

ARTICLE 6: INSTRUCTION

Burwell Public School Instruction

Introductory Statement

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In its relationship with the instructional program, the board of education of Garfield County School District No. 100 hopes to make its finest contribution to education in our community. The board of education sees itself supporting and supplementing the efforts of the faculty, not trespassing on the efforts of the faculty.

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

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

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

School Calendar and Work Day

6005

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

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

The school year will consist of 184 days with certified staff in attendance. There shall be four (4) inservice days each year, with preference given to at least two (2) days of preschool orientation and preparation; the time equivalency of one (1) full day of the teacher's time shall be scheduled for participating in parent-teacher conferences; one (1) full day shall be used for securing equipment and books and completing reports at the end of the year, and one day shall be used at the discretion of the administration. Any inservice days shall be considered as regular contract days and attendance shall be required unless excused by the superintendent of schools. The school year with students and teachers in attendance shall consist of 180 days. Unless an emergency occurs, which must be approved by the board of education, the regular school term with students in attendance shall not be less than 175 days.

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

The school day shall be arranged and scheduled by the administration within the limitations of school facilities and requirement of state law. Each member of the staff is expected to be on duty before and after regular school hours to plan, to meet with students, and to carry out individual professional responsibilities. The staff, on occasions, may be asked to work beyond (before or after) the normal school day to attend staff meetings, hold conferences with students or parents, or to assist in school activities. Refer to Policy 4210, Work Day (Classified) and Policy 4505, Work Day, Certified.

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

Policy Adopted: December 14, 1998
Policy Revised: August 15, 2011

Instructional Period, Activities and Released Time

6010

DEFINITION OF TERMS.

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

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

The minimum number of instructional hours in the school year shall be 1,080 for junior and senior high school students and 1032 hours for the elementary, exclusive of lunch time. The superintendent of schools is authorized to adjust the day to day schedule as he or she deems appropriate; however, the legal minimum time requirements must be adhered to.

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

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

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

Legal Reference:	\$79-101	Term, Defined.
	\$79-201	Length of School Term.

Policy Adopted: December 14, 1998
Policy Revised: August 15, 2011

Students.

I. Students may receive approval to miss classes due to:

- A. Funerals.
- B. Illness or medical appointments.
- C. Work at home.
- D. School sponsored activities.

II. Students who miss classes to attend an activity must have their school work made up in advance.

- A. It is recommended that all classroom work will be made up in advance of the event. Refer to 5130, Absences.

Staff.

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

Exceptions.

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

Policy Adopted: December 14, 1998
Policy Revised: August 15, 2011

The organizational grade arrangement of Burwell Public Schools No. 100 shall be as follows:

Elementary School(s).

I. Elementary grades Preschool through Grade 6

Junior-Senior High School.

II. Secondary grades: Grade 7 through Grade 12

Legal Reference: Burwell Public Schools is a Class III school district.

Policy Adopted: December 14, 1998
Policy Revised: August 15, 2011

Curriculum

Introduction and Objectives

6200

The United States of America is a nation of individuals who have roots throughout the world. It is also a society of many racial, ethnic, language, and cultural groups. An appropriate acknowledgment and appreciation of these facts, along with a development of a sense of self-esteem and respect for the dignity and worth of all people are among the goals of education in a free society.

The school district shall prepare its students to appreciate, support and function in a pluralistic society. Through the perspective of multi-cultural education, educators can recognize and provide for the diversity within the curriculum, instruction, guidance, and staff development components of the school program.

Goals.

To be consistent with the multicultural education philosophy this school district shall utilize the resources of curriculum, instruction, in-service, counseling, and guidance to reflect the racial, ethnic, language, and cultural heritage of both historical and modern-day United States of America.

The school district shall provide opportunities for staff development and training for administrators, teachers, and support staff, which shall be congruent with the local district program goals for multicultural education. Evidence that the school district is complying with the statutory requirements of a district-wide multicultural education program will be annually presented to the Nebraska Department of Education on Department forms as required.

Legal Reference:	§79-714 Through §79-723	Multicultural Education, Program, Incorporation Into Curriculum, Report.
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Policy Adopted: December 14, 1998
Policy Revised: August 15, 2011

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

The board of education encourages and supports the continual review of the school district's curricular offerings and their content. The board of education shall approve the addition or deletion of any courses to the curriculum.

Course descriptions and/or courses of studies shall be prepared for the board of education by teachers and administrators, for adoption by the board of education.

The administration shall have the responsibility for the general coordination and oversee the formation, review and updating of all courses of studies and course descriptions.

Prior to the addition or deletion of any courses the procedures set forth in AR-6215, Steps for Adding New Courses or Implementation of Experimental or Innovative Programs shall be followed.

Policy Adopted: December 14, 1998
Policy Revised: September 12, 2011

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

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

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

For the implementation of experimental or innovative programs refer AR-6215, Steps for Adding New Courses or Implementation of Experimental or Innovative Programs.

Policy Adopted: December 14, 1998
Policy Revised: September 12, 2011

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

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

Policy Adopted: December 14, 1998
Policy Revised: September 12, 2011

Extra Class Activities

Ceremonies and Observances

6305

An informed, loyal, just, and patriotic citizenry is necessary to a strong, stable, just, and prosperous America. Every student shall be made acquainted with the nation's history, be acquainted with our form of government, and fully aware of the liberties, opportunities, and advantages which we possess and the sacrifices and struggles made by others through whose efforts these benefits were gained. The staff and faculty of this school district shall so conduct their educational activities and shall so select textbooks and arrange the curriculum in such a way so that the love of liberty, justice, democracy, and America shall be instilled in the youth of this district. In addition, the commemoration of special days and events shall be arranged to the end that the effective observation of these occasions shall be a definite and valuable part of the school program.

Legal Reference:	§79-724	American Citizenship, Required Instruction.
	§79-707	Flags, United States, State of Nebraska, Display.
	§79-708	Flags and Flagstaffs, Provide, Payment.

Policy Adopted: December 14, 1998
Policy Revised: October 10, 2011

**Assemblies, Convocations, Public Performances
and Exhibitions**

6310

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

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

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

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

Policy Adopted: December 14, 1998
Policy Revised: September 12, 2011

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

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

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

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

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

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

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

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

Policy Adopted: December 14, 1998
Policy Revised: September 12, 2011

Instructional Resources and Testing

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

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

When textbooks and other curriculum aids are to be selected, the initial responsibility in the selection process will rest with the classroom teachers. They should review materials available and make comparisons to determine what material would best meet the needs and objectives of the school district. When materials have been reviewed and the options narrowed, recommendations are to be made to the building principal. The building principal will then make a recommendation to the superintendent of schools, who shall then determine if the materials are to be purchased, based upon the overall needs and availability of funds of the school district.

Upon the recommendation of the staff and administration the board of education will approve any major text book changes or adoptions. Refer to AR-6405.1, Textbooks and Workbooks.

Refer to AR-6405.3, Care and Handling of Audio-Visual Equipment.

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

Policy Adopted: December 14, 1998
Policy Revised: November 14, 2011

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

SELECTION GUIDELINES.

- I. Materials should strive to enrich and support the curriculum, taking into consideration the varied interests, abilities, maturity levels, and the ethnic backgrounds of the students served.
- II. Materials selected and the staff presentation of information should refrain from the use of vulgar statements, the use of derogatory sexual oriented statements or biases, racial degradation, or other statements or materials which may not be consistent with the high standards desired by the community or which may be inconsistent with school board policies.
- III. Materials should strive to stimulate growth in factual knowledge, literary appreciations, aesthetic values, and ethical standards.
- IV. Selections of materials should strive to provide a background of information, thus enabling students to make intelligent judgments in their daily lives.
- V. Selections of material should strive to present opposing sides of controversial issues, so that students may develop under guidance the practice of critical reading and thinking.
- VI. Selection of materials should strive to represent all religious, political, ethnic, and social groups and their contribution to our American heritage.
- VII. Materials shall be in harmony with the Constitution and laws of the United States and of the State of Nebraska.

SPECIFIC REGULATIONS ON SELECTION.

- I. The responsibility of selection shall rest with the building principal in consultation with the certified staff and the approval of the superintendent of schools.
- II. The basic factors in selection shall be the curriculum, the reading interest, the abilities, the backgrounds, and maturity levels of the students.
- III. All selection of material shall be a cooperative, continuing process in which administrators, teachers, media specialists, and students participate.
- IV. Materials made available through individuals or outside agencies shall be referred to the building principal and media specialist for screening.
- V. The following authorities are representative of those which may be consulted in selection of library materials:
 - A. Publications by: American Library Association, National Council of Teachers of English, H. W. Wilson catalog series, American Association for the Advancement of Science, National Education Association and the Association for Education Communication and Technology.
 - B. Current periodicals, such as: School Library Journal, American Library Association Booklist, Horn Book, and professional journals in various subjects.

REVIEW OF MATERIALS.

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

- I. Requests shall be made to the building principal or the media specialist for the "Reconsideration of Media" form. The challenger's statement must be signed and identified so that a reply can be given. See AR-6415 for a copy of the form Request for Reconsideration of Media.
- II. The material in question shall be reviewed by a committee of two teachers and the media specialist, appointed by the building principal. They shall review the materials and judge whether it conforms to the stated principles. The report of this committee shall be completed within thirty (30) school days and presented to the building principal with a copy sent to the superintendent of schools. The challenger shall be notified of findings of the committee.

III. If the challenger does not agree with the decision of the committee, he or she may file a notice of appeal with the superintendent of schools within ten (10) school days following receipt of such a decision and the matter will then be presented to the board of education at a regularly scheduled meeting. The decision of the board of education shall be final.

DISPOSAL OF DISCONTINUED INSTRUCTIONAL MATERIAL.

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

- I. Obsolete - to be replaced by updated material.
- II. Expiration of adoption period.
- III. Torn, soiled or defaced.
- IV. Needed, but damaged to the extent that the item is not economically repairable.

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

Policy Adopted: December 14, 1998
Policy Revised: November 14, 2011

The school district shall use a criterion-referenced competency measure to assess the mastery of a minimum acceptable performance in reading, writing, and mathematical skills. The school district's testing program shall also embody other tests recommended or required by the Nebraska Department of Education and for admission to the University of Nebraska or other post-high school institutions. The school district will establish and maintain a standardized basic testing program to test achievement, abilities, and skills. The program will lend itself to the following:

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

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

Policy Adopted: December 14, 1998
Policy Revised: November 14, 2011

The primary purpose of Garfield County School District No. 100 is to educate the youth of the school district so that they may take their place in society as productive citizens. Therefore, it is appropriate that the parents and patrons of the school district periodically be provided information about the accomplishments of students and the performance of the school. A portion of one regular board meeting each year will include a summary of results of the following assessments or studies:

- I. A review of the school's participation in standardized norm-referenced assessment instruments..
- II. A review of the school's participation in criterion referenced assessments in reading, writing, and mathematics.
- III. A review of a follow-up study (includes at least last three years) of high school graduates of the school district.
- IV. A learning climate assessment will be conducted biannually.
- V. A review of the district's financial climate.
- VI. A review of the school district's demographics.
- VII. A review of the school district's educational goals.
- VIII. A review of any other information deemed important.

Tests scores of individual students shall be kept confidential. If test information would relate to grades or classes with fewer than five students the detailed information should not be presented.

Legal Reference: §79-532 Parental Involvement, Policy, Contents.

Dating Violence

6435

Burwell Public Schools provides physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the educational program and are required of all students and staff. Inappropriate behaviors, including but not limited to, dating violence, will not be tolerated and must be avoided by all students and staff.

Pursuant to Section 79-2140, the Legislature has defined (a) "dating violence" to mean a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner; and (b) "dating partner" to mean any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long term.

Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors. Dating violence training, as defined by Section 79-2141 (4,) shall be provided to staff deemed appropriate by the administration. The administration will be responsible for reviewing the school district's Student Code of Conduct to insure that this policy is reflected therein.

Policy adopted: May 10, 2010 (First Reading)
 June 14, 2010 (Second Reading)
Policy Revised: November 14, 2011

Curriculum Extensions

Garfield County School District No. 100 shall develop, adopt, and upon request submit to the Nebraska Department of Education current policies, procedures, and forms for special education programs for all resident handicapped public and non-public school children, in accordance with all applicable state and federal requirements. Policies and procedures shall govern identification, evaluation, verification, individual education programs, placement (least restrictive environment), confidentiality, procedural safeguards, comprehensive system of personnel development, transportation, and surrogate parents within the school district.

It is the intent of the board of education that the school district shall provide equal educational opportunities for all the verified handicapped students in the school district, as prescribed by the Nebraska school laws. It is also the board of education's obligation to maintain compliance with the approved State Educational Plan as designated in Public Law 94-142, which states: The "Education for all Handicapped Children Act of 1975." Public Law 94-142 mandates a free and appropriate education for each and every handicapped child, regardless of the severity of the child's handicap.

HOMEBOUND INSTRUCTION.

Home bound services shall be available for those students unable to attend regular school because of a physical disability.

Homebound services must be requested by a student's parents or guardian, and be recommended by the student's physician. Service shall vary according to the needs of the student, and the nature of the student's handicap. This service may be for several days, months, or years.

The building principal working with the student's physician, the classroom teacher or teachers, and other individuals who may be appointed by the superintendent of schools will develop a program of instruction which will benefit the homebound student.

The compensation of the homebound teacher will be determined by the superintendent of schools and approved by the board of education. The compensation may be a part of the overall salary of the teacher or it may be may be a fixed hourly rate. The homebound teacher will be reimbursed for mileage at a rate determined annually by the board of education.

CHILDFIND.

This school district insures that all children residing within the district who have a disability, and who are in need of special education and related services are identified, located, and evaluated, including a practical method of determining which children are currently receiving needed special education and related services and which children are not currently receiving needed special education and related services.

Legal Reference: §79-254
 through Special Education Act.
 §79-294

Policy Adopted: December 14, 1998
Policy Revised: December 12, 2011

- I. Garfield County School District No. 100 insures that for a school-age student, a general education student assistance team (SAT) shall be used prior to referral for multi-disciplinary team evaluation.
- II. This school district insures that the SAT utilizes and documents problem-solving and intervention strategies to assist the teacher in the provision of general education.
- III. This school district insures that a referral for multi-disciplinary evaluation is completed when the SAT feels that all viable alternatives have been explored. A referral shall include a listing of the names of the SAT members.
- IV. This school district insures that evaluations are provided and administered in the child's native or predominant language or other mode of communication unless it is not feasible to do so. All evaluation instruments administered shall have been validated for the specific purpose for which they are to be used and shall be administered by trained personnel in conformance with the instructions provided by their producer. Testing materials and procedures shall be selected and administered so as not to be racially or culturally discriminatory.
- V. The school district insures that tests and other evaluation materials will include those tailored to assess specific areas of developmental, educational, and vocational need and not merely those which are designed to provide a single general intelligence quotient.
- VI. The school district shall see that tests will be selected and administered so as to best insure that when a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (except where those skills are the factors which the tests purports to measure).
- VII. No single procedure will be used as a sole criterion for determining an appropriate educational program for a child.
- VIII. The multi-disciplinary evaluation team (MDT) shall be responsible for the analysis, assessment, and documentation of educational and developmental abilities and needs of each child referred for the purpose of individual evaluation. The

MDT will use the verification criteria found in 92 NAC 51-006-04 and the definitions found in 92 NAC 51-003.07 to make all verification decisions. Documented information will be collected to facilitate the development of a statement of present level of development and educational performance on the IEP for each child.

- IX. If a child being evaluated is attending a nonpublic school, a representative of that institution shall be a member of the MDT.
- X. This school district shall attempt to obtain data concerning the suspected disability from the parent or guardian of the child, and all data obtained will be documented and considered by the MDT when making verification decisions. The school district shall also insure that the parents will be invited to participate in the MDT verification process which may include MDT meetings.
- XII. Each child will be assessed in all areas related to the suspected disability where appropriate, including health, vision, hearing, social and emotional status, adaptive behavior, and motor abilities.

The MDT shall prepare a written report for all suspected disabilities except specific learning disabilities. The report shall include a statement of:

- I. Whether the child qualifies as a child with a disability based on the criteria contained in 92 NAC 51-006.04 and the definition contained in 003.07 with reference to the specific disability.
- II. The basis for making the decision.
- III. A listing of team members.
- IV. Each team member will certify in writing if the report reflects his or her conclusion. If it does not reflect his or her conclusions, the team member will submit a separate statement presenting his or her conclusion.

The MDT will prepare a written report of the results of the evaluation. The report will include a statement of:

- I. Whether the child has a specific learning disability based on the criteria contained in 92 NAC 51-006.04J and the definition contained in 003.071.

- II. The basis for making the determination.
- III. The relevant behavior noted during the observation of the child.
- IV. The relationship of that behavior to the child's academic functioning.
- V. The educationally relevant medical findings, if any.
- VI. Whether there is a severe discrepancy between achievement and ability which is not correctable without special education and related services.
- VII. The determination of the team concerning the effects of environmental, cultural, or economic disadvantages.
- VIII. A listing of team members.
- IX. Each team member will certify in writing if the report reflects his or her conclusion. If it does not reflect his or her conclusions, the team member will submit a separate statement presenting his or her conclusion.
- X. For a school age student who, after initial MDT evaluation, does not qualify for special education services, or for a student with a verified disability who upon reevaluation no longer qualifies for special education services, a problem solving team shall document a plan to assist the teacher(s) in the provision of regular education.

Amendment:

The Garfield County School District No. 100 insures that before any action is taken with respect to the initial placement of a child with a disability in a program providing special education and related services, a full and individual evaluation of the child's education needs will be conducted in accordance with the requirements set forth in Nebraska Department of Education NAC Title 92, 51-006.A through 006.02D

Each evaluation shall be conducted by an MDT appointed by the superintendent of schools. This team shall include at least one teacher or other specialist with knowledge in the area of the suspected disability.

There shall be a reevaluation of each child with a previously verified disability at least once every three years or more frequently if conditions warrant or if the child's parents,

guardian, or teacher request a reevaluation. The reevaluation will be based on the verification procedures required in NAC Title 92, 51-006.

Policy Adopted: December 14, 1998
Policy Revised: December 12, 2011

Individual Education Program

6505.3

Garfield County School District No. 100 will develop and implement an individual education program (IEP) for each resident public and nonpublic school child who receives special education

services. The school district shall establish and demonstrate procedures for developing, implementing, reviewing, and revising, maintaining records and evaluating IEP's. The IEP must be in effect before special education and related services are provided to a child, and must be implemented as soon as possible.

- I. This school district will initiate and conduct an IEP conference for the purpose of developing, reviewing, and revising the IEP for a child with a disability.
- II. IEP conferences will be held within thirty (30) calendar days of the verification of the child's disability.
- III. The school district will initiate, conduct, and document conferences to periodically review each child's IEP and, if appropriate, revise its provisions. A conference will be held for this purpose at least once a year for those students associated with the school district' junior and senior high school programs.
- IV. After the initial IEP has been developed and approved, additional conferences may be held at any time throughout the school year.
- V. Steps will be taken to insure that one or both of the parents of a child with a disability are present at each meeting and are afforded the opportunity to participate in the planning. Parents shall be notified early enough to insure that they will have an opportunity to attend.
 - A. The meeting for the IEP will be held at a mutually agreed upon time and place.
 - B. The school district will notify parents of the IEP meeting, specifically indicating the purpose, time, and location of the meeting and who will be in attendance.
 - C. If neither parent or guardian can attend an IEP meeting, attempts will be made to use other methods to insure parent or guardian participation, including individual or conference telephone calls.
 - D. The school district will conduct the IEP meeting without the parents in attendance if the school district is unable to convince the parents that they should attend. If this occurs the school distinct shall have a record of its attempts to arrange a mutually agreed upon time and place.

1. Detailed records will be maintained of all telephone calls, correspondence sent and any responses, and visits made to the home of the parents in an attempt to schedule a mutually agreed upon time and place for an IEP conference.

VI. School officials will take whatever action is necessary to insure that the parents or guardian understands the proceedings at the IEP conference, including arranging for an interpreter for parents who are deaf or whose native language is other than English.

VII. Parents will be given a copy of the student's IEP.

VIII. An IEP will be developed for each child with a disability. The IEP shall include:

- A. A statement of the child's present level(s) of development or educational performance.
- B. A statement of the annual goals, including short term instructional objectives.
- C. A statement of the specific special education and related services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs.
- D. The projected dates for initiation of services and the anticipated duration of the services.
- E. Any appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.
- F. A list of individuals responsible for implementing the IEP's.
- G. The amount of time per day, days per week, and the number of months of service to be delivered to children below age five.
- H. The date of the IEP conference.
- I. For students over sixteen years or older, a plan for transition from school to work or adult living.

IX. Each IEP conference shall include the following:

- A. A representative of the school district, other than the student's teacher, who is qualified to provide, or supervise the provision of special education.
 - B. The student's teacher.
 - C. One or both parents, or documentation of the efforts to include the parents in the IEP conference.
 - D. The child, where appropriate.
 - E. Other individuals at the discretion of the parents or guardian or the school officials.
 - F. For children evaluated for the first time, at least one member of the MDT shall be knowledgeable about the evaluation procedures used with the child and is familiar with the results of the evaluations.
 - G. For students attending nonpublic schools, a representative of the nonpublic schools. If the representative cannot attend, other methods will be used to insure participation by the nonpublic school, including individual or conference telephone calls.
 - H. For children receiving services from an approved service agency, a representative of the service agency.
- X. Before placing a child in a contracted program school officials will initiate and conduct a meeting to develop an IEP. The school district of residence will be responsible for the development and maintenance of the initial IEP, the maintenance of subsequent IEP's, and the participation in all IEP meetings.
- XI. This school district assures that after a child with a disability enters a contracted program, any meetings to review and revise the child's IEP may be initiated and conducted by representatives associated with the contracted program at the discretion of the school district.
- XII. If representatives of the contracted program initiate and conduct an IEP meeting, school officials shall insure that the parents and a school district representative are involved in any decision about the child's IEP and agree to any proposed changes in the program before those changes are implemented.

XIII. This school district will provide special education and related services to a child with a disability in accordance with an IEP. However, an agency, teacher, or other person will not be held accountable if a child does not achieve the growth projected in the annual goals and objectives.

Amendment:

If the purpose of the meeting is the consideration of transition services for a student, the school district shall invite the student. If the student does not attend, the school district shall take other steps to ensure that the student's preferences and interests are considered. The school district shall also invite a representative of any other agency that is likely to be responsible for providing or paying for transition services. If an agency invited to send a representative to a meeting does not do so, the district shall take other steps to obtain the participation of the other agency in the planning of any transition services.

- I. The IEP for each student, beginning no later than age sixteen (and at a younger age, if determined appropriate), must include a statement of the needed transition services including, if appropriate, a statement of each public agency's and each participating agency's responsibilities, or both, before the student leaves the school setting.

If the IEP team determines that services are not needed in one or more of the areas specified in CFR 300.18(b)(2)(iii), the IEP must include a statement to that effect and the basis upon which the determination was made.

The school district shall provide a coordinated set of activities designed within an outcome-oriented process, which promote movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-high school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

- I. The plan of transportation and any special conditions necessary for safe transportation of the child with a

verified disability shall be part of the IEP, when applicable.

Policy Adopted: December 14, 1998
Policy Revised: December 12, 2011

Least Restrictive Environment

6505.5

This school district will document through the Special Education Student Information System (SEIS) the types of alternative placement available for children with disabilities, and will also document the number of children with disabilities

within each disability category who are served in each type of placement.

- I. This school district will insure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled.
- II. The placement in special classes, separate schooling or other removal of children with disabilities from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved.
- III. This school district shall insure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
 - A. This school district shall insure that this continuum shall include, but not be limited to, instruction in regular classes, special classes, special schools, home instruction, instruction in hospitals and institutions, and make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.
- IV. This school district shall insure that educational placement of each child with a disability shall be determined at least annually.
- V. This school district shall insure that the educational placement of each child with a disability is based on his or her IEP.
- VI. This school district will attempt to see that the educational placement of each child with a disability is as close as possible to the child's home.
- VII. This school district shall insure that the various alternative placements cited in III-A above are available to the extent necessary to implement the IEP for each child with a disability.
- VIII. The school district will insure that unless the IEP of a child with a disability requires some other arrangements, the child shall be educated in the school which he or she would attend if not disabled.

IX. The school district will insure that when selecting the least restrictive environment (LRE), consideration shall be given to any potentially harmful effect on the child or on the quality of service which he or she needs.

X. The school district will insure that each child with a disability participates with non-disabled children in non-academic and extracurricular services and activities to the maximum extent appropriate to the needs of that child.

Policy Adopted: December 14, 1998

Policy Revised: December 12, 2011

Confidentiality

6505.7

DEFINITION OF TERMS.

Destruction: The physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.

Educational Records covered under the definition of
Records: 'educational records' in Part 99 of this title
(the regulations implementing the Family
Educational Records Act of 1974).

Participating Any agency or institution which collects,
maintains, Agency: or uses personally
identifiable information, or from which
information is obtained, under this part.

Garfield County School District No. 100 will permit parents or guardian to inspect and review any educational records relating to their child which are collected, maintained, or used by this school district, under this policy. The school district will comply with a request without unnecessary delay and before any meeting regarding an IEP or a hearing relating to the identification, evaluation, or placement of the child, and in no case more than forty-five (45) days after the request has been made. The right to inspect and review educational records under this section includes:

- I. The right to a response from the school district to reasonable requests for explanations and interpretations of the records.
- II. The right to request that the school district provide copies of the records containing the information if failure to provide those copies would effectively prevent from exercising the right to inspect and review the records.
- III. The right to have a representative of the parents or guardian inspect and review the records.

The school district will keep a record of parties obtaining access to education records collected, maintained, or used under this part (except access by parents and authorized employees of the district), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

The school district will provide parents on request a list of the types and locations of education records collected, maintained, or used by the school district.

The school district may charge a fee for copies of records which are made for parents under this part if the fee does not effectively prevent the parents from exercising their right to inspect and review those records.

The school district will not charge the parents or guardian a fee to search for or retrieve information under this part.

- I. The parents or guardian who believes that information in education records, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of the child, may request that the information be amended.

The school district will decide whether to amend the information in accordance with the request within a reasonable period of time on receipt of the request.

If the school district decides to refuse to amend the information in accordance with the request, it will inform the parents or guardian of the refusal, and advise the parents or guardian of the right to a hearing under 34 CFR 300.568.

The school district will, on request, provide an opportunity for a hearing to challenge information in educational records to insure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

A hearing held under 34 CFR 300.568 will be conducted according to procedures under 34 CFR 99.22 of the Family Rights and Privacy Act. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it will amend the information accordingly and so inform the parent. Furthermore, it will inform the parents or guardian of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school district.

Any explanation placed in the records of the child under this section will:

- I. Be maintained by the school district as part of the records of the child as long as the record or contested portion is maintained by the school district.

II. If the records of the child or the contested portion is disclosed by the school district to any party, the explanation will also be disclosed to the party.

Parental consent will be obtained before personally identifiable information is:

- I. Disclosed to anyone other than officials of participating agencies collecting or using the information under this part, subject to paragraph (A) below.
- II. Used for any purpose other than meeting a requirement under this part.
 - A. This school district will not release information from educational records to participating agencies without parental consent unless authorized to do so under the Family Rights and Privacy Act (34 CFR 99).

This school district will protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.

- I. The superintendent of schools will assume responsibility for insuring the confidentiality of any personally identifiable information.
- II. All persons collecting or using personally identifiable information will receive training or instruction regarding the State's policies and procedures under The Individuals with Disability Education Act (IDEA) and The Family Rights and Privacy Act (FERPA).
- III. The school district will maintain, for public inspection, a current listing of the names and positions of those employees within the school district who may have access to personally identifiable information.
 - A. The school district will inform parents when personally identifiable information collected, maintained, or used under this part is no longer needed to provide educational service to the child.
 - B. The information which is no longer necessary to provide educational services to the child will be destroyed at the request of the parents. However, a permanent record of a student's name, address, and telephone number, his or her grades, attendance record, classes

attended, grade level completed, and year completed may be maintained without time limitation.

The parents or guardian of a child with a disability, or a child with a disability if the child has attained eighteen years of age (type and severity of the child's disability taken into consideration), will be afforded an opportunity to inspect and review all educational records with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate education to the child.

Amendment:

This school district presumes that the parents or guardian has the authority to inspect and review records relating to his or her child unless the service agency has been advised that the parents or guardian does not have the authority under applicable Nebraska law governing such matters as guardianship, separation, or divorce. Should parents or guardian refuse consent for release of personally identifiable information the school district shall utilize due process hearing procedures contained in 92 NAC 55.

Policy Adopted: December 14, 1998

Policy Revised: December 12, 2011

Surrogate Parents

6505.9

Garfield County School District No. 100 insures that the rights of a child with a disability are protected by the appointment of a surrogate when:

- I. No parent or guardian can be identified.
- II. After reasonable efforts, the child's parents or guardian cannot be located or it is determined that the child is a ward of the court.

The school district is not required to appoint a surrogate when parent(s) of a ward of the state or court continue to exercise their educational rights listed in 92 NAC 51-009.06C.

The school district insures that a surrogate is a person who:

- I. Has no interest that conflicts with the interest of the child he or she represents.
- II. Has knowledge and skills that insure adequate representation of the child.
- III. Is not an employee of a public agency which is involved in the education or care of the child. A person who otherwise qualifies to be a surrogate parent is not an employee of the agency solely because he or she is paid by the agency to serve as a surrogate parent.

The school district will terminate the services of the surrogate parent when:

- I. The child no longer qualifies for a surrogate parent under 92 NAC 51-009.06A.
- II. A conflict of interest develops between the interest of the child and the interest of the surrogate parent.
- III. The surrogate parent fails to fulfill his or her duties as a surrogate parent.

Policy Adopted: December 14, 1998
Policy Revised: December 12, 2011

A Comprehensive System of Personnel Development

6505.11

Garfield County School District No. 100 will implement and use the comprehensive system of personnel development (CSPD) as established under 92 NAC 51-010.06.

- I. The school district shall continually assess its special education staff for any endorsement deficiencies. Any deficiencies found will be reported annually to the Nebraska Department of Education, along with plans for correcting these deficiencies.
- II. The superintendent of schools shall annually appoint a self-study committee composed of regular educators, parents, and other educational personnel. This committee will review the school district's special education program and annually report its finding and recommendations to the superintendent of schools.
- III. The self-study committee mentioned in Paragraph II above shall prepare a plan for assessing inservice needs of special and regular educators, administrators, parents, and other educational personnel.
- IV. The self-study committee mentioned in Paragraph II above shall prepare a plan for developing and implementing an inservice training program based on a needs assessment, listing the inservice activities to be conducted, specific groups to be trained, and a budget.
- V. A copy of the plan developed by the self-study committee shall be kept on file in the office of the superintendent of schools.

Policy Adopted: December 14, 1998
Policy Revised: December 12, 2011

Special Education Transportation

6505.13

The school district insures one of the following types of service to the children with disabilities who are residents of this school district:

- I. Provide for the transportation for any child with a disability who is forced to leave the school district temporarily because of lack of educational services.
- II. Provide transportation within the school district for any child with a disability who is enrolled in a special education program of the school district when either:
 - A. The child is required to attend a facility other than what would be the normal school of attendance for the child to receive appropriate special education.
 - B. The nature of the child's disability is such that special transportation is required.

The school district shall require that the driver and vehicle meet the standards required by 92 NAC 51,92,93, and 94 except when a parent or guardian is transporting only his or her child(ren).

The school district shall provide transportation for all children with disabilities from birth to age five, including children from birth to age five who are wards of the court.

Policy Adopted: December 14, 1998
Policy Revised: December 12, 2011

**Certificate of Completion for Special
Education Students**

6505.15

A certificate of completion shall be awarded to special education students upon the recommendation of the school administration. Completion certificates shall be awarded to eligible students at commencement exercises each year. The

certificates shall be the same format and external appearance as regular graduation diplomas. The students that receive these certificates shall be seated in the same alphabetical sequence with the rest of the graduation class.

Completion certificates shall be awarded to those students who find it impossible to pursue successfully a sequence of courses that lead toward a diploma. A decision about whether a student attempts to qualify for a certificate of completion should be made by the building principal and guidance counselors in consultation with the student and his or her parents. For the majority of the students receiving a certificate of completion, a period of thirteen years in school will generally constitute the duration of a normal school program, if their work and attendance has been satisfactory.

Policy Adopted: December 14, 1998
Policy Revised: December 12, 2011

Suspension and Expulsion of Students
with a Verified Disability

6505.17

This policy is based upon Nebraska Statutes §79-254 through §79-294 and Nebraska Department of Education Rule 51. Should there be a conflict between this policy and any state or federal statutes or Nebraska Department of Education rules, the state or federal statutes and/or NDE rules shall prevail. Although the board of education feels that all students should be subject to

the same standards, whether it be standards of achievement or standards of behavior, it also recognizes that if a student's behavior may be a result of a previously identified handicapping condition, it may be necessary to redefine these standards based upon the unique mental or physical condition of the student.

Suspension.

A student may be suspended from this school up to ten (10) school days even if the behavior is related to the student's disability.

A suspension of ten (10) school days or less at one time does not constitute a change in placement; however, if the student is suspended for ten (10) cumulative days during a school year, and IEP team shall be convened for each subsequent suspension to review and determined the appropriateness of the student special education program and placement.

Expulsion.

For the purpose of this policy, any exclusion from school for more than ten (10) school days at one time shall be defined as an expulsion from school.

- I. The expulsion of a student with a disability for behavior which is directly substantially related to the student's disability is prohibited.
 - A. To properly determine whether a student's behavior is directly or substantially related to the student's disability, an IEP team shall be convened. The IEP team shall meet the qualification as set forth in 92 NAC 51-007 (Rule 51) including personnel and notification of parents. The IEP team shall determine:
 1. Whether the student's behavior is directly and substantially related to his or her verified disability.
 2. If further assessment is warranted.
 3. Whether or not the student's current IEP and placement are appropriate.
 - B. If the student's behavior is properly determined not to be directly and substantially related to his or her disability, the student may be expelled.

- C. Prior to the expulsion of a student with a verified disability, the school district shall observe all procedures required for a change in placement, including:
1. Notifying his or her parents or guardian in writing according to 92 NAC 51-009.03 (Rule 51) of the school district's intention to seek expulsion.
 2. Informing the parents or guardian of their right to request a hearing under 92 NAC 55 (Rule 55).
 3. Allowing the student to remain in his or her current educational placement pending resolution of any review proceedings.
- D. In cases where the school district seeks injunctive relief through the court to remove a student from school, the requirements of 92 NAC 51-008.03A do not apply.

Legal Reference: §79-254
through Special Education Act.
§79-254

Policy Adopted: December 14, 1998
Policy Revised: December 12, 2011

Children in Nonpublic Schools

6505.19

Children enrolled in nonpublic schools by their parents:
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 92NAC51.

Burwell Jr Sr High Public School's policy relating to child find activities applies with respect to children with disabilities who are enrolled in nonpublic, including parochial, elementary and secondary schools.

Children placed in or referred to nonpublic schools by the school district:

Children with disabilities in nonpublic schools and facilities are provided special education and related services in accordance with an individualized education program, at no cost to their parents, if the child is placed in, or referred to nonpublic schools or facilities by Burwell Jr Sr High Public Schools as a means of carrying out the requirements of IDEA or any other applicable law requiring the provision of special education and related services to all children with disabilities. Children served by nonpublic schools or facilities as a result of a referral by the Burwell Jr Sr High Public Schools.

Payment for education of children enrolled in nonpublic schools without consent of or referral by the Burwell Jr Sr High public school:

Burwell Jr Sr High Public Schools is not required to pay for the cost of education, including special education and related services, of a child with a disability at a nonpublic school or facility if Burwell Jr Sr High Public Schools made a free appropriate public education available to the child and the parents elected to place the child in such nonpublic school or facility.

If the parents of a child with a disability, who previously received special education and related services under the authority of the Burwell Jr Sr High Public Schools, enroll the child in a nonpublic elementary or secondary school with the consent of or referral by the Burwell Jr Sr High Public Schools, a court or a hearing officer may require the Burwell Jr Sr High Public Schools to reimburse the parents for the cost of the enrollment if the court or hearing officer finds that the Burwell Jr Sr High Public Schools had not made available a free appropriate public education to the child in a timely manner prior to that enrollment.

The cost of the reimbursement may be reduced or denied if at the most recent IEP meeting that the parents attended prior to the removal of the child from the Burwell Jr Sr High Public Schools, the parents did not inform the IEP team that they were rejecting

the placement proposed by the district to provide a free appropriate public education to their child, including stating their concerns and their intent to enroll their child in a nonpublic school at public expense: or 10 business days (including and holidays that occur on a business day), prior to the removal of the child from the school district, the parents did not give written notice to the Burwell Jr Sr High Public Schools of the information required above. The cost of reimbursement will not be reduced or denied for failure to provide the information required if the parent is illiterate and cannot write in English, of compliance with the requirement would likely result in physical or serious emotional harm to the child, if the school prevented the parent from providing the information or if the parents had not received notice required by 92 NAC 51-009 of the parents responsibility to provide notice to the Burwell Jr Sr High Public Schools.

The reimbursement may also be reduced or denied if prior to the parents removal of the child from Burwell Jr Sr High Public School, the school district informed the parents, through the notice requirements described in 92 NAC 51-009, of its intent to evaluate the child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the child available for the evaluation.

The reimbursement may also be reduced or denied upon a judicial finding of unreasonableness with respect to actions taken by the parents.

Policy Adopted: February 8, 1999
Policy Revised: December 12, 2011

Performance Goals and Indicators

6505.21

Burwell Jr Sr High Public Schools will use performance indicators to assess progress toward achieving those goals that, at a minimum, address the performance of children with disabilities on assessment, drop-out rates and graduation rates.

Burwell Jr Sr High Public Schools will provide the Nebraska Department of Education with information necessary to enable the state to carry out its duties, including those duties relating to the performance of children with disabilities in special education programs under the Individuals with Disabilities Education Act.

Policy Adopted: February 8, 1999
Policy Revised: December 12, 2011

Participation in Assessments:

6505.23

Burwell Jr Sr High Public Schools ensures that children with disabilities are included in district-wide assessment programs, with appropriate accommodations, where necessary. As appropriate, the school district develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in district-wide assessments and develops and beginning not later than July 1, 2000, conducts those alternate assessments. Burwell Jr Sr High Public Schools will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities' participation in assessments.

Policy Adopted: February 8, 1999
Policy Revised: December 12, 2011

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

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

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

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

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

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

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

The guidance counselor, in consultation with the administration, will develop and keep current a plan involving the implementation of a crises intervention team to be used in the counseling of students in the event an incident would occur which would necessitate the counseling of small or large groups of students. Such plan shall be reviewed annually and shall be subject to the approval of the superintendent of schools and the board of education.

Legal Reference: §79-2,107 Student Personnel Services,
Supervision.

High Ability Learner

6515

DEFINITION. A student who gives evidence of high performance capability in intellectual and general academic areas.

Steps for Identification of High Ability Learners.

High Ability learners will be identified through the use of multiple criteria using student achievement tests, parent and teacher recommendations. The program will be designed to meet the requirements of, but not be limited to Nebraska Department of Education, Rule 3.

Step I: In order to achieve continuity from kindergarten through grade twelve staff members from those elementary schools that send students to Garfield County School District No. 100 and staff members from this school district will work together to establish comparable criteria for the identification of the high ability learner and to assure consistency in the educational programs offered these students. While there may be high ability learners in kindergarten through the third grade, the identification of the high ability learner will not take place until students enter grade four. Teachers in kindergarten through the third grade will provide enrichment activities for students at these lower levels. Teachers in kindergarten through grade three will begin gathering data, using a formal checklist that will help identify potential high ability learners.

Step Two: Student achievement scores will be used as the first method for identifying high ability learners. Students who score at the 90th percentile or above on two or more subtests or score at the 95th percentile or above on one subtest of an achievement test will be eligible for identification as a high ability learner.

Once identified as a high ability learner, the student shall remain identified until the next identification level. Identification levels will be at grades four through six, grades seven through nine, and grades ten through twelve. Students may enter the high ability program at any grade level, grade four through twelve.

Student achievement scores shall be just one method of identification. For a student to be identified for the program he or she must receive a certain score on

achievement tests and must also meet the criteria established in Step Three of this policy.

Parents will receive a letter stating that their child is eligible for consideration as a high ability learner and explaining the high ability learner program. A copy of the high ability learner policy be enclosed. This information will be sent in August.

Step Three: Students who qualify for Step Three must have a formal recommendation from a teacher or parent that identifies the child as a high ability learner. A checklist adopted by staff members will be used to help identify the characteristics that many high ability learners possess.

Step Four: A selection committee will meet in September to make the final identification. This committee will be composed of the following: secondary principal, elementary principal, secondary counselor, elementary high ability coordinator, and teachers. The selection committee's decision shall be final.

Refer to AR-6515, Forms for Identification of the High Ability Learner.

Policy Adopted: December 14, 1998
Policy Revised: December 12, 2011

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

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

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

Adult Education

6525

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

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

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

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