify a security problem on the Internet, the user must notify appropriate personnel. Do not demonstrate the problem to other users. Users shall not reveal their passwords to other individuals. Attempts to log-on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk may be denied access to these resources.

Vandalism

Vandalism will result in cancellation of privileges and will be reported to the legal authorities for possible prosecution. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any other network. This includes, but is not limited to, the uploading or creation of computer viruses.

Telephone Charges

The District assumes no responsibility for any unauthorized charges or fees, including telephone charges, long-distance charges, per-minute surcharges, and/or equipment or line costs.

Limited Resource

Activities that are deemed by the network supervisor to cause unreasonable demand on network capacity or disruption of system operation are prohibited. Users shall not post chain letters or engage in "spamming". Spamming is sending unsolicited messages to a large number of people, or sending a large number of unsolicited messages to one or a few individuals.

Approved: August 14, 2017

DISTRICT WEB SITE

The board supports and encourages the publication of a district web site to improve community relations, to foster creativity and to demonstrate student learning. It is a means of providing information to the community about school events and classroom activities, and provides an effective line of communication between the community, staff and students.

The superintendent is directed to develop written web site regulations that pursue the benefits of maintaining a web site while protecting the school and community from its potential misuse. The superintendent will designate a staff member (herein called the Computer Coordinator) to implement the web site regulations and to review all materials published on the web site. All web pages on the web site will conform to this policy and the corresponding regulations.

Staff or Class Web Pages

Schools or classes may establish web pages with the approval of the organization sponsor and the computer coordinator. Material presented on the organization web page must relate specifically to organization activities and will include only student-produced material.

Extracurricular Organization Web Pages

Extracurricular organizations may establish web pages with the approval of the organization sponsor and the computer coordinator. Material presented on the organization web page must relate specifically to organization activities and will include only student-produced material.

Student Web Pages

Students may establish personal web pages with staff sponsorship and approval by the computer coordinator. Material presented in the student's web pages must be related to the student's educational and career preparation activities.

Other Web Pages

The district may allow other organizations such as parent-teacher groups, booster clubs, school foundations, etc. to publish web pages providing they conform to this policy and the corresponding administrative regulations.

Written Permission

Written permission from both the parent/guardian and the student must be obtained prior to placing any student photographs, artwork, writing or other projects on the web site. No personal contact information about the child, such as home address, phone number, or e-mail address will be given. The work will appear with a copyright notice prohibiting the copying of such work without express written permission. In the event that anyone requests such permission, those requests will be forwarded to the parent or guardian. All such work may be removed from the web site at the end of the current school year.

Approved _____ Reviewed _____ Revised _____

Legal Reference: 20 U.S.C. sec.1232g (1988) (Family Educational Rights and Privacy Act);
47 U.S.C. 201 et seq. (Communications Decency Act of 1995); Neb Statute 79-2104
Cross Reference: 504 Student Rights and Responsibilities; 507 Student Records; 603 Curriculum Development;
604 Instructional Curriculum; 606.05 Media Centers; 1006 Use of District Facilities and Equipment

File: 606.08

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Homer Community School District

REPRODUCTION OF COPYRIGHTED MATERIALS

It is the intent of the Board to abide by the provisions of current copyright and intellectual property laws as they affect the school district and its employees. The district shall educate staff and students regarding the harms of copyright piracy.

Copyrighted materials, whether they are print or nonprint, will not be duplicated, reproduced, distributed or displayed for district-sponsored activities or by using district equipment except in accordance with law.

While the district encourages its staff to enrich learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by the district's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for district staff to violate copyright requirements in order to perform their duties properly. The district cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with district procedures or is permissible under the law, should consult the superintendent. The superintendent will assist staff in obtaining proper authorization to copy or use protected materials, when such authorization is required.

The superintendent is responsible for implementing this policy and creating procedures to guide employees in following copyright compliance.

Legal Reference: P.L. 94-553, Federal Copyright Law of 1976 (U.S. Code, Title 17)
P.L. 105-304, Digital Millennium Copyright Act of 1998

Approved: September 12, 2016

CLASSROOM ENVIRONMENT

Classrooms are expected to be maintained in a safe, orderly manner at all times in keeping with providing an appropriate, healthy learning environment. Any items for display or use in the classroom shall meet this criterion. The use of essential oils or essential oil diffusers will not be permitted in district facilities by students, staff, or visitors.

SCHOOL CEREMONIES AND OBSERVANCES

The school district will continue school ceremonies and observances which have become a tradition and a custom of the education program. *[These include, but are not limited to, reciting the Pledge of Allegiance and observance of holidays, such as Christmas, Halloween and Easter, by programs and performances.]* Such ceremonies or observances shall have a secular purpose and shall not advocate or sponsor a particular religion.

Students who do not wish to participate in these activities may be silent during the ceremony or observance or receive permission from the principal to be excused from the ceremony for religious reasons in compliance with board policy.

Approved _____ Reviewed _____ Revised _____

ANIMALS IN THE CLASSROOM

Live animals will not be allowed in school district facilities except under special circumstances and only for an educational purpose. Permission from the principal will be required of anyone wishing to bring an animal into school district facilities. Appropriate supervision of animals is required when animals are brought into the school district facilities.

The person bringing the animal must furnish transportation for the animal brought to school. Animals will not be allowed to travel to and from the student's attendance center on the school bus without prior approval from the principal.

It shall be the responsibility of the principal to determine appropriate supervision of animals in the classroom.

Approved _____ Reviewed _____ Revised _____

Cross Reference: 508 Student Health and Well-Being

STUDENT FIELD TRIPS AND EXCURSIONS

The principal may authorize field trips and excursions when such events contribute to the achievement of education goals of the school district. The school district will provide transportation for field trips and excursions. Excursions are defined as brief educational trips beyond the boundaries of the school grounds beginning and ending in a single class period.

In authorizing field trips and excursions, the principal shall consider the financial condition of the school district, the educational benefit of the activity, the inherent risks or dangers of the activity, and other factors deemed relevant by the superintendent. Written parental permission will be required prior to the student’s participation in field trips. *[The superintendent’s approval will be required for field trips outside the state. Board approval will be required for field trips which involve unusual length or expense.]*

Field trips and excursions are to be arranged with the principal well in advance. A detailed schedule and budget must be submitted by the employee. The school district will be responsible for obtaining a substitute teacher if one is needed. Following field trips and excursions, the teacher may be required to submit a written summary of the event.

Approved _____ Reviewed _____ Revised _____

Cross Reference:	504.03	Student Conduct
	506.01	Student Activity Eligibility
	604	Instructional Curriculum
	801	Transportation

COLLECTION OF MONEY BY TEACHERS

Teacher sponsors of student government, productions, dances, athletic events, or other grade level or school-wide activities may be required to handle funds associated with these activities. Teachers will be aware of, and comply with, provisions of the district's policy on student fees.

Monies for everything will be collected by the office unless it is a small elementary fee for class parties or activities.

Approved _____ Reviewed _____ Reviewed _____

Cross Reference:	504.19	Student Fees
	506	Student Activities

PLANNING AND RECORD-KEEPING BY TEACHERS

Quality lesson planning is necessary to help ensure the teacher that key elements of an effective lesson are presented. Lesson plans aid the principal, supervisor and substitute teachers in understanding the regular classroom teacher’s plan for teaching the course of study as adopted by the School Board. Lesson plans should also be prepared by teachers whose assignment may vary from regular classroom work in order that their scheduled activities may be observed with understanding or replicated by a substitute teacher. Generally, teachers will prepare lesson plans on a weekly basis although they are expected to have general plans which cover the length of the course. Plans will be kept by the classroom teacher in a place known to and accessible to the building administrators. The principal may further require teachers to provide copies of lesson plans to the school office at reasonable times and intervals as determined by the principal.

The lesson plan should be of sufficient length and substance to allow a substitute teacher to carry on the course of study and to provide a means by which principals and supervisors may monitor instruction to assure that the educational program in a particular class or activity is related to the district-approved course of study.

Although the district will provide lesson plan books, principals may request another system or format for the presentation of lesson plans provided it meets the purpose of planning. Principals may also require more detail of specific plans to assist individual teachers, or they may minimize the use of lesson plans when such action will not compromise the stated purpose of lesson planning.

It is recognized that provision for flexibility is essential within the lesson plan to allow for unexpected changes and varying learning rates.

Approved _____ Reviewed _____ Revised _____

SCHOOL VOLUNTEERS

Citizens who voluntarily contribute their time and talents to the improvement and enrichment of the public school's instructional and other programs are valuable assets. The board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

[Any person authorized by the district for volunteer service into a position having direct, unsupervised contact with students will be required to provide a list of character references for verification by the central office.]

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

Approved _____ Reviewed _____ Revised _____

CLASSROOM ENVIRONMENT

Classrooms are expected to be maintained in a safe, orderly manner at all times in keeping with providing an appropriate, healthy learning environment. Any items for display or use in the classroom shall meet this criterion. The use of essential oils or essential oil diffusers will not be permitted in district facilities by students, staff or visitors.

All items on display in the classroom such as posters, pictures, banners, charts, signs or flags must be related to the curriculum. Items unrelated to the curriculum or that may cause a disruption to the learning environment are prohibited. Staff members are expected to request the building principal's approval for display of items that may not meet this standard.

STUDENTS HEALTH SERVICES

Health services shall be coordinated with the health education and physical education curriculum. The program shall be designed to help each student protect, improve and maintain physical, emotional and social well-being. Areas to be considered include, but are not limited to:

- Environmental health and safety;
- Emergency health procedures and responsibilities;
- Health promotion;
- Communicable disease prevention and control;
- Staffing for the school health program;
- Administering of prescription medication;
- Acute or chronic health problems;
- Record keeping; and
- Program evaluation.

Nurses and other medical employees employed by or requested to conduct services for the board shall hold and maintain a current Nebraska license and meet the requirements of the Nebraska Department of Education if required by the school district. In addition to the health services provided in the curriculum, the school district will provide the following district-wide health services:

- Annual vision screening tests;
- Annual audiometer screening tests;
- Annual spinal screening
- Annual height and weight measurement; and
- Monitor student records for evidence of immunization as required by state statute.

The services listed above will be provided in conjunction with state public health officials and local hospitals.

The superintendent shall provide a written report on the role of health services in the education program to the board annually.

Approved _____ Reviewed _____ Revised _____

Cross Reference:	502.03	Entrance – Admissions
	508	Student Health and Well-Being

EVALUATION OF INSTRUCTIONAL PROGRAMS

The board supports building level school improvement processes and projects for the purpose of attaining higher educational achievement levels for the district's students. an important part of school improvement is the on-going evaluation of the curriculum and instructional program of the district. Programs will be evaluated with respect to both their effectiveness and efficiency as means of delivering student education.

The superintendent shall develop guidelines by which the instructional staff will evaluate the instructional program on a periodic basis.

Approved _____ Reviewed _____ Revised _____

Legal Reference: NDE Rule 10.004.07A

TEST OR ASSESSMENT SELECTION

A comprehensive testing program shall be established and maintained to evaluate the education program of the school district and to assist in providing guidance or counseling services to students and their families.

No student shall be required, as part of a program funded by the United States Department of Education, to submit, without prior written consent from the student's parent, to surveys, analysis or evaluation which reveals information concerning:

20. political affiliations;
21. mental and psychological problems potentially embarrassing to the student or the student's family;
22. sex behavior and attitudes;
23. illegal, anti-social, self-incriminating and demeaning behavior;
24. critical appraisals of other individuals with whom students have close family relationships;
25. legally recognized, privileged and analogous relationships, such as those of lawyers, physicians and ministers; or
26. income, but not including income required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

As part of any program funded by the United States Department of Education, the district shall obtain written parental consent prior to the participation of any student under the age of 18 in any mental health survey, analysis, evaluation or assessment. The consent form shall describe in detail the purpose, provider, beginning time and duration of the survey, analysis, evaluation or assessment.

It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

It shall be the responsibility of the board to review and approve the evaluation and testing program.

Legal Reference: Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994).
 20 U.S.C. § 1232h (1994).

Cross Reference: 507 Student Records
 608.02 Student Health Services
 611 Academic Achievement

TEST OR ASSESSMENT ADMINISTRATION

The district shall assess the progress of students through a district-wide assessment system to provide for a fair and adequate measurement of each student's progress and accomplishments. Administrators and staff shall select a valid and reliable system of assessments aligned with the curriculum and essential learner outcomes.

The superintendent, in directing the assessment system, shall hold administrators and staff accountable to:

1. follow appropriate security procedures;
2. use the assessments identified within applicable curriculum guides;
3. use assessment data to monitor student learning;
4. use assessment data to differentiate instruction where appropriate;
5. provide students and parents with information about student progress;
6. use assessment data for school improvement planning; and
7. use assessment data to adjust, improve, or terminate ineffective teaching practices.

Approved _____ Reviewed _____ Revised _____

Cross Reference: 611 Academic Achievement
 1005.02 Parent Relations Goals

STUDENT PROGRESS REPORTS

The district shall provide a student progress report at the end of each grading period. Students who are doing poorly, and their parents, shall be notified prior to the end of the semester in order to have an opportunity to improve their grade. The board encourages the notification of students who have made marked improvement prior to the end of the semester.

Revised September 12, 2016

Cross Reference: 507 Student Records

STUDENT PROMOTION, RETENTION OR ACCELERATION

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the teachers and the principal, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student's parents, but the final decision will rest with school authorities.

When it becomes apparent a secondary student will be unable to meet the minimum credit requirements for the year, both the student and parents will be informed. Students who cannot demonstrate proficiency at their grade levels will also be considered for retention. Teachers must notify the principal of these students, make recommendation to the principal concerning their promotion or retention, and hold a conference with parents.

Approved _____ Reviewed _____ Revised _____

Legal Reference: Neb. Statute 79-526

PARENT CONFERENCES

Parent-teacher conferences will be held at midpoint of the first and third quarters for all grades K -12.

Parents, teachers, or principals may request a conference for students in grades kindergarten through twelve in addition to the scheduled conference time. Parents and students are encouraged to discuss the student's progress or other matters with the student's teacher.

Approved_____ Reviewed_____ Revised_____

Cross Reference: 507 Student Records

GRADING GUIDELINES

The superintendent shall develop and implement student grading guidelines. The objectives of grading guidelines shall be to quantify, report and record the academic progress of each student. Grades should fairly reflect the level of student achievement in the knowledge and skills specified by grade level or course objectives and outcomes.

Approved _____ Reviewed _____ Revised _____

Legal Reference: Falvo v. Owasso Independent School District No. I-001

Cross Reference: 507.01 Student Records Access
1003 Public Examination of District Records

CLASS RANKINGS AND GRADE POINT AVERAGE

The official grade point average (GPA) of graduating students is based on a minimum of 8 semesters of studies in order to allow students sufficient opportunity for demonstrating achievement. Temporary GPA's will be sent to colleges and universities who request information for admission.

The official GPA will be furnished to post-secondary institutions upon request. Both weighted and *[un-weighted GPA 's]* will be furnished as per request.

[Students approved and who complete early graduation requirements will receive their official GPA based upon seven (7) completed semesters.]

The district will name a Valedictorian based solely upon class rank *[and using any weighted grades that a student may have earned]*. The Valedictorian shall be the student earning the highest GPA *[using the weighted scale]* in grades 9 – 12 and is required to attend Homer High School for at least their junior and senior years.

Approved _____ Reviewed _____ Revised _____

Legal Reference: Neb. Statute 79-526

Cross Reference: 507 Student Records

EARLY GRADUATION

A student who wishes to graduate from high school in less time than the ordinary eight (8) semesters, grade 9 – 12 sequence, may request permission to complete graduation requirements on an alternate schedule.

The student and parents/guardians will consult with high school guidance personnel to develop a graduation plan. The student's intention to accomplish this shall be stated in writing to the principal. The student's parent or legal guardian must submit a letter in support of the student's request for early graduation, and such letter is to accompany the student's written request. The request letters to the principal are to be submitted no later than six months prior to the anticipated completion of the required high school program.

A student who graduates early must complete all graduation requirements established by the board. The student who chooses early graduation will be allowed to participate in the spring graduation ceremonies. In all other school activities please refer to the student handbook.

It is recommended that when a student graduates early, the student either gets the diploma or a notice from the school district that the student has graduated. The board should determine in policy how an early graduate will be treated after the student graduates. The board should determine whether the early-out graduate will be treated as a graduated student.

Approved _____ Reviewed _____ Revised _____

COMMENCEMENT

Students who have met the requirements for graduation will be allowed to participate in the commencement proceedings provided they abide by the proceedings organized by the school district. It shall be the responsibility of the principal to solicit input from each graduating class regarding the proceedings for their commencement.

Failure of a student to participate in commencement will not be a reason for withholding the student's final progress report or diploma certifying the student's completion of high school.

Approved_____ Reviewed_____ Revised_____

FREE APPROPRIATE PUBLIC EDUCATION

The district ensures that a free appropriate public education is 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.

NDC document “Supporting Document to Checklist of Required Special Education Policies, Procedures, and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015

FULL EDUCATIONAL OPPORTUNITY GOAL

The district has a goal of providing a full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal.

NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015

CHILDFIND

All children with disabilities residing in the district, including children with disabilities who are homeless children or wards of the state and children with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015

EVALUATION PROCEDURES

The district ensures that children with disabilities are evaluated in accordance with 92 NAC 51-006.

Procedures to ensure that testing and evaluation materials and procedures utilized for the purposes of 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 provide 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.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015

INDIVIDUALIZED EDUCATIONAL PROGRAM AND FAMILY SERVICES PLAN

The district ensures that an Individualized Education Program (IEP), or an Individualized Family Service Plan (IFSP) is developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

Every report of alleged violations of the district’s special education policies that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing investigation of these policies, potential issues of sexual harassment or discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged sexual harassment or discrimination as well as the incidents of alleged violations of the special education policies.

NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved 8-10-20 Reviewed _____ Revised _____

TRANSITION OF CHILDREN FROM PART C TO PRESCHOOL PROGRAMS

The district ensures that children participating in early intervention programs under Part C of IDEA and who will participate in preschool programs assisted under Part B experience a smooth and effective transition to those preschool programs in a manner consistent with 92 NAC 51-007.16. By the third birthday of such a child, an individualized education program or an individualized family service plan has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the designated lead agency.

NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015

PARTICIPATION IN STATE AND DISTRICT WIDE ASSESSMENTS

The district ensures that children with disabilities are included in all general state and district wide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs.

NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015

LEAST RESTRICTIVE ENVIRONMENT

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

NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015

CHILDREN IN NONPUBLIC SCHOOLS

To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in nonpublic elementary and secondary schools, provision is made for the participation of those children in special education and related services in accordance with the requirements contained in 92 NAC 51.

NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015

PROCEDURAL SAFEGUARDS

The district ensures that children with disabilities and their parents are afforded the procedural safeguards required in 92 NAC 51-009.

NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015

TRANSPORTATION

The district will provide for the transportation expenses of children with disabilities who are residents of the school district.

NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015

PERSONNEL QUALIFICATIONS

The district ensures that personnel necessary to carry out IDEA requirements are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities.

NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015

CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION

The district complies with the requirements contained in 92 NAC 51-003.16, 003.20 and 009.03 relating to the confidentiality of student records and information.

NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015

SUSPENSION AND EXPULSION RATES

The district examines 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.

NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015

ACCESS TO INSTRUCTIONAL MATERIALS

A school district or approved cooperative that chooses to coordinate with the National Instructional Materials Access Center (NIMAC) when purchasing print instructional materials shall enter into a written contract with the publisher of the print instructional materials to:

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

Nothing in this policy shall be construed to require a school district or approved cooperative to coordinate with the National Instructional Materials Access Center. If a school district or approved cooperative chooses not to coordinate with the National Instructional Materials Access Center, the school district or approved cooperative shall provide an assurance to the Nebraska Department of Education that the school district or approved cooperative will provide instructional materials to students with blindness or other students with print disabilities at the same time as other students.

NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015

OVER-IDENTIFICATION AND DISPROPORTIONALITY

The district has a goal of preventing the inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment as described in 92 NAC 51-003.10.

“Child with a disability” means a child who has been verified as per 92 NAC 51-006 as a child with autism, a behavior disorder, deaf-blindness, a developmental delay, a hearing impairment including deafness, a mental handicap, multiple impairment, an orthopedic impairment, an other health impairment, a specific learning disability, a speech-language impairment, a traumatic brain injury or a visual impairment including blindness, who because of this impairment needs special education and related services. If, under 92 NAC 51-003.63, it is determined, through an appropriate evaluation under 92 NAC 51-006, that a child has one of the disabilities identified above, but only needs a related service and not special education, the child is not a child with a disability under this Chapter. If the related service required by the child is considered special education rather than a related service, the child would be determined to be a child with a disability.

NDE document “Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA” shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015

PROHIBITION ON MANDATORY MEDICATION

The school districts, approved cooperatives and special education and related services providers are prohibited from requiring parents to obtain a prescription for substances identified under Schedules I, II, III, IV or V in Section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)) for the child as a condition of attending school, receiving an evaluation under 92 NAC 51-006, or receiving services under Chapter 51.

Nothing in this policy shall be construed to create a prohibition against teachers and other school personnel consulting or sharing classroom-based observations with parents or guardians regarding a student's academic and functional performance, or behavior in the classroom or school, or regarding the need for evaluation for special education or related services.

NDE document "Supporting Document to Checklist of Required Special Education Policies, Procedures and practices for Part B of the IDEA" shall serve as an administrative procedure to this policy. The entire document can be found at <http://www.education.ne.gov/sped/regulations.html>.

Approved: 6/8/2015