

INSTRUCTION

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6010 THE PROGRAM OF INSTRUCTION

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

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

Legal Reference: Rule 10; ESSA

6020 PARENTAL AND FAMILY ENGAGEMENT

Garden County Schools, after having conducted a public hearing concerning parental and family engagement and participation in the School District herewith declares that it shall be the policy of the District to provide access to parents to all textbooks, tests, curriculum materials, and any other instructional materials used by the school and to provide a complaint procedure for parents who object to testing, classroom instruction, survey, assembly, counseling session, or other instructional activity or other school experience.

Adopted July 9, 2018

6110 CHARACTER EDUCATION

Each teacher employed to give instruction at Garden County Schools shall arrange and present his or her instruction to give special emphasis to common honesty, morality, courtesy, obedience to law, respect for the national flag, the United States Constitution, and the Constitution of Nebraska, respect for parents and the home, the dignity and necessity of honest labor and other lessons of steadying influence which tend to promote and develop an upright and desirable citizenry.

6130 CEREMONIES AND OBSERVANCES

Commemoration of special days and events shall be arranged.

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

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

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

Date of Adoption: July 31, 2006

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6141 MULTI-CULTURAL EDUCATION

It is the policy of the Garden County Schools district to develop and utilize a multi-cultural educational program for the schools. The program will reflect the racial, ethnic, language and cultural heritage of the various ethnic groups in both historical and modern-day United States of America. This program is to be infused with the present curriculum and not set apart as a separate course of study.

Administrative Guidelines: The Multi-cultural program will be developed and ready for infusion into the curriculum according to state statute mandating this program.

The four ethnic groups required by statute are: Hispanic Americans, Native Americans, Asian Americans, and African Americans. Other cultures and ethnic groups will also be included as the program develops.

Program emphasis should be in the areas of contributions, culture and history of the ethnic groups. Special emphasis is to be placed on human relations and sensitivity toward all races.

To carry out this program the school will:

- Select materials and methods that will eliminate bias and stereotyping of the ethnic groups.
- Conduct staff development activities to assist staff in understanding a multi-cultural society.
- Encourage all students to develop greater self-esteem, and through this, develop to their fullest academic and human potential.
- Guard against biased grouping, which reflects racial, ethnic, language or cultural background.

6144 CONTROVERSIAL ISSUES

Curriculum Decisions: Controversial Issues to be studied in the Classroom Guidelines for the selection of controversial issues to be studied in the classroom shall include the following: The issue should contribute toward helping students develop techniques for examining other controversial issues; should be suitable for the students of the maturity and background represented in the class; and the issue should be included in the district curriculum and should help achieve course objectives.

Instructional Decisions: Decisions about the way students are taught (instruction) are as important as decisions about what students are taught (curriculum). To facilitate student success in school, instructional staff are expected to make effective use of the research-based learning/teaching principles.

Curriculum Decisions: Teachers who provide student learning opportunities according to the intent of this policy and within administrative guidelines and procedures will be protected by the district from unjust charges and attack by every means at its disposal, including legal.

The board's position in this matter applies to the regular curricular program of the schools and to other school-sponsored student activities held within the school building or outside the school.

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The board must reserve the right assigned it, under the law, to give or withhold consent for sponsoring any school activity according to its judgement as to whether or not the activity is in the best interest of the District and the pupils of the district.

Controversial Issues: A controversial issue involves a problem about which different individuals and groups urge conflicting courses of action. It is an issue for which society has not found consensus, and it is of sufficient significance that each proposed way of dealing with it is objectionable to some sector of the citizenry and arouses protest. The protest may result from a feeling that a cherished belief, an economic interest of a basic principle is threatened.

Public schools have a responsibility to include, in various curriculum and at all appropriate grade levels, content dealing with critical issues, some of which may be controversial. Development of rational thinking and preparation for citizenship are the primary reasons for including study of controversial issues in the curriculum. Through the discussion of controversial issues, teachers can help students to analyze issues, investigate and consider various positions, keep an open mind and weigh alternatives, organize and present arguments, and draw intelligent conclusions. Public schools, as an educational institution, and the individual classroom teacher have a responsibility to provide the students:

Opportunities to study controversial issues which have political, economic and social significance about which they will begin to have an opinion; competent instruction balancing the various and/or conflicting points of view in an atmosphere free from bias and prejudice; and, the right to form, identify and express his/her own opinions on controversial issues as long as a balanced presentation is made of conflicting positions.

The district encourages interaction between students and politicians. However, politicians (currently holding office or seeking office) might add a controversial nature to the classroom. For that reason, the procedures established in this policy and the regulation dealing with resource speakers are created to guide teachers in conducting this interaction.

If a candidate for a political office is invited to speak at school, attempts should be made to invite all candidates seeking the office. Since all candidates are not always available, the board does not automatically interpret a classroom visit by one candidate in a race for a political office as promoting partisan politics.

Candidates for national office who speak in classrooms or for larger student groups shall not be construed as promoting partisan politics, but schools/teachers shall follow all other guidelines established in this policy and in the regulations dealing with resource speakers in arranging such a presentation.

6145 EXTRACURRICULAR and CO-CURRICULAR ACTIVITIES

6145.1 CHEERLEADER POLICY

Because cheerleader activities are inherently dangerous, "inherently dangerous" means that it cannot be made safe, the following policy has been approved by the Garden County Schools Boards.

Any cheerleaders, dance team, or other group performing similar activities must abide by the NSAA rules regarding the non-use of mini-trampolines, mounts and pyramids.

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6145.2 STANDARDS OF CONDUCT

Standards of Conduct for Students Participating in Extra-curricular and Co-Curricular Activities at Garden County Schools are included in the student handbook.

6146 GRADUATION REQUIREMENTS/STANDARDS OF PROFICIENCY

6146.1 EARLY GRADUATION

Early graduation may be permitted under the following circumstances:

- The student has the approval of parents, administration, and Board of Education.
- The student has acquired the required number of credit hours.
- All required subjects have been successfully completed.
- Students who meet the requirement in December can receive their diploma once their transcripts are updated, or choose to have the school keep the diploma until the graduation ceremony.
- Students who meet graduation requirements early are not eligible for activities the second semester. These include, but are not limited to school dances(including prom), school sponsored field trips, NSAA sponsored activities, and school club events

6159 SPECIAL EDUCATION POLICIES

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

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

6159.1 FREE APPROPRIATE PUBLIC EDUCATION

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

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

6159.2 FULL EDUCATIONAL OPPORTUNITY GOAL

The District shall take steps to ensure that its children with verified disabilities have available to them

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the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education and vocational education

Legal Reference: 92 NAC 51-004.11A

6159.3 CHILD FIND

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

Legal Reference: 92 NAC 51-006.01 through 006.01A2

6159.4 INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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

Legal Reference: 92 NAC 51-007

6159.5 LEAST RESTRICTIVE ENVIRONMENT

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

Legal Reference: 92 NAC 51-008.01 through 008.011

6159.6 PROCEDURAL SAFEGUARDS

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

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

6159.7 EVALUATION AND IDENTIFICATION PROCEDURES

Children with disabilities shall be evaluated and identified in accordance with 92 NAC 51-006. The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. Locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent from obtaining an

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Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent (s) with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

6159.8 CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION

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

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

6159.9 TRANSITION OF CHILDREN FROM PART C TO PRESCHOOL PROGRAMS

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

Legal Reference: 92 NAC 52-008

6159.10 CHILDREN IN NONPUBLIC SCHOOLS

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

Legal Reference 92 NAC 51-012.08 and 015

6159.11 PERSONNEL STANDARDS AND PERSONNEL DEVELOPMENT

Personnel providing special education or related services to children with disabilities shall be appropriately prepared and adequately in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

6159.12 PARTICIPATION IN AND REPORTING OF STATE AND DISTRICT WIDE ASSESSMENTS

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

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Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

6159.13 SUSPENSION AND EXPULSION RATES

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

Legal Reference: 92 NAC 51-004.06E

6159.14 ACCESS TO INSTRUCTIONAL MATERIALS

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

- Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Accessibility Standard, or
- Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

6159.15 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; 0006.02C

6159.16 PROHIBITION ON MANDATORY MEDICATION

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

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

6159.17 TRANSPORTATION

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

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Legal Reference: 92 NAC 51-014.01 through 014.02

6159.18 SURROGATES

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

Legal Reference: 92 NAC 51-009.10

6159.19 EARLY INTERVENTION SERVICES – CONSENT

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

Legal Reference: 92 NAC 52

Date of Adoption: July 13, 20015

6159.20 PERFORMANCE GOALS AND INDICATORS

Garden County Schools will use performance goals and indicators established by the State to assess progress toward achieving those goals that are consistent to the extent appropriate with any other goals and academic standards for children.

Garden County Schools will provide the Nebraska Department of Education with information necessary to enable the State to assess progress toward achieving the goals established by the State.

Legal Reference: 34 CFR 300.157

Date of Adoption: July 13, 2015

6161 SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The library/media center in the Garden County Schools exists primarily for educational purposes and for the implementation of classroom activities. They are an integral part of the curriculum, offering enrichment for students and resource materials for faculty. Materials from all available media forms are selected on the basis of interest, vocabulary, the maturity and ability levels of all students within the school system. The library/media center provides additional materials to attract students to reading, viewing, and listening as sources of lifelong pleasure and recreation over and above needed subject content.

The Board of Education, as the policy-making and governing body of the school district, is legally responsible for the selection and approval of all print and non-print materials. Selection of materials involves many people- principals, teachers, coordinators, and media specialists. The responsibility for coordinating the selection of library media materials and making recommendations for purchase is delegated to the professionally trained library/media personnel.

Media as used in this selection policy may be defined as: a) print and audiovisual forms of communication and their accompanying technology; b) materials used to support and enrich the curriculum of the school.

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Objectives of Selection:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity level of the pupils served.
- To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- To stimulate a love of reading, viewing, listening and learning which will provide for recreation and personal enjoyment and will encourage a continuing self-education enabling one to make intelligent judgments in daily life.
- To provide materials representative of the many religious, ethnic, and cultural groups.,
- To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical analysis of all media.
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library,.
- To provide an understanding of the American freedoms and a desire to preserve these freedoms through the development of informed and responsible citizenship.

Gift materials are judged by basic selection standards, and are accepted or rejected by these standards.

Selection should be based upon the needs of all school personnel and students. Materials should be evaluated, if possible, by the departments in which most use will occur.

Materials are considered on the basis of:

- Overall purpose
- Timeliness or permanence
- Potential use
- Importance of the subject matter
- Quality of the writing /production
- Readability and popular appeal
- Authoritativeness
- Reputation and significance of the author/artist/composer/producer
- Format and price

Selection should be a systematic, continuing process throughout the year, so that library media resources will be balanced in terms of both curriculum needs and the needs and interest of individual students and instructors. Requests from faculty and students are encouraged.

Selection of Sensitive Materials:

- Human sexuality: Authoritative information on this subject at the maturity level of the student should be included in the collection.
- Language: Materials containing sexual terminology or profanity should not automatically be disqualified for library purchase, but they should meet a test of merit and suitability. (Ethnic literature often presents a set of values and standard of language that are foreign to students. However, as our students need to be helped to understand the people of different cultures, many of these books are felt to meet the test of merit that makes their purchases necessary.)

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- Religion: Factual and unbiased materials concerning major religions are acceptable. Sacred texts and historical matter are also acceptable, but other materials which expound sectarian beliefs shall be included only if there exists a well-defined instructional purpose for doing so. Periodicals published by religious bodies may be included for general news value if indexed in Reader's Guide, Education Index, or Current Index to Journals in Education.
- Ideologies: Factual information on ideologies or philosophies which influence government, current events, politics,, or education shall be acceptable.
- Aids to Selection: Because no individual in a school system can read all materials, references such as standard catalogs, book reviews, and book selection magazines will be used.

6162 USE OF COPYRIGHTED MATERIALS

It is the intent of the Board of Education of Garden County Schools to adhere to the provisions of the current copyright laws and Congressional guidelines.

The Board recognizes that unlawful copying and use of copyrighted materials contributes to higher costs for materials, lessens the incentives for development of quality educational materials, and fosters an attitude of disrespect for law which is in conflict with the education goals of this school district.

The Board directs that school district employees adhere to all provisions of Title 17 of the United States Code, entitled "Copyrights" and other relative federal legislation and guidelines related to the duplication, retention, and use of copyrighted materials.

The Board further directs that:

- Unlawful copies of copyrighted materials may not be produced on district owned equipment.
- Unlawful copies of copyrighted materials may not be used with district owned equipment, within district owned facilities, or at district sponsored functions.
- The legal and/or insurance protection of the district will not be extended to employees who unlawfully copy and use copyrighted materials.
- Employees who make and/or use copies of copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use and public display, and are further expected to be able to provide the principal, upon request, the justification under Section 107 or 110 or USC 17 for copies that have been made or used.

Employees who use copyrighted materials which do not fall within fair use or public display guidelines will be able to substantiate that the materials meet one of the following tests:

- The materials have been purchased from an authorized vendor by the individual employee or the school district and a record of the purchase exists.
- The materials are copies covered by a licensing agreement between the copyright owner and the school district or the individual employee.
- The materials are being reviewed or demonstrated by the user to reach a decision about possible future purchase or licensing and a valid agreement exists which allows for use.

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Though there continues to be controversy regarding interpretation of the copyright laws, this policy represents a sincere effort to operate legally. All school employees will be provided with copies of this policy and accompanying rulings.

Further, all school employees are advised that the current penalties for willful violation of copyright law include fines of \$200-\$10,000 per violation, and could include up to five (5) years confinement at a Federal Correctional Institution.

6163 INTERNET USE BY STUDENTS

6163.1 INTERNET SAFETY POLICY

It is the policy of Garden County Schools to comply with the Children's Internet Protection Act (CIPA) With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking, and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (e) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

- **Definitions:** Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- **Access to Inappropriate Material:** To the extent practical, technology protection measures (or "internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.
- **Inappropriate Network Usage:** To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
- **Supervision and Monitoring:** It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the

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- Superintendent and the Superintendent's designees.
- Social Networking: Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
- Adoption: This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.

6163.2 COMPUTER ACCEPTABLE USE POLICY

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

- Technology Subject to this Policy: This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
- Access and User Agreements: Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or signee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

- Acceptable Uses: The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.
- Unacceptable Uses: The following are unacceptable uses of the technology resources:
 - Personal Gain: Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
 - Personal Matters: Technology resources shall not be used, and no person shall authorize its use, for personal matters. Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision., Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an email to

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- a minor child or spouse; sending an email related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an email related to one's own private consulting business

- Campaigning: Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning of or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- Technology-Related Limitations: Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation,
 - Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
 - Users shall not erase, remake or make unusable another person's computer, information, files, programs or disks.
 - Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
 - Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
 - Users shall not copy, change, or transfer any software without permission from the network administrators.
 - Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 - Users shall not engage in any form of vandalism of the technology resources.
 - Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.
- Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology

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resources may not be used:

- To access any material contrary to the Internet Safety Policy; or to create or generate any such material.
 - To engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
 - To engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
 - To engage in or promote violations of student conduct rules.
 - To engage in illegal activity, such as gambling.
 - In a manner contrary to copyright laws.
 - In a manner contrary to software licenses.
- Disclaimer: The technology resources are supplied on an “as is, as available” basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
 - Filter: A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

- Monitoring: Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District’s computers or Internet system. All technology equipment

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shall be used under the supervision of the Superintendent and the Superintendent's designees.

- Sanctions: Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Legal Reference: Children's Internet Protection Act. 47 USC §254
FCC Order adopted August 10, 2011
47 USC §254(h) (1) (b); 47 CFR 54.500(b) and 68 FR 36932
(2003) (E-rate restrictions)
Neb. Rev. Stat. § 49-14, 101.01 (Political Accountability and Disclosure Act)
Date of Adoption: June 11, 2012

6170 ASSESSMENTS-STATE ASSESSMENTS

The Garden County School District has adopted an assessment plan and has aligned the curriculum with the state approved content standards. The assessment plan includes a schedule and procedures for assessing success in achieving state standards.

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

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

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

6170.1 ACHIEVING VALID ASSESSMENTS

Educators are responsible for maintaining the integrity of the assessments to ensure that assessments provide a valid measure of student progress and accomplishments. Educators are not to engage in any practice that may result in assessment results that do not reflect student learning, knowledge, skills or abilities in the area assessed.

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For purposes of this policy, student assessments include both “standardized assessments” (including state assessments, norm referenced tests, and evaluations conducted for special education eligibility) and “coursework assessments” (e.g., classroom tests, quizzes, and other evaluative tools used to assign grades).

The following specific assessment expectations and rules apply:

- Integrity of the Assessment Instrument: The integrity of the assessment instrument is to be maintained.
 - Standardized Assessments: Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The assessment instrument is to be maintained in a secure manner.
 - Coursework Assessments: Coursework assessment instruments are to be periodically modified to keep the assessments current and prevent students from effectively using “test banks.” For coursework assessments that are given on a repeat basis to students at different times (e.g., a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the assessment later.
- Teaching for Success on Assessments: It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student’s knowledge, and not simply test preparation.
 - Teach the Content: Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to “teach to the test” by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. “Cramming” assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate
 - Practice Tests: Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to conduct reviews (drills) using earlier (no longer published) versions of the same test, using earlier (no longer published) versions of the same test, using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.
- Conditions for Successful Assessments:
 - Communications: Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.
 - Climate: Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from

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neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who finish early so such students do not cause a distraction to other students still taking the assessment.

- Security: Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Students who violate standards of academic integrity are to be reported to the administration.
- Full Participation: Educators are to make efforts to have all eligible students take the assessments. The educator should develop a list of students who will be exempted from assessment and the reason for the exemption and submit the list for review and approval by the Principal.
- Assistance During Assessments:
 - Standardized Assessments: Educators are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan or IEP. This includes giving "hints". Giving extra time, reading the tests to students or defining or pronouncing words for students, allowing students access to instructional material related to the content of the assessment (e.g., displaying a map during a social studies assessment) or allowing students access to mechanical aids (e.g., calculators).
 - Coursework Assessments: For coursework assessments, students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning content of the lesson.
- Student Answers: Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No.2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.

All employees are to adhere to the Nebraska Student-Centered Assessment System (NSCAS)'s Security Procedures and report breaches in security to Superintendent or the Superintendent's assessment designee for report to the Nebraska Department of Education. Professionalism, common sense, and practical procedures provide the framework for testing ethics.

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

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

Date of Adoption: August 12, 2019

6180 ASSESSMENTS-ACADEMIC CONTENT STANDARDS

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

- Language Arts standards that were adopted by the State Board in September, 2014.
- Mathematics standards that were approved by the State Board in September, 2015.

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- Science standards that were adopted by the State Board in September, 2017 and
- Social Studies standards that were adopted by the State Board in December, 2012.

Unless other action is taken, the Board of Education adopts the standards of the State Board as such standards are subsequently adopted or amended by the State Board.

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

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

Legal Reference: Neb. Rev. Stat. §§ 79-760 to 78-760.05

Date of Adoption: July 9, 2018

6190 READING INSTRUCTION AND IMPROVEMENT

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

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

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

The District will provide a supplemental reading intervention program for the purpose of ensuring

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

- 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. Such summer reading program may be held in conjunction with existing summer programs in the school district or in a community reading program not affiliated with the school district or may be offered online.

The supplemental reading intervention program may also include:

- 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.

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

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

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

Legal Reference: Nebraska Reading Intervention Act

Date of Adoption: July 9, 2018

6200 EMERGENCY PLANS

6210 FIRE DRILLS

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

The frequency of fire drills shall be as follows:

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

The manner of conducting fire drills shall be as follows:

- Emphasis shall be on conducting an orderly evacuation, rather than speed;
- Under varying conditions and at expected and unexpected times;
- Participants shall relocate to a pre-determined location and remain until recalled or dismissed; and
- And all emergency and relocation drill alarms shall be sounded

6220 CRISIS PLANS

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

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

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

Date of Adoption: July 13, 2015

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