

6000 Series Policies

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6001
School Organization

The school district shall be organized under a system whereby kindergarten through 6th grade shall be designated the elementary school, grades 7 and 8 shall be designated the junior high school, and grades 9 through 12 shall be designated the high school.

Adopted on: November 15, 2016

Revised on: October 11, 2016

Reviewed on: October 11, 2016, November 15, 2016

6002
School Calendar

The superintendent shall propose the calendar for each school year. The board will approve and/or amend the proposed calendar. The calendar shall provide for sufficient instructional time to meet or exceed the requirements of state statutes and regulations, and should provide time for staff orientation, in-service and curriculum work.

Adopted on: November 15, 2016

Revised on: October 11, 2016

Reviewed on: October 11, 2016, November 15, 2016

6003
Instructional Program

1. The minimum number of instructional hours in the school year will be 1080 for junior high and high school students 1032 for elementary students, and 400 for kindergarten students, exclusive of lunchtime.
2. The district may establish special programs for individual students that may deviate from these requirements when, in the opinion of the superintendent or his/her designee, the programs will further the student's educational needs. All special programs must be arranged and approved by the administration with authorization from the student's parents or guardian.
3. The board, acting with the advice of the administration and certificated staff, will adopt a curriculum and procure textbooks and materials to support that curriculum. The administration and certificated staff will design instructional strategies and assessments to implement the curriculum.
4. 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 instructional time. Individual student absences because of illness or family-centered activities will be governed by district attendance policies.
5. The board intends to strike a sensible balance between the time spent on academics and time spent on extra-curricular activities, acknowledging that both work and play are important in each student's total development and education.

Adopted on: November 15, 2016

Revised on: October 11, 2016

Reviewed on: October 11, 2016, November 15, 2016

6003.1
Instruction – Academic Content Standards

The board of education adopts the academic content standards of the State Board of Education as they currently exist or are subsequently adopted or amended. Those standards include:

Language Arts standards that were adopted by the State Board in September, 2014;
Mathematics standards that were approved by the State Board in September 2015;
Science standards that were adopted by the State Board in September, 2017;
Social Studies standards that were adopted by the State Board in December, 2012.

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

This policy does not supersede the existing standards adopted by the Board of Education except as set forth herein.

Adopted on: November 15, 2016

Revised on: October 11, 2016, September 8, 2017

Reviewed on: October 11, 2016, November 15, 2016

6004 Curriculum Development

The superintendent or his/her designee shall be responsible for providing and directing system-wide planning for curriculum, instruction, assessment and staff development.

The curriculum shall be standards-driven and accountability-based. The standards shall be the same as the measurable model academic content standards in reading, writing, mathematics, science, social studies, and any other academic areas adopted by or required by the State Board of Education and shall cover at least the same grade levels required by the State Board. The curriculum shall be articulated preK-12 and shall reflect the comprehensive plan of the school district. All professional staff members are responsible for implementing the curriculum.

The superintendent or his/her designee will present this curriculum to the board for approval or modification.

The superintendent shall be responsible for establishing curriculum guides to articulate and coordinate the written curriculum, and to provide consistency of the written curriculum from one level of the district to the next. Curriculum guides shall provide for the development of the school district's curriculum and shall set academic standards, identify essential educational outcome criteria, and provide for the implementation, monitoring and evaluation of student learning.

Teachers are responsible for following the curriculum guides and teaching the written curriculum. Principals are responsible for monitoring the curriculum and evaluating teachers to ensure that they are teaching in compliance with the curriculum guides and written curriculum. The superintendent and his/her designee shall ensure that principals monitor the curriculum and evaluate teachers.

Adopted on: November 15, 2016

Revised on: October 11, 2016

Reviewed on: October 11, 2016, November 15, 2016

6005 Academic Credits and Graduation

The total number of credit hours required for graduation will be 250 credit hours. Successful completion of one course for one semester is worth five (5) credit hours. The minimum number of semesters to graduate will be eight (8). It is recommended that college bound students earn at least 265 credit hours. The district shall accept credits toward graduation that were awarded by an accredited school district, and shall award a diploma to an option student if the student meets the district's graduation requirements.

Realizing that transfer students may transfer in from schools that require less credit, and realizing that a some students in special education programs may be unable to earn the required credits, the Board of Education may allow those students to graduate with fewer hours. Each such case will be reviewed by the administration and acted upon individually. The following subjects will be required of all students unless they are in special programs:

LANGUAGE ARTS = 40 CREDITS

SPEECH = 5 CREDITS

MATHEMATICS = 30 CREDITS.

SCIENCE = 30 CREDITS. Must include BIO I, BIO II, & PHYSICAL SCIENCE

SOCIAL STUDIES = 30 CREDITS. Must include 10 credits AMERICAN HISTORY & GOVERNMENT

DRIVER'S EDUCATION = 5 CREDITS. 9th Grade (May be waived at the discretion of the Superintendent for transfer students)

PHYSICAL EDUCATION = 10 CREDITS. HEALTH/PE during 10th grade recommended.

FINE ARTS = 15 CREDITS. Must include 10 credits in Spanish I (Grade 9). Other courses may include Art, Music, or Drama.

VOCATIONAL EDUCATION = 20 CREDITS. Must include 5 credits of Informational Technology in Grade 9 (10), and 10 credits of Personal Finance/Careers in Grade 12. Other courses to be taken from Business, Industrial Technology, or Vocational Agriculture.

REMAINDER = 65 CREDITS. May include any courses offered and/or approved by the School District Administration including those contained in the required areas above.

Adopted on: November 15, 2016

Revised on: October 11, 2016, September 13, 2017

Reviewed on: October 11, 2016, November 15, 2016

6006
Commencement Ceremony

Graduation from Arthur County High School will be upon the recommendation of the Administration and Guidance Counselor and will be based upon the requirements for graduation as set forth by the Board of Education.

The district shall conduct a commencement ceremony for members of the senior class at the end of the school year. Participation in the ceremony is a privilege, not a right, and the superintendent or his/her designee may prohibit students who have violated conduct rules from participating in the ceremony as a consequence for the misconduct.

All students who are enrolled as members of the senior class at the end of a school year, whether students in the regular education curriculum or students with individual education plans, shall be eligible to participate in the ceremony regardless of whether they have completed all graduation requirements. *A student may participate in only one ceremony.* **Being permitted to participate in the ceremony does not constitute graduation, and only those students who have completed all graduation requirements prior to the ceremony will receive a diploma.**

Adopted on: November 15, 2016

Revised on: October 11, 2016

Reviewed on: October 11, 2016, November 15, 2016

6007
Senior Recognition

The school district will recognize the outstanding academic achievement of its graduating seniors in the following manner:

A senior graduating from Arthur County High School who may be considered for the honors of valedictorian or salutatorian must have earned at least half of their credits for graduation in grades 9-12 from Arthur County High School. **The Grade Percentage Average will be used to make this determination.** The 4.0 scale is not used for this purpose.

Adopted on: November 15, 2016

Revised on: October 11, 2016

Reviewed on: October 11, 2016, November 15, 2016

6008
Class Rank

Student class rank shall be determined by using a numeric grade point average derived from all classes graded on a numeric basis. To be included in the class ranking, a student must have received a numeric grade for each core curriculum class in which he/she was enrolled. For the purposes of this policy, core curriculum shall include all courses in the areas of language arts, mathematics, science, and social studies.

In the event of a tie in ranking a student's grade percentage average in the core curriculum areas will be used to break the tie. If the students are still tied after reviewing the grade percentage average in the core curriculum, then they will share the ranking.

Students must be enrolled in the district's high school the last two semesters to be eligible to be included in class ranking, but will not be eligible for the valedictorian or salutatorian awards.

Adopted on: November 15, 2016

Revised on: October 11, 2016

Reviewed on: October 11, 2016, November 15, 2016

6009

Grade Placement of Transfer Students

Subject to a determination on grade placement based on the criteria set forth below, a student transferring from an accredited school will generally be placed at the grade level that is comparable to the placement in the school from which the student is transferring.

The Superintendent, in conjunction with the building principal, and the guidance counselor will determine the appropriate grade level/credit status of a student transferring into the district. Elementary teachers may be consulted when the student transferring into the district is an elementary student. Temporary placement may be made until a student's records are received to verify the placement.

Elementary Level Students

The appropriate level of placement for elementary level students may be determined by, but not limited to, consideration of the following information:

- Chronological age.
- Previous public school or private school experience.
- Diagnostic test data.
- Achievement test data.
- Criterion referenced test data.

Secondary Level Students

The appropriate level of placement for secondary students may be determined by, but not limited to, consideration of the following information:

- Chronological age.
- Previous public school or private school experience.
- Standardized achievement test data.
- Criterion referenced test data.
- Final examination test data.
- Diagnostic test data.

The district will accept credits toward graduation that were awarded by an accredited school district and which, in the professional judgment of the administrative team, are sufficiently rigorous and comparable to the district's offered courses of study. A student transferring into the school district in grades 9-12 will be responsible for meeting all graduation requirement in order to be awarded a diploma from the district.

Students who transfer from an exempt (home) school and/or a non-accredited school may be awarded credits to be counted toward high school graduation requirements at the discretion of the building principal in consultation with the superintendent of schools. The principal will consider all of the factors listed above and will also consider the student's performance on the district's internal benchmark tests.

The Superintendent, in conjunction with the building principal, and the guidance counselor will determine the appropriate grade level/credit status of a foreign exchange student or a student transferring in from a foreign country.

Adopted on: November 15, 2016

Revised on: October 11, 2016

Reviewed on: October 11, 2016, November 15, 2016

6010
Special Education

All children with verified disabilities who are eligible for special education services are entitled to a free appropriate public education and an equal opportunity for education according to their needs. The district will follow state and federal law as well as the rules and protocols created by the Nebraska Department of Education and the United States Department of Education in identifying, evaluating, verifying and serving students who may be entitled to rehabilitation or special education services.

The school district shall provide special education and rehabilitative services only to children with verified disabilities and qualifying conditions.

Adopted on: November 15, 2016

Revised on: October 11, 2016

Reviewed on: October 11, 2016, November 15, 2016

POLICY 6010.1
THE IMPLEMENTATION OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT

THE ARTHUR COUNTY SCHOOL DISTRICT 500 ensures: Compliance with Title 92, Chapter 51 regulations and standards for special education program as determined by the Nebraska Department of Education.

FREE APPROPRIATE PUBLIC EDUCATION:

The School District ensures that a free appropriate public education is available to all children with disabilities from birth through the school year in which the student reaches 21 years of age, including children who have been suspended or expelled from school.

The requirement to provide a free appropriate public education does not apply with respect to children aged 18- 21 to the extent that State law does not require that special education and related services be provided to children with disabilities who, in the educational placement prior to their incarceration in an adult correctional facility were not actually identified as being a child with a disability under the IDEA or did not have an IEP under Part B of the IDEA.

FULL EDUCATION OPPORTUNITY GOAL:

The district has established policies and procedures that are consistent with providing a full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal.

CHILDFIND:

All children with disabilities residing in the School District, including children with disabilities attending nonpublic 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.

IDENTIFICATION, EVALUATION AND VERIFICATION:

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

INDIVIDUALIZED EDUCATION PROGRAM:

The School 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.

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 educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

PROCEDURAL SAFEGUARDS:

The School District ensures that children with disabilities and their parent/guardians are afforded the procedural safeguards required in 92 NAC 51-009. 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 provided and administered in the child's native language or program mode of communication, unless it clearly is not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate education for a child.

CONFIDENTIALITY:

The School District complies with the requirements contained in 92 NAC 51-009 relating to the confidentiality of records and information.

TRANSITION FROM PART C TO PRESCHOOL PROGRAMS:

Children participating in early intervention programs assisted under part C of the Individuals with Disabilities Education Act, who will participate in preschool programs assisted under Part B of the Individuals with Disabilities Education Act will 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 the child, an IEP will be developed and implemented for the child. The School District will participate in transition planning conferences arranged for the child.

CHILDREN IN NONPUBLIC SCHOOLS:

CHILDREN ENROLLED IN NONPUBLIC SCHOOLS BY THEIR PARENT/GUARDIANS:

To the extent consistent with the number and location of children with disabilities who are enrolled by their parent/guardians 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.

The School District'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 parent/guardians, if the child is placed in, or referred to nonpublic schools or facilities by the School District 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 School District will have all the rights they would have if served by the School District.

PAYMENT FOR EDUCATION OF CHILDREN ENROLLED IN NONPUBLIC SCHOOLS WITHOUT CONSENT OF OUR REFERRAL BY THE SCHOOL DISTRICT:

The School District is not required to pay for the cost of education, including special education and related services, of a child with a disability at nonpublic school or facility if the School District made a free appropriate public education available to the child and the parent/guardians elected to place the child in such nonpublic school or facility. If the parent/guardians of a child with a disability, who previously received special education and related services under the Authority of the School District, enroll the child in a nonpublic elementary or secondary school

with the consent of or referral by the School District, a court or hearing officer may require the School District to reimburse the parent/guardians for the cost of the enrollment if the court or hearing officer finds that the School District 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 parent/guardians attended prior to the removal of the child from the School District, the parent/guardians 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 any holidays that occur on a business day), prior to the removal of the child from the School District, the parent/guardians did not give written notice to the School District 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/guardian is illiterate and cannot write in English if compliance with the requirement would likely result in physical or serious emotional harm to the child, if the school prevented the parent/guardian from providing the information or if the parent/guardians had not received notice required by 92 NAC 51-009 of the parent/guardian's responsibility to provide notice to the School District.

The reimbursement may also be reduced or denied if prior to the parent/guardian's removal of the child from the School District, the School District informed the parent/guardians, 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 parent/guardians 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 parent/guardians.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT:

The School district ensures that all personnel necessary to carry out the requirements of the Individuals with Disabilities Education Act are appropriately and adequately prepared and to the extent that the School District determines appropriate, the district will contribute to and use the Comprehensive System of Personnel Development of the State.

PERSONNEL STANDARDS:

The School District will make an ongoing, good-faith effort to recruit and hire appropriately and adequately trained personnel to provide special education and related services to children with disabilities, including where there is a shortage of personnel, the most qualified individuals available who are making satisfactory progress toward completing applicable course work necessary to meet the standards of the State.

PERFORMANCE GOALS AND INDICATORS:

The School District will use performance indicators established by the state to assess progress toward achieving those goals that, at a minimum, address the performance of children with disabilities on assessments, drop-out rates and graduation rates. The School District 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 participating in special education programs under the Individuals with Disabilities Education Act.

PARTICIPATION IN ASSESSMENTS:

The School District 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. The School district will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities' participation in assessments.

SUSPENSION AND EXPULSION REPORTING:

The School District will report data to the Nebraska Department of Education regarding the suspension or expulsion of students and children with disabilities. The district will examine the data to determine if significant discrepancies are occurring in the rate of long-term suspensions or expulsions of children with disabilities. 92 NAC 51-004.15 through 004.15B

ACCESS TO INSTRUCTIONAL MATERIALS:

As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, the District will enter into a written contract with the publisher of the print instructional materials to: 1. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard, or 2. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats. Legal Reference: 92 NAC 51-004.15

OVER-IDENTIFICATION AND DISPROPORTIONALITY:

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. Legal Reference: 92 NAC 51-003.10; 006.02C

PROHIBITION ON MANDATORY MEDICATION:

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services. Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

TRANSPORTATION:

The board of education shall be responsible to provide for the transportation expenses of children with disabilities who are residents of the school district. 92 NAC 51-015.01 through 014.02.

Adopted: March 14, 2011 was policy 8041, As Policy 5065 – July 7, 2016

Reviewed and Revised: June 20, 2016 changed to policy 5065

Reviewed: As Policy 5065 July 7, 2016

6011
Fire Instruction and Prevention

The school district will provide regular periods of instruction in fire danger and fire prevention, and will observe State Fire Day.

Adopted on: December 15, 2016

Revised on: November 15, 2016

Reviewed on: November 15, 2016, December 15, 2016

6012
Flag Display and Patriotic Observances

The district shall display the flags of the United States of America and the State of Nebraska prominently on the grounds of every school building each day that school is in session.

The Superintendent or their designee shall be responsible for the care and display of the flags at his/her assigned building, and shall adhere to the rules and customs pertaining to the use and display of the flags as set forth in the United States Code.

Staff and students shall recite the Pledge of Allegiance at the beginning of each school day. Students will be excused from reciting the pledge upon the written request of their parents/guardian.

Adopted on: December 15, 2016

Revised on: November 15, 2016

Reviewed on: November 15, 2016, December 15, 2016

6013
Teaching Controversial Issues

The ability to discuss, listen, and dissent are essential elements of responsible citizenship. The school district encourages students to develop skills in analyzing issues, respecting the opinion of others, distinguishing between fact and opinion, considering all pertinent factors in reaching decisions, and arriving at group decisions.

Teachers may teach or lead discussions about controversial issues if they comply with the following criteria:

1. The issues discussed must be relevant to the curriculum and be part of a planned educational program.
2. Students must have free access to appropriate materials and information for analysis and evaluation of the issues.
3. The teacher must encourage students to consider and discuss a variety of viewpoints.
4. The topic and materials used must be within the range, knowledge, maturity, and competence of the students.
5. The teacher must inform parents and the building principal before discussing sensitive or controversial issues.
6. The teacher must keep detailed, documentary evidence to prove that both sides and/or all facts available were presented.
7. Teachers must refrain from advocating partisan causes, sectarian religious views, or selfish propaganda kind through any classroom or a school device; however, a teacher shall not be prohibited from expressing a personal opinion as long as the student is encouraged to reach his/her own decision independently.

Teachers who are unsure of their obligations under this policy must confer with their principal prior to discussing controversial issues in the classroom.

Adopted on: December 15, 2016

Revised on: November 15, 2016

Reviewed on: November 15, 2016, December 15, 2016

6014

School Attendance on Days of Scheduled Activities

Students must attend regularly scheduled classes on the day they participate in any student activity.

Students are to be present for a no less than $\frac{1}{2}$ a school day, the day of the activity. A $\frac{1}{2}$ school day constitutes three and one-half class periods of school. Students who are absent for more than $\frac{1}{2}$ a day will not be permitted to practice or participate in an extracurricular contest, practice or performance unless the student has the principal's or superintendent's prior permission to participate despite the absence.

Absences for appointments the day of an activity that may require a student to miss more than $\frac{1}{2}$ day should be cleared with the superintendent or principal **before** the appointment and participation in any activities.

Adopted on: December 15, 2016

Revised on: November 15, 2016, August 15, 2017 (Due to change in schedule for four day week, went from an eight periods to a seven periods.)

Reviewed on: November 15, 2016, December 15, 2016

6015 Summer School

The school district may conduct a summer school program to provide additional educational opportunities for students who need remedial instruction and/or to enrich students' educational experiences. Students who successfully complete classes offered through the district's summer school program will earn credit toward high school graduation. Students will be allowed to substitute a summer-school grade for a failing grade earned during the regular school year. Students who take summer school courses to replace a passing grade may not use the summer school course to advance their class rank.

Adopted on: December 15, 2016

Revised on: November 15, 2016

Reviewed on: November 15, 2016, December 15, 2016

6016
Homebound and Off-Campus Instruction

The school district may provide a student with instruction in his or her home or other off-campus location under the following circumstances:

- if the student's IEP or 504 team determines that homebound instruction is appropriate;
- if the student is physically or mentally ill or injured and unable to attend regular classes and the superintendent or his/her designee had determined that a program of off-campus instruction is appropriate, after conferring with the student's parents, teacher(s) and/or physician; or
- under other circumstances which the superintendent deems to be appropriate.

Homebound and off-campus instruction may include a variety of in-person and distance learning services, as determined appropriate by the superintendent or relevant educational team. The superintendent or relevant educational team shall periodically review individual off-campus instructional programs and shall only continue them as long as they are educationally appropriate

Adopted on: December 15, 2016

Revised on: November 15, 2016

Reviewed on: November 15, 2016, December 15, 2016

6017
Homework

Homework consists of assignments made by teachers that students must complete during non-class time. Homework is intended to ensure student learning of certain concepts and/or skills found in the written and taught curriculum.

Adopted on: December 15, 2016

Revised on: November 15, 2016

Reviewed on: November 15, 2016, December 15, 2016

6018 Grades

The school will report student grades and/or academic progress to parents at least four times per year. The superintendent or his/her designee shall develop and implement student grading guidelines to be used by teachers. The objective of grading guidelines shall be to quantify and report the academic achievement of each student.

Adopted on: December 15, 2016

Revised on: November 15, 2016

Reviewed on: November 15, 2016, December 15, 2016

6020
Multi-Cultural Education

In every curriculum area and at all grades, the school district will provide programs which foster and develop an appreciation and understanding of the racial, ethnic, and cultural heritage of all students. These programs will allow students to explore the history and contributions made by various ethnic groups and will emphasize the rich diversity of the population of the United States.

The programs shall be implemented within the guidelines of the State Department of Education and in accordance with any other applicable laws and/or regulations. The superintendent shall provide the board with a report on the status of the district's multicultural education program annually.

Adopted on: December 15, 2016

Revised on: November 15, 2016

Reviewed on: November 15, 2016, December 15, 2016

6021

District Criteria for Selecting Evaluators to be used for Special Education Evaluation and Verification and Independent Educational Evaluations

The following criteria shall be used for selecting evaluators according to 92 Nebraska Administrative Code 51-006.07B:

1. Those in-state service agencies that have approved rates for the current year established by the Nebraska Department of Education. A list of service agencies with approved rates, including state agencies, individual providers, and in-state providers may be found at <https://www.education.ne.gov/sped/service-agencies/>
2. Those Nebraska providers located within 100 miles of the school district.

Adopted on: December 15, 2016

Revised on: November 15, 2016

Reviewed on: November 15, 2016, December 15, 2016_

6025
Student Cell Phone and Other Electronic Devices

Unless directed by an administrator, a teacher or staff member students will not be allowed to use cell phones or other personal electronic devices at school. The use of these items may be disruptive to the educational process and they are items that are frequently lost or stolen. Students shall be personally and solely responsible for the security of their cell phone or other electronic devices. The district is not responsible for theft, loss or damage of any cell phone or other personal electronic device, including or any calls or downloads.

By bringing their cell phones and other personal electronic communication devices to school, students consent to the search of said devices by school staff when the staff determines that such a search is reasonable or necessary.

Students are required turn in cell phones or electronic devices to teachers when entering a classroom. Students are expected to respect other people's property and will not, unless given permission to do so, pick up or use another person's cell phone or electronic device. From time to time a teacher may wish for students to use their cell phone or electronic while conducting an activity, at the conclusion of the activity the cell phone or electronic must be returned to the designated location or container. Students may not retrieve the phone from the teacher until the end of the class period, unless given specific permission by the teacher or an administrator use the cell phone or electronic device.

Students may not have cell phones or electronic devices on while they are in locker rooms or restrooms.

While on school property, at a school activity or in a school vehicle, students may not use their cell phones or electronic devices to bully, harass or intimidate any other person.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, e-mailing, etc.) may constitute a crime under state and/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct. Any student found to be in possession of obscene, pornographic, lewd, or otherwise illegal images or photographs will be promptly referred to law enforcement and/or other state or federal agencies, which may result in arrest, criminal prosecution and possible inclusion on sex offender registries.

Students who violate this policy will have their cell phones or electronic devices confiscated immediately.

- a) The first time a student has their phone confiscated it will be available for pick up at the school office or principal's office at the end of the school day.
- b) A second confiscation will result in the administration returning the confiscated devices to the parent or guardian of the offending student, after meeting with the parent or guardian to discuss the rule violation.
- c) Further violations of the policy will prohibit the student from bringing the cell phone or electronic device to school.

Students who violate this policy may, at the discretion of the school's administration, be subject to additional discipline, up to and including suspension or expulsion.

Adopted on: February 8, 2017

Revised on: January 9, 2017

Reviewed on: January 9, 2017, February 8, 2017

6026
Emergency Dismissal

The superintendent is responsible for determining when school and/or extracurricular activities should be cancelled or dismissed due to severe weather or other emergency conditions. Coaches and/or sponsors may not conduct practices on days that school is cancelled without first securing the superintendent's specific permission.

Adopted on: February 8, 2017

Revised on: January 9, 2017

Reviewed on: January 9, 2017, February 8, 2017

6027 Field Trips

The board encourages instructional staff to incorporate field trips into the curriculum. These trips should normally be conducted during the school day.

1. General Conditions

All trips must be pre-approved by the teacher's building principal. Out-of-state and overnight trips require pre-approval by the board. The superintendent and principals will develop guidelines for approval of trips and communicate those guidelines to teaching staff.

2. Parental Permission

Each student must submit a signed parental permission slip prior to being allowed to attend a field trip. A new permission slip must be submitted for each trip.

3. Supervision

Sponsoring teachers must ensure that students are adequately supervised and chaperoned by a responsible adult at all times during field trips. Whether paid staff or volunteers, chaperones are prohibited from drinking alcoholic beverages of any kind at any time during any field trip. All chaperones must be at least 21 years of age. Any chaperone who drives students must possess a valid driver's license. Chaperones who drive students in private vehicles must possess adequate insurance coverage.

4. Student Conduct

Students must comply with the student code of conduct, any applicable extracurricular conduct codes, and all directives by trip chaperones.

Adopted on: February 8, 2017

Revised on: January 9, 2017

Reviewed on: January 9, 2017, February 8, 2017

6028
The Extracurricular Activities Program

1. General Purpose

- a. The extracurricular program includes noncurricular activities which are sponsored by the school district. These activities include sports, speech, plays, Future Farmers of America, Future Business Leaders of America, music performance groups and other activities which are sponsored by the school.
- b. Extracurricular activities are an important part of the total school experience, but are secondary to the academic program and must be kept in that perspective.
- c. Extracurricular activities **do not** include:
 - i. co-curricular activities such as band and choir, in which students must participate as part of the requirements for enrollment in and receiving a grade for a particular course.
 - ii. student-initiated, non-curriculum related student groups which are permitted to hold meetings and events on school premises. These groups are not school-sponsored and are not governed by this policy or other policies and rules governing extracurricular groups.

2. Governance

- a. All extracurricular activities shall be under the exclusive governance and control of the school district. This control includes, but is not be limited to, the formation, naming, structure, operation, financing, and discontinuance of all extracurricular activities. Extracurricular activities shall not have any separate or individual existence, status, rights, or authority.
- b. Students and sponsors will be governed by all board's policies and administrative rules including the policy on field trips when traveling for extracurricular activities.

3. Student Eligibility

- a. Students are encouraged to participate in extracurricular activities. Participation shall be open to and limited to all students who are currently enrolled in the school district on a voluntary basis.
- b. Extracurricular activities may establish academic or course enrollment qualifications for participation if such qualifications are necessarily related to the purposes of the activity.
- c. Standards for scholastic eligibility for students wishing to participate in extracurricular activities shall be set by the administration and shall be consistent with at least the minimum standards provided by the NSAA.
- d. All students in grades 7-12 who participate in athletics must have a physical examination by a qualified health care provider at the student's expense.
- e. Students who wish to participate in extracurricular activities must abide by the student code of conduct, the extracurricular code of conduct and any additional rules set by the activity sponsor.
- f. Students are not eligible to participate in any extracurricular activity until they and their parents/guardians have signed the student handbook and extracurricular handbook receipt and acknowledgement.

4. **Sponsors**

- a. Each extracurricular activity must have a sponsor who is a member of the district's certificated staff or a selected community volunteer who is qualified by virtue of education, training, experience, or special interest to serve as the sponsor.
- b. The superintendent or his/her designee will assign activity sponsors. Payment to sponsors will be negotiated with the sponsor based on the terms of any applicable collective bargaining agreement, the sponsor's training and experience and any other lawful criteria. Sponsors serve in their capacity as a sponsor at the will of the superintendent, who is specifically empowered to remove an activity sponsor in the superintendent's sole discretion.

- c. Sponsors shall be required to: develop materials, activities, and a budget; promote membership and participation; communicate with the principal or designee, staff, students, and parents; schedule meeting dates and locations; plan meaningful experiences; supervise students during activities; evaluate and make recommendations; and submit a yearend report to the principal or designee.

5. **Money-Raising Activities**

All money-raising activities shall require authorization by a member of the school district administration and shall be subject to all other school policies. All money raised by these activities shall be governed by Policy 3005

Adopted on: February 8, 2017

Revised on: January 9, 2017

Reviewed on: January 9, 2017, February 8, 2017

6029 Activity Trips

Students must travel to and from all activities in the transportation provided by the school. A student may travel home from an activity with his/her parent or guardian if the activity sponsor has personally released the student to the parents' custody. Parents must sign their student off the bus or provide written permission for a student to ride home with another adult or relative. The superintendent may prohibit any student who misbehaves while on school-sponsored trips from attending future trips.

Students must comply with the board's policies on field trips as well as the student code of conduct, the extracurricular code, and all directives of a sponsor or chaperone while on activity trip.

Adopted on: February 8, 2017

Revised on: January 9, 2017

Reviewed on: January 9, 2017, February 8, 2017

6030
Public Appearances of School Groups

Community-school relationships are enhanced when student groups appear at community functions. Therefore, the board encourages student groups to appear at public events, subject to the following requirements:

1. Activity sponsors must secure the permission of their building principal before booking a student group at a public event.
2. Student groups may not perform on more than one school night (Sunday-Thursday) per week.
3. Student groups may not perform at a political rally without permission from the superintendent and prior notice to parents.
4. The policies and rules that apply to field trips also apply to student group appearances in public.

Adopted on: February 8, 2017

Revised on: January 9, 2017

Reviewed on: January 9, 2017, February 8, 2017

6031 Emergency Exclusion

Grounds for Emergency Exclusion

Any student may be excluded from school in the following circumstances subject to the procedural provisions governing short term suspension found elsewhere in these policies or state law:

(a) If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or

(b) If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers that prompted the exclusion.

Extension of Exclusion

In the event it is appropriate to consider the extension of an emergency exclusion (exclusion) of a student for more than five school days. Pursuant to the Student Discipline Act, the principal has the authority to exclude a student from school for five school days on an emergency basis. If the superintendent or superintendent's designee determines that it is appropriate to consider the extension of an exclusion beyond five days, such consideration shall be considered according to the procedures set forth below.

Notification of Student's Parent(s) or Guardian(s). The superintendent or the superintendent's designee shall notify the student's parent(s) or guardian(s) that the principal has proposed the extension of the exclusion. If the initial notice is oral, the superintendent shall confirm it in writing.

Opportunity to Request a Hearing. The student's parent(s) or guardian(s) may submit an oral request for a hearing on the proposed extension of the exclusion within two school days of receiving the initial notice. If the initial

request for a hearing is oral, they shall confirm the request in writing.

Failure to Request a Hearing. If the parent(s) or guardian(s) do not request a hearing within two school days of receiving oral or written notice, the proposed extension of the exclusion shall automatically go into effect.

Appointment and Qualifications of a Hearing Examiner. If the parent(s) or guardian(s) request a hearing, the superintendent shall appoint a hearing examiner upon receiving a request for a hearing. The hearing examiner may be any person who did not bring charges against the student, is not to be a witness at the hearing, and has no involvement in the charge.

Hearing Examiner's Notice to Parent(s) or Guardian(s). The hearing examiner shall promptly give written notice of the time, date and place of the hearing. The hearing will be held within five school days after the school district receives the initial oral or written request; provided, the hearing may be held more than five school days after receipt of the request upon a showing of good cause. No hearing will be held on less than two (2) school days' notice unless otherwise agreed to by the student's parent(s) or guardian(s) and school officials.

Continued Exclusion. If a hearing is requested, the principal may determine in his or her sole discretion that the student shall remain excluded from school until the hearing officer makes a recommendation to the superintendent.

Examination of Student's Records and Affidavits. Prior to the hearing, the student and his/her parent(s) or guardian(s) shall have the right to examine and have school officials explain the student's records and any affidavits that will be used by school officials at the hearing.

Attendance at Hearing. The hearing may be attended by the hearing examiner, the principal (or designee), the student, and the student's parents or guardian(s). The student may be represented at this hearing by a representative of the family's choice.

Student's Witness(es). The student and his/her parent(s) or guardian(s) may ask any person with knowledge of the events leading up to the sanction or with general knowledge of the student's character to testify on behalf of the student. If school personnel or other students are requested to testify by the

student's parent(s) or guardian(s), the hearing officer shall endeavor to help obtain the presence of such witnesses at the hearing.

Right to Know Issues and Nature of Testimony. The student and his/her parent(s) or guardian(s) have the right to request in advance of the hearing the issues which the administration will propose in support of the extension, and the general nature of the testimony of any administrative or expert witnesses.

Presence of Student and Witnesses at the Hearing. The student and witnesses may be excluded at the discretion of the hearing examiner in accordance with state statutes. The student may speak in his/her own defense and may be questioned on such testimony, but may choose not to testify.

Sworn or Affirmed Testimony. The principal or his or her designee shall present evidence supporting the recommended extension of the exclusion. Witnesses will give testimony under oath of affirmation, and may be questioned.

Hearing Examiner's Report and Recommendations. The hearing examiner shall prepare a report of his or her findings and recommendations, and forward the report to the superintendent.

Superintendent's Decision. The superintendent will review the hearing examiner's report and determine whether to extend the exclusion. He or she shall have the decision delivered or sent by registered or certified mail to the student, student's parent(s), or guardian(s). If the superintendent decides to extend the exclusion, the extension will take effect immediately.

Adopted on: March 13, 2017

Revised on: _____

Reviewed on: February 8, 2017, March 13, 2017

6032
Constitution Day Education

Each year on September 17, designated as Constitution Day, the school district will conduct a program designed to highlight the historic and continuing importance of the United States Constitution. When September 17 falls on a Saturday, Sunday, or holiday, the district will provide this program during the preceding or following week.

The program shall be implemented within the guidelines of the U.S. Department of Education and in accordance with any other applicable laws and/or regulations.

Adopted on: March 13, 2017

Revised on: _____

Reviewed on: February 8, 2017, March 13, 2017

6033

Restraint and Seclusion of Students

Restraint and seclusion are behavioral interventions, not educational techniques. They are limited to exigent circumstances and situations that necessitate their use to protect the safety of the student, other students, staff and property. When used as safety intervention, they should be used as methods of last resort. When used as behavior intervention, they must be used according to the terms of this policy.

This policy does not cover interventions such as voice control, limited to loud, firm commands; time-limited ignoring of specific behaviors; brief physical prompts to interrupt or prevent a specific behavior; physical interventions which a student's health care provider has indicated are medically necessary for the treatment or protection of the individual; or other similar interventions.

I. Seclusion

A. Definition

1. Seclusion is a last resort emergency safety intervention that provides an opportunity for the student to regain self-control. Seclusion is the confinement of a student in a room or other space from which the student is physically prevented from leaving and which provides for continuous adult observation of the student.
2. A room or area used for seclusion:
 - a. must not be locked;
 - b. must not prevent the student from exiting the area should staff become incapacitated or leave that area;
 - c. must provide for adequate space, lighting, ventilation, viewing, and the safety of the student.

B. Timeout

1. Timeout is a behavior intervention in which a student, for a limited and specified time, is placed in an environment where access to positive reinforcement is unavailable.

2. Timeout should not be confused with seclusion because a student's movement in a timeout setting is not physically restricted.
 3. Timeout lies within a continuum of procedures that help students self-regulate and control their behavior.
- C. Seclusion is inappropriate for students who are severely self-injurious or suicidal.
- D. Time and Duration
1. Emergency seclusion should be used only as long as necessary to allow a student to regain control of his/her behavior, but generally:
 - a) Elementary school students – no longer than 15 minutes; and
 - b) Middle and high school students – no longer than 20 minutes.
 - c) If an emergency seclusion lasts longer than the suggested maximum time, the staff member should:
 - (1) summon additional support (e.g., change of staff, introducing a nurse or specialist, obtaining additional expertise); and
 - (2) document the need to explain the extension beyond the time limit.

E. Staff Requirements

While using seclusion, staff must:

1. involve appropriately-trained key identified personnel to protect the care, welfare, dignity, and safety of the student;
2. continually observe the student in seclusion for indications of physical distress and seek medical assistance if there is a concern; and
3. document observations.

II. Restraint

There are three types of restraint: physical, chemical, and mechanical.

- A. Physical restraint involves direct physical contact that prevents or significantly restricts a student's movement.
 - 1. Restraint is a last resort emergency safety intervention. Restraint is an opportunity for the student to regain self-control.
 - 2. This policy on physical restraint is not intended to forbid actions undertaken:
 - a. to break up a fight
 - b. to take a weapon away from a student
 - c. to hold a student briefly in order to calm or comfort
 - d. to escort a student physically from one area to another location within the school building
 - e. to assist a student in completing a task/response if the student does not resist or resistance is minimal in intensity or duration.
 - f. to hold a student briefly in order to prevent an impulsive behavior that threatens the student's immediate safety (e.g., running in front of a car).

- B. Chemical restraint is the administration of medication for the purpose of restraint.
 - 1. The school district will not, under any circumstances, engage in chemical restraint.
 - 2. Chemical restraint does not apply to medication prescribed by and administered in accordance with the directions of a physician.

- C. Mechanical restraint means the use of any device or material attached to or adjacent to a student's body that restricts normal freedom of movement and which cannot be easily removed by a student.
 - 1. Mechanical restraint does not include:
 - a. an adaptive or protective device recommended by a physician or therapist (when it is used as recommended).
 - b. safety equipment used by the general student population as intended (for example, seat belts, safety harness on school transportation).

III. Limitations in Use

- A. Seclusion and/or restraint shall not be used:
 - 1. for the convenience of staff;

2. as a substitute for an educational program; or
3. as a form of discipline/punishment.

IV. Recurring Behavior

- A. If a pattern of behavior emerges, or is anticipated, which may require the use of emergency seclusion, the school personnel must:
 1. conduct a functional behavioral assessment;
 2. call a meeting of the student's IEP team to develop or revise a positive behavior intervention plan to facilitate the reduction or elimination of the use of seclusion and/or restraint
- B. Given the limited size and training of the school district's staff, students whose behavior routinely requires seclusion and restraint may not be able to be served in the school district and may require a placement out of the school district.

V. Prohibited Practices

- A. The following are prohibited under all circumstances, including emergency situations:
 1. corporal punishment;
 2. the deprivation of basic needs;
 3. anything that constitutes child abuse;
 4. the seclusion of preschool children; and
 5. the intentional application of any noxious substance(s) or stimuli which result in physical pain or extreme discomfort

Adopted on: March 13, 2017

Revised on: _____

Reviewed on: February 8, 2017, March 13, 2017

6034

Concussion Awareness

The Nebraska Unicameral has found that concussions are one of the “most commonly reported injuries in children and adolescents who participate in sports and recreational activities and that the risk of catastrophic injury or death is significant when a concussion or brain injury is not properly evaluated and managed.”

The School District will:

- a. Require all coaches and trainers to complete one of the following on-line courses on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury:
 - Heads UP Concussions in Youth Sports
 - Concussion in Sports—What You Need to Know
 - Sports Safety International
 - ConcussionWise
 - ACTive™ Athletic Concussion Training for Coaches; and
- b. On an annual basis provide concussion and brain injury information to students and their parents or guardians prior to such students initiating practice or competition. This information will include:
 - 1 The signs and symptoms of a concussion;
 - 2 The risks posed by sustaining a concussion; and
 - 3 The actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

A student who participates on a school athletic team must be removed from a practice or game when he/she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school. The student will not be permitted to participate in any school supervised team athletic activities involving physical exertion, including practices or games, until the student:

- a. has been evaluated by a licensed health care professional;
- b. has received written and signed clearance to resume participation in athletic activities from the licensed health care professional; and
- c. has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity, the parent or guardian of the student will be notified by the school of:

- a. the date and approximate time of the injury suffered by the student,
- b. the signs and symptoms of a concussion or brain injury that were observed, and
- c. any actions taken to treat the student.

The school district will not provide for the presence of a licensed health care professional at any practice or game.

School officials shall deem the signature of an individual who represents that he/she is a licensed health care professional on a written clearance to resume participation that is provided to the school to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school will not take any additional or independent steps to verify the individual's qualifications.

Students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered. The school's "return to learn protocol" shall be the guidance provided by the Nebraska Department of Education entitled "Bridging the Gap from Concussion to the Classroom," and accompanying materials and future supplements. Nothing in this policy or the referenced protocol shall entitle a student who has sustained a concussion to an individualized plan under Section 504 of the Rehabilitation Act,

although staff will refer students who have sustained a concussion for evaluation under Section 504 as appropriate.

Adopted on: March 13, 2017

Revised on: _____

Reviewed on: February 8, 2017, March 13, 2017

6035

Junior High Athletic Contest Participation by Sixth Graders

If there are fewer than 12 boys or 12 girls in the combined enrollment of the seventh and eighth grades, sixth grade students may participate in junior high athletic contests between schools, within a school system, or between school systems if the school administration judges that it is appropriate after taking into consideration the competition's nature and value to the students, its physical requirements and dangers, and the sixth grade students' ages, physical and mental abilities, maturity, skills, and preparation for the competition.

Participation in the activity is voluntary on the part of the student and consistent with requirements and standards applicable to seventh and eighth grade students.

Scholastic eligibility rules for junior high activities shall be the same as those established by the board for high school interscholastic competitions, in the absence of such rules shall be the minimum established by the Nebraska School Activities Association.

Otherwise, pupils in kindergarten through the sixth grade may not participate in any kinds of athletic contests between schools, within a school system, or between school systems except as provided in this policy or as otherwise allowed by law. This prohibition does not apply to annual field or play days.

Adopted: July 7, 2016

Revised: June 20, 2016

Reviewed: June 20, 2016, July 7, 2016

6036

Reading Instruction and Intervention Services

The purpose of this policy is to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia. It is the school district's goal that each student be able to read at or above grade level by third grade.

Effective Reading Teachers. It is the intent of the school district to employ teachers for kindergarten through third grade who are 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.

Reading Assessment. Beginning in 2019-20, the school district will administer a reading assessment approved by the Nebraska Department of Education three times during the school year to all students in kindergarten through third grade. Exceptions to this requirement include:

- Any student receiving specialized instruction for limited English proficiency who has been receiving such instruction for less than two years;
- Any student receiving special education services for whom such assessment would conflict with the individualized education plan; and
- Any student receiving services under a plan pursuant to the requirements of section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794, or Title II of the federal Americans with Disabilities Act of 1990, 42 U.S.C. 12131 to 12165, as such acts and sections existed on January 1, 2018, for whom such assessment would conflict with such section 504 or Title II plan.

The first assessment must occur within the first 30 days of the school year.

Diagnostic assessments used within a supplemental reading intervention program do not require Nebraska Department of Education approval.

Deficiency Identification. Any student in kindergarten through third grade performing below the threshold level as determined by the Nebraska Department of Education shall be identified as having a reading deficiency for purposes of the Nebraska Reading Improvement Act and this policy. 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 or this policy shall prohibit a school district from identifying any other student as having a reading deficiency.

Supplemental Reading Intervention Program. The school district will provide a supplemental reading intervention program to ensure that students can read at or above grade level at the end of third grade. The school district may work collaboratively with a reading specialist at the Nebraska 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 must:

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

- Reading intervention techniques that are based on scientific research and best practices;
- Diagnostic assessments to frequently monitor student progress throughout the school year and adjust instruction accordingly;
- Intensive intervention using strategies selected from the following list to match the weaknesses identified in the diagnostic assessment:
 - Development in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;
 - Explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error corrections and feedback; or
 - Daily targeted individual or small-group reading intervention based on student needs as determined by diagnostic assessment data subject to planned extracurricular school activities;
- Strategies and resources to assist with reading skills at home, including parent-training workshops and suggestions for parent-guided home reading; or
- Access to before-school or after-school supplemental reading intervention with a teacher or tutor who has specialized training in reading intervention.

Parent/Guardian Notification. The school will give notice in writing or by electronic communication to the parent(s) or guardian(s) of any student identified as having a reading deficiency within 15 working days of such identification 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.

Reading Improvement Plan. Any student who is identified as having a reading deficiency will receive an individual reading improvement plan no later than 30 days after the identification of the reading deficiency. The reading improvement plan may be created by the teacher, the principal, other pertinent school personnel, and the parents or guardians of the student and shall describe the reading intervention services the student will receive through the supplemental reading intervention program to remedy the reading deficiency. The student must receive reading intervention services through the supplemental reading intervention program until the student is no longer identified as having a reading deficiency.

Reading Progress. Each student in kindergarten through third grade and his or her parent(s) or guardian(s) will be informed of the student's reading progress within a reasonable time after the school district receives the results from the student's approved reading assessment.

Adopted on: July 11, 2018

Revised on: _____

Reviewed on: June 11, 2018, July 11 2018