

INSTRUCTION

ARTICLE 6

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INSTRUCTION

Concept and Roles in Instruction

6000

In its relationship with the instructional program, the Board of Education hopes to make its contribution to education. The Board of Education sees itself supporting and supplementing the efforts of the faculty.

Teachers, administrators and other instructional personnel need the support of the community. In an ever changing society it is important that community and school personnel work together to determine the goals and objectives of the educational program in order that instruction adequately prepare children and youth for success.

The Board of Education recognizes a changing society necessitates a continued re-evaluation of standards and techniques. Therefore, the Board pledges to support school-community based program improvement.

The Board of Education recognizes evidence of student performance is necessary to determine program effectiveness and provide evidence of student success. To these ends, the administration and faculty shall report to the Board on an annual basis relative to student performance and program success.

INSTRUCTION

Purposes of the Public Schools

6010

It is the basic function of the public schools to provide instruction in common learning and the opportunities for the development of those skills, habits, attitudes, and character traits that are essential to our culture. The schools shall inculcate an appreciation of the responsibilities of citizenship in our representative democracy. They shall aid youth in the choice of and the preparation for a vocation in an economy that encourages free enterprise and respects the choice of and the preparation for a location in an economy that encourages free enterprise and respects the contribution of the individual. It shall be the continuing aim of the public schools as an outcome of instructional effort, to promote keen mental alertness, vigorous physical fitness, staunch moral character, appreciation of spiritual values, love for home and country, respect for duly constituted authority, and genuine concern for the rights and responsibilities of other regardless of race, color, creed, sex or national origin. As a direct result of his/her education, the individual should willingly serve the common good and assume mature responsibility for his/ her own acts.

It shall be the responsibility of the administrative staff periodically to prepare formal statements defining and implementing the basic purposes of the schools as stated above. These statements shall be the basis for determining the content of the curriculum, the methods of instruction, and the means for evaluating the effectiveness of both.

INSTRUCTION

Parental Involvement and Participation

6020

It shall be the policy of the Chadron Public School District to provide access to parents to all textbooks, tests, curriculum, and any other instructional materials used by the school.

It shall further be the policy of the District in the event any parent has a complaint or objection to any such materials to make such provision for personal conferences with the parent and appropriate school personnel to discuss such concerns as the superintendent or his/ her designee may deem appropriate. The superintendent or his/ her designee shall cause to be prepared a complaint form which may be used by a parent to express objections to any such instructional material. Such complaint forms shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent.

It shall further be the policy of the District that upon reasonable advance request by a parent to attend and monitor courses, assemblies, counseling sessions, and other instructional activities, to permit such parent to be in attendance at such activities unless such attendance would substantially interfere with a legitimate school interest.

It shall further be the policy of the District to encourage communications from parents concerning when a parent believes it to be appropriate for his/ her student to be excused from testing, classroom instruction, and other school experiences the parent may find objectionable. The superintendent or his/ her designee shall make a provision on the complaint form hereinabove referred to for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent.

It shall further be the policy of the District to provide full access to the records of the students to a parent or guardian all as set forth in §79-4, 157, the Federal Education Right to Privacy Act, and other applicable law during regular business hours of the school at the school headquarters or wherever the student's records may regularly be maintained by the District.

It is the further policy of the District to use only testing methods and testing instruments that are not of an experimental nature and to avoid using any testing materials or testing techniques that are not generally recognized by educational professionals to be within sound educative standards or otherwise educationally appropriate.

Prior to any school-sponsored survey which may inquire about students', or their families', values or beliefs, or lifestyle practices being administered to the students of the District, it shall be the duty of the superintendent or his/ her designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which such survey exist from the school's perspective. Parents may, at their discretion, cause their student(s) to be excused from any such school-sponsored survey they find objectionable.

It shall be the policy of the District as a general matter to leave substantive decision making processes to the professional staff, administration and board of education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to provide to the school district concerning parental access, involvement, and participation in all activities of the school as it related to the students of the District.

INSTRUCTION

District Relationship to Activities Association

6030

The Board of Education, Chadron Public Schools, declares matters related to the participation in interscholastic athletic competition and other interscholastic activities by students enrolled in Chadron Public Schools constitute matters of policy to be determined by the Board of Education. This policy authority shall extend to the governance of any association, of which Chadron Public Schools is a member, which exercises any authority over the conduct of interscholastic athletic competition and other interscholastic activities. No decision, vote or other action related to the governance of any association shall be taken by any employee of Chadron Public Schools without the expressed consent or the expressed authority of the Board of Education. No decision or other action related to the governance of interscholastic athletic competition and other interscholastic activities within or under the authority of the Chadron Public Schools shall be taken by any employee of Chadron Public Schools without expressed consent or expressed authority of the Board of Education.

In addition to its general application, this policy shall specifically require consultation with and approval by the Board of Education of Chadron Public Schools before any action is taken by or on behalf of any such association which might cause or obligate Chadron Public Schools to (1) increase the number or assignment of employees, (2) increase expenditures or, (3) significantly adversely affect the academic program or progress of any student enrolled in Chadron Public Schools.

INSTRUCTION

School Calendar

6111

In a regular meeting no later than April of each year, the board shall adopt the school calendar for the following school year. In advance of the meeting, the superintendent of schools shall submit a proposed calendar resulting from prior consultation with school district employees and the board.

The school year shall be considered to include at least:

1. 1032 instructional hours for grades K-8
1080 instructional hours for grades 9-12
2. a day or days at the beginning of the school year for orientation of new staff members.
3. a day or days for planned in-service educational programs for staff.

Major changes in the school calendar will be made by the board upon recommendation of the superintendent following consultations with employees as indicated in paragraph one above.

INSTRUCTION

School Day

6112

The length of the school day may vary and is to be determined by the number of school days in the approved school calendar year in meeting the state requirement of 1080 and 1032 instructional academic years. (Adopted August 12, 1985)

Kindergarten school year shall consist of a minimum of 400 instructional hours. (Adopted August 12, 1985)

The hours of opening and closing of each type school shall be determined by the Superintendent of Schools. The time of the opening and ending the school day may be modified where events justifies such a change upon the authorization of the Superintendent of Schools provided that the length of school sessions are not shortened.

During the school year, all schools shall be in session five days a week, Monday through Friday, except upon authorization of the Superintendent of Schools or during authorized holiday periods.

INSTRUCTION

Instructional Time Suggested Policy

6112.1

The school year for students in grades 9-12 consists of a minimum of 1,080 instructional hours. The minimum year for students in grades 1-8 will consist of 1,032 hours.

The superintendent shall submit to the Board of Education a suggested school calendar for the ensuing school year. The calendar shall provide for the minimum number of instructional hours as outlined in paragraph one above. The following regulations shall be in effect:

1. Time during which students are released to attend college classes shall constitute instructional time.
2. Approved field trips shall constitute instructional time.
3. Assemblies and convocations will count as instructional time if, in the opinion of the principal, such activities contribute to student learning.
4. Passing time between classes shall count as a part of the instructional time.
5. Short-time dismissals for fire and tornado drills will be a part of instructional time.
6. Lunch time does not count as instructional time.
7. Staff development activities and in-service meetings are not classified as instructional time.
8. Pre-holiday early dismissals, dismissals because of weather conditions, or days when school is not held because of weather or other emergencies, do not constitute instructional time.
9. Students absence due to illness, death in the family or other family reasons, or participation in school sponsored and approved activities shall be excused. Students must bring an excuse from his/ her parents or guardian stating the reason for the absence.

Scheduling

1. Athletic contests shall not be scheduled during regular instructional hours without specific approval of the superintendent of schools.
2. Non-athletic contests are to be scheduled on Saturday or after school hours whenever possible.
3. Every effort shall be made to avoid interrupting regular classes for activities of any type.
4. Students qualifying for district and state activities, athletic or non-athletic, shall be allowed to participate in these contests.

INSTRUCTION

Released Time

6113

Students are encouraged to attend regular school hours. However, they are to be released from school or any school activities upon written request from parent or guardian. Students will be given the right to make up tests and will not be deprived of any awards.

Principals and teachers should continually emphasize pupils should not be taken out of school unless absolutely necessary. Pupils' and parents' as well as teachers' and administrators' appointments can often be made after school or on Saturday. Regular attendance is imperative for quality education.

The staff should cooperate fully with parents in requests for pupil absences for dental and medical services. Advance notification of such appointments and parental effort to schedule such appointments in free time or after school may be requested.

INSTRUCTION

Fire

6114.1

In the event fire is discovered in any of the school plants, the fire department shall be called immediately following giving the signal to evacuate.

The principal of each school shall hold at least one fire drill each month in which all pupils, teachers, and other employees shall be required to leave the school building.

1. Pupils must leave the building in an orderly and rapid manner and teachers are required to check to ascertain no pupil remains in the building.
2. Real emergencies often call for alternate exits to be used. Teachers must be prepared to select and direct their classes to these alternate exits in the event the designated escape route is blocked. This demands close control of students.
3. A record shall be kept in the principal's office of each fire drill conducted. A copy of the record shall also be filed in the office of the superintendent.

The principal of each school shall hold at least one tornado drill annually.

Principals and teachers shall recognize that the essential element in any emergency is prevention of panic.

Legal Reference: 79-4, 123 Fire prevention; instruction in public schools; books and literature; distribution; by whom supplied

INSTRUCTION

Disaster Plans

6114.2

The Board of Education will cooperate with local and state officials and shall assume the responsibility to develop and operate programs of disaster preparedness which will meet the needs of the school community.

Disaster Plans shall be maintained on file in the school office and in the office of the Superintendent of Schools.

INSTRUCTION

Ceremonies and Observations

6115

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; § 79-707 and 79-708; NDE Rule 10
70 Federal Register 55507 (Constitution Day)

Adopted: July 27, 2006
Amended:

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Emergency Closing

6118

The Superintendent is empowered to close the district school(s) or to dismiss them early in the event of hazardous weather or other emergencies which threaten the health or safety of student and personnel. Such action is never to be taken lightly, for public education is one of the principal functions of the community and should be maintained at a normal level except in extreme circumstances. When regularity of operation changes, serious difficulties are caused and the welfare of children may be jeopardized. Schools may not properly be closed merely to avoid inconvenience. While it may be prudent under certain circumstances to excuse all students early, the administrative, supervisory, and operational activity is continued as may be possible. Therefore, as conditions affect only a single school, only that school shall be closed.

In making the decision to close schools, the Superintendent or his/ her designee shall consider many factors, including the following principal one related to the fundamental concern for the safety and health of children.

1. Weather conditions, both existing and predicted.
2. Driving, traffic, and parking conditions affecting public and private transportation facilities.
3. Actual conditions or imminent possibility of any emergency condition which would make the operation of schools difficult or dangerous.
4. Inability of teaching and supervisory personnel to report for duty, which might result in inadequate supervision of students.

It is the policy of the Chadron Public Schools to recognize the right and responsibility of parent in the matter of school attendance. This regulation leaves to the discretion and judgment of parents whether or not their children are in fit conditions and properly dressed to attend school during inclement weather. Sometimes it becomes advisable for schools to end morning or afternoon sessions earlier than usual because of building conditions or weather. Parents should plan for this possibility. In the case of inclement weather, any parent who desires may pick up his/ her children from school at any time during the day.

INSTRUCTION

Emergency Plans

6119

The Board of Education will cooperate with local and state officials and shall assume the responsibility to develop and operate programs of emergency preparedness that will meet the needs of the school community.

Emergency Plans shall be maintained on file in the school office and in the office of the Superintendent of Schools.

INSTRUCTION

Objectives of the Instructional Program

6120

1. The primary responsibility of the school is to provide opportunities to develop basic academic skills needed by every citizen to be an effective member of society.
2. It is the mission of the Chadron Public School District to provide a safe, nurturing, and equitable learning environment where each student develops positive attitudes toward, as well as competence in:

- Common Core of Fundamental Knowledge
- Citizenship
- Technology
- Responsibilities to the World
- Interpersonal/ Family Skills
- Personal Development
- Lifelong Learning
- Fine and Applied Arts
- Thinking Skills
- Ability to Generate and Adapt to Change

3. The school has the responsibility to pass on to each child the fundamental concepts of the democratic way of life and develop in each child positive attitudes toward this country.
4. The school has the responsibility to provide for each child opportunities for growth in the democratic processes so that he or she may become a useful citizen.
5. The school's curriculum should be of sufficient scope to include opportunities for all ability levels of students.
6. Promotion in the school should be based upon achievement, desire for future learning, sincere effort, readiness to accept responsibility and maturity.
7. Extra-curricular activities have many values, and all students should be encouraged to participate in them. These student activities should be maintained in the proper perspective, keeping mind the basic academic purpose of the school.
8. The school has a responsibility to the community to develop leadership and a solid educational foundation in the students. It is the school's responsibility to interpret the educational objectives of the community through the Board of Education. It is also the school's responsibility to provide the structure through which the community can assist in defining the educational goals and objectives for the educational system.

INSTRUCTION

Organizational Plan

6130

The District shall provide instruction suitable to the needs of all who are legally eligible to attend the schools of the District.

Except for special types of programs of instruction, the instructional program may be arranged in units commonly designated as grades, each grade approximately the work of one year. Such a program of instruction shall be organized into schools or other administrative units as follows;

1. The elementary schools shall provide for instruction in grades pre-kindergarten through fourth (4th) grade. The elementary schools normally consists of the kindergarten and grades one through four, although this unit of school may be operated without reference to a graded organization to provide what is commonly described as an ungraded plan or program.
2. The middle school program shall serve students in grades five (5) through eight (8).
3. The high school, commonly consisting of grades nine (9) through twelve (12) shall provide instruction for students between the approximate ages of fourteen (14) and eighteen (18) years inclusive.
4. Departure from the above noted organizational plan for instruction may be made by the Superintendent of Schools upon approval of the Board of Education.

INSTRUCTION

Curriculum

6140

The curriculum of the schools shall be in harmony with the Board of Education's adopted goals and plans as reflected in the district "Vision Document," and legal requirements.

Curriculum development by the certified staff shall be guided by such factors as the following:

1. Actual studies and information concerning the needs of students in the school district.
2. Student needs as reflected by local, state, and national studies.
3. Materials produced by the school improvement teams and school-community planning team.
4. The range of abilities, aptitudes, and interests of students.
5. Aspirations of residents of the school district for the students.
6. The mobility of the population.
7. Avoidance of discrimination.

The Board of Education desires unnecessary duplication of work among the various school levels be eliminated, and courses of study and course content be coordinated effectively.

The Board of Education favors providing opportunities for faculty to consult and help in curriculum development through such mechanisms as workshops, study groups, assistance from outside consultants, and extended contracts, where appropriate, to allow individuals to devote summer time to the effort.

The Board of Education reserves the responsibility for establishing curricula for the school district. Teachers shall teach within the approved curricula.

INSTRUCTION

Multicultural Education

6141.2

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

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

It is the policy of the Chadron Public School District to utilize the resources of curriculum, instruction, in-service, counseling and guidance to reflect the racial, ethnic, language, and cultural heritage of the historical and modern-day United States of America by observing the following objectives:

1. To select materials and methods that will work towards elimination of bias and stereotyping.
2. To conduct in-service programs for staff that will help them understand multi-cultural understandings and to reflect such understandings in teaching and other duties.
3. To encourage all students to grow in self-esteem and to understand and develop academic and human potential.
4. To guard against grouping students in such a manner that may reflect racial, ethnic, language, and/ or sexual bias.

INSTRUCTION

Experimental/ Innovative Programs

6141.3

The professional staff of the school system is encouraged to seek improvement of the educational program of the schools through all appropriate means, including carefully designed experimental programs.

Experimental programs and “pilot studies” must have the approval of the superintendent and the board.

INSTRUCTION

Courses of Study

6143

Curriculum guides and monographs shall be prepared in harmony with the legal requirements of the state and the purposes of the program of instruction adopted by the board.

The superintendent shall have general coordinating authority and over-sight over the formation of all courses of study, curriculum guides, and monographs.

INSTRUCTION

Controversial Issues

6144

Students in our schools shall have the opportunity for free discussion of controversial issues.

Such free discussion requires that students:

1. To study any controversial issue which has political, economic, or social significance and concerning which the student, at his or her level, should begin to have an opinion,
2. To have free access to all relevant information, including the materials that circulate freely in the community,
3. To study under competent instruction in an atmosphere free from bias and prejudice,
4. To form and express his or her own opinions on controversial issues without thereby jeopardizing the student's relations with the teacher or the school.

The discussion and study of controversial issues shall be objective and scholarly, with a minimum emphasis on opinion. The teacher shall approach controversial issues in the classroom in an impartial and unprejudiced manner, and must refrain from using classroom privileges and prestige to promote particular and/ or partisan points of view.

Instructional policy on controversial issues is here stated by the board of education in order to protect teachers and school administrators from unwarranted attack by pressure groups, and to ensure youth a well-balanced preparation for American citizenship.

Selection of Controversial Issues

The following guidelines, while not all inclusive, should assist teachers in deciding whether or not given controversial issue should be considered:

1. Is the controversial issue timely and is it significant? Some issues are quite transitory. They arise rather rapidly, create a great deal of excitement and almost as quickly disappear. The teacher should attempt to select those issues which have a bearing on long-range problems.
2. Is the controversial issue appropriate to the academic level and maturity of the pupils?
3. Does the pupil have access to materials which will provide significant bearing on the controversial issue being discussed?
4. Can the issue be adequately considered in the time available? It is sometimes better not to raise questions that cannot be properly explored than to create a situation of hasty, ill-informed discussion. Superficial treatment of important questions usually defeats the purpose of introducing them.
5. Is the controversial issue being discussed related to the course of study?
6. Some issues do not have a proper place in the classroom that seeks to educate all children with public funds. The teacher should use sound judgment and tact in selecting those controversial topics and will accomplish the objectives of teaching them rather than defeating those objectives. For example, the following should be avoided:
 - a. The rationale or values of any religious faith.
 - b. Subjects whose consideration would give serious offense to large segments of the community.

Controversial Issues (con't)

6144

- c. Subjects that will strongly divide a community and which may lead to misinterpretation and even partisan pressures. In cases of doubt, the teacher should seek guidance of more experienced colleagues, his or her immediate supervisor, or an administrator.
 - d. Young and immature minds should not be subjected to persuasive or vigorous argumentation or presentation by person with a known and strong bias.
7. The teacher's responsibilities include the achievement of a scholarly competence, the teaching of controversy as controversy, opinion as opinion, to teach the truth, and to admit ignorance when the truth is not known.

In the study of controversial issues, indoctrination shall not be the purpose; rather, the purpose shall be to have the student see as fully as possible all sides of the question or issue.

8. The responsibility of maintaining and manifesting at all times a decent respect for the dignity and worth of each individual is paramount.

Also see policy 1220 and policy 6161 of this manual.

INSTRUCTION

Intramural Athletics

6145.1

Intramural sports shall be encouraged to order that all pupils may have the opportunity to participate.

INSTRUCTION

Interscholastic Activities

6145.2

Interscholastic activities are recognized as an integral part of the school activity program which promotes good sportsmanship, fair play, development of leadership potential, and good school citizenship.

Partial financial support of interscholastic activities shall be from budgeted funds thus freeing the program from total dependence upon gate receipts.

INSTRUCTION

Travel

6145.21

Whenever travel is by car, an authorized adult driver must be in the vehicle.

The behavior and appearance of the teams is the responsibility of the coach; the practice of having students dress up for trips is recommended.

All participants are expected to return from activities, games or school events in the same car or bus in which they traveled to the event except where advanced notification is made by parents. Arrangements with the coach or sponsor after the game or event for the participant to ride home must be in writing. Parental approvals not made in advance must be in writing and should be retained by the head coach of that activity.

The buses may be utilized for all authorized school travel when it is feasible to use a large vehicle rather than an automobile. Buses for other than regularly scheduled travel must be approved by the superintendent and scheduled by his/ her designee.

Automobiles and vans may be utilized for authorized school travel as deemed appropriate by the activities director. Travel must be approved by the superintendent or his/ her designee. Compliance with legal restrictions regarding student transportation must be assured.

INSTRUCTION

Eligibility Requirements

6145.4

Chadron High School students in grades 7-12 may participate in all activities sanctioned by the Board of Education of the Chadron Public Schools. Students from private or parochial schools, attending grades 7-12 may participate in the activities of the Chadron Middle School and Chadron High School through agreements concluded between their school's governing body and the Chadron Public Schools' Board of Education.

For all activities sanctioned by the Nebraska State Activities Association (NSAA), students must meet and comply with all regulations stipulated in the NSAA Handbook for eligibility to participate. Further, eligibility to participate in all Chadron High School sponsored activities shall be contingent upon meeting locally developed criteria regarding academic performance, attendance and student behavior.

- a. Students in grades 7 and 8, meeting Chadron Public Schools' criteria shall be eligible for participation in all junior high school sponsored activities.
- b. Students in grades 9 through 12, meeting NSAA requirements, where applicable, and Chadron High School criteria shall be eligible for participation in all high school sponsored activities.

For all activities not sanctioned by the NSAA, eligibility to participate will be determined by the administration and the District's rules for eligibility developed through the Activities Director's Office.

Also, see Policy 5135 and Policy 5135.1

INSTRUCTION

Physical Examinations

6145.41

Students wishing to participate in athletics must pass a physical examination provided by his/ her physician. Proof of a physical examination must be given to Activities Director before a student is allowed to check out equipment or to participate in a practice session. The cost of the examination must be paid for by the student or his/ her family.

INSTRUCTION

Nondiscrimination

6145.5

The school system pledges itself to avoid actions involving illegal discrimination, and instead seeks to foster good human and educational relations which will help to attain

1. equal rights and opportunities as provided by law for students and employees in the school community.
2. equal opportunity as provided by law for all students to participate in the total program of the schools.
3. continual study and development of curricula toward improving human relations and understanding and understanding minority issues and understanding and appreciating cultural differences.
4. training opportunities for improving staff ability and responsiveness to educational and social needs.

In order to provide assurances of comparability in line with the requirements of the Elementary and Secondary Education Act (ESEA), the Board of Education makes the following statements of policy:

1. All teachers employed by the school district are compensated according to a district-wide salary schedule.
2. It is the policy of the district to assure comparability among schools in teachers, administrators, and other personnel.
3. It is the policy of the district to assure comparability among schools in the provision of instructional materials.

INSTRUCTION

Public Performance and Exhibitions

6145.6

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

INSTRUCTION

Organizations/ Associations

6145.7

Student organizations have an important place in the educational program of the schools because, when properly organized and operated, they

1. extend and reinforce the instructional program.
2. give students practice in democratic self-government.
3. build student morale and spirit of positive support for the school.
4. honor outstanding student achievement.

No secret fraternity or other secret organizations are allowed in the Chadron Public Schools.

Legal Reference: 79-4, 125 Public schools; secret organizations; membership in; prohibited

INSTRUCTION

Insurance

6145.9

It shall be the policy of the Board not to assume any financial responsibility for medical expenses of injuries incurred in supervised activities. Season sport insurance will be available for students who are not covered by a family medical policy.

Season insurance for athletics may be available for students who are not covered by a family medical policy. Such insurance will be provided by an insurance carrier and will not be associated with the school or school insurance.

INSTRUCTION

Graduation Requirements

6146

Required Credits for Graduation (Incremental increases 9-12)

1. A student graduating in 2005 and beyond must have passing grades in the classes totaling 280 credit hours.
2. In the 280 credit hour requirements for graduation, a student must have completed and passed the following courses as required in the specified areas which totals 170 credit hours.
 - a. English 40 credit hours
 - b. Mathematics 30 credit hours
 - c. Science 30 credit hours
 - d. Social Studies 30 credit hours
 - e. Physical Education 15 credit hours
 - f. Health 5 credit hours
 - g. Fine Arts 10 credit hours
 - h. Computer 10 credit hours
3. In the 170 credit hour requirements, all students will be required to complete the following:
 - a. English I, English II or Applied Communication I, English III or Applied Communication II, and Speech
 - b. U.S. History, Problems of American Democracy
 - c. Computer Application
 - d. Physical Education and Health

Required Credits for Graduation (Incremental increases 9-12)

1. A student graduating in 2004 must have passing grades in the classes totaling 280 credit hours.
2. In the 280 credit hour requirements for graduation, a student must have completed and passed the following courses as required in the specified areas which totals 165 credit hours.
 - a. English 40 credit hours
 - b. Mathematics 30 credit hours
 - c. Science 30 credit hours
 - d. Social Studies 30 credit hours
 - e. Physical Education 12.5 credit hours
 - f. Health 2.5 credit hours
 - g. Fine Arts 10 credit hours
 - h. Computer 10 credit hours
3. In the 165 credit hour requirements, all students will be required to complete the following:
 - a. English I, English II or Applied Communication I, English III or Applied Communication II, and Speech.
 - b. U.S. History, Problems of American Democracy
 - c. Intro to Computers
 - d. Physical Education and Health

Graduation Requirements (con't)

6146

Required Credits for Graduation (Incremental increases 9-12)

1. A student graduating in 2003 must have passing grades in the classes totaling 260 credit hours.
2. In the 260 credit hour requirements for graduation, a student must have completed and passed the following courses as required in the specified areas which totals 160 credit hours.
 - a. English 40 credit hours
 - b. Mathematics 30 credit hours
 - c. Science 30 credit hours
 - d. Social Studies 30 credit hours
 - e. Physical Education 12.5 credit hours
 - f. Health 2.5 credit hours
 - g. Fine Arts 10 credit hours
 - h. Computer 5 credit hours
3. In the 160 credit hour requirements, all students will be required to complete the following:
 - a. English I, English II or Applied Communication I, English III or Applied Communication II, and Speech.
 - b. U.S. History, Problems of American Democracy
 - c. Intro to Computers
 - d. Physical Education and Health

Required Credits for Graduation (Incremental increases 9-12)

1. A student graduating in 2002 must have passing grades in the classes totaling 240 credit hours.
2. In the 240 credit hour requirements for graduation, a student must have completed and passed the following courses as required in the specified areas which totals 155 credit hours.
 - a. English 40 credit hours
 - b. Mathematics 20 credit hours
 - c. Science 20 credit hours
 - d. Social Studies 25 credit hours
 - e. Physical Education 12.5 credit hours
 - f. Health 2.5 credit hours
 - g. Fine Arts 10 credit hours
 - h. Computer 5 credit hours
 - i. Electives 20 credit hours
3. In the 155 credit hour requirements, all students will be required to complete the following:
 - a. English I, English II or Applied Communication I, English III or Applied Communication II, and Speech.
 - b. U.S. History, Problems of American Democracy
 - c. Intro to Computers
 - d. Physical Education and Health

The following applies to courses taken for graduation.

Students receiving credit for Independent or Correspondence Study courses must meet the State Department of Education minimum of 112 ½ clock hours with teacher and student, preferably 150 clock hours for 10 units of credit.

Graduation Requirements (con't)

6146

Junior and Senior students may elect to serve as an aide for a teacher or work in the school offices. Senior students will also be allowed to receive credit for peer-tutoring and community service. A student will be limited to earning 20 credits maximum under this provision.

Senior students will be allowed to participate in college coursework and/or job shadowing but will receive no credit. Proof of college registration will be required and/or employer verification.

INSTRUCTION

Early Graduation

6146.1

Consideration for Early Graduation:

1. Application for “early graduation” must be submitted before September 1st of the student’s senior year.
2. The earliest point of “early graduation” shall be following completion of the first semester of the senior year.
3. Students making application for “early graduation” must have completed a minimum of 280 credit hours to qualify for consideration unless otherwise approved by the Board of Education.
4. Upon submission of application for early graduation, the student and his/ her parents or guardians shall meet with the principal to discuss the reasons for the request for “early graduation.”
5. The principal shall approve or reject all applications for “early graduation” within five (5) working days of completing the student/ parent/ guardian conference.
6. Appeals of the principal’s decision are to be made to the Board of Education by requesting board consideration through the Office of the Superintendent within ten (10) days of the principal’s decision.

INSTRUCTION

Equivalency High School Diploma

6146.2

The school will provide transcripts and other information for any person who wishes to apply to the Department of Education for a certificate of High School Equivalency.

The General Educational Development tests will not be accepted in lieu of high school credit to be applied for graduation from Chadron High School.

INSTRUCTION

Graduation Options for Student with Disabilities

6146.3

The Individual Educational Plan (IEP) team is responsible for determining whether a student has completed a course of study that makes him/her eligible to receive a signed, regular diploma. Even if the student with disabilities will continue his/her education program until age 21, the IEP team may recommend that the student would benefit from participation in the graduation ceremony with his/her peers. Upon completion of a course of study that meets the following requirements, the student will be awarded a regular diploma using any of the following program options:

Option 1:

A student completes a standard course of study based upon meeting all requirements for graduation and IEP/Transition goals. The student would be eligible to receive a signed, regular diploma and participate in the graduation ceremonies.

Option 2:

A student completes the standard or modified course of study but not the IEP/Transition goals.

The student may participate in graduation ceremonies with his/her peers without receiving a signed regular diploma. The student may continue to receive services and supports from the school district until the IEP/Transition goals are met or until the student completes the school year in which he/she reaches the ages of 21. At this time, the student will receive a signed, regular diploma.

Option 3:

A student completes his/her IEP/Transition goals but not the standard course of study.

When a student's disability prevents him/her from completing the standard course requirements for graduation, the IEP team must identify IEP/Transition goals for graduation that are consistent with the student's individual needs. Upon completion of those goals, the student may be allowed to graduate with a signed, regular high school diploma. A student may elect to participate in graduation ceremonies with peer classmates or upon completion of their course of study.

Graduation Considerations:

- Graduation plans must be a part of all IEPs, for students 14 and over. Graduation should be considered in development of the course of study and reviewed annually.
- The receipt of a signed, regular diploma terminates the service eligibility of students with special education needs.
- All diplomas awarded by a school district must be identical in appearance, content and effect, except that symbols or notations may be added to individual student's diplomas to reflect official school honors or awards earned by students.
- A student who receives a certificate is eligible to continue receiving special education services until receipt of a signed, regular diploma or until the end of the academic year in which the student turns 21.
- At the exit IEP meeting the IEP team will review and document that all requirements for receipt of a signed, regular high school diploma have been met.

INSTRUCTION

UPWARD BOUND CREDITS

6147

Chadron Public Schools goal is to acclimate students to a college atmosphere. The Upward Bound (UB) Program is a college preparatory honors program that assists high school students in finishing high school and enrolling in, and being successful in, college.

Students that take four core classes taught by Nebraska Certified Teachers, math, science, and two of the following: Literature, Composition, or Spanish through the Upward Bound Program may receive .05 elective credits per class if approved through the School Counselor's Office. A total of .2 credits per summer may be obtained. Applications must be in the School Counselor's Office by September 15 of each calendar year.

Addendum to Policy #6147

Application for Upward Bound High School Credit

Student Name: _____

Grade: _____

I would like to ask that my Upward Bound coursework be added to my high school transcript. Attached you will find my grade summaries from the Upward Bound Program. I understand that no more than .05 elective credits per class may be earned each summer, for a maximum of .2 credits per summer. This would be earned through successful completion of the following: Math, Science, Literature, Composition and Spanish.

Student Signature

Date

*This form is due by September 15 of each calendar year.

INSTRUCTION

School Sponsored Trips

6153

Educational study trips are considered a vital part of the curriculum. Schools shall have adequate budgetary allocations so effective planning can be made to allow for all students at all grade levels. Educational field trips should normally be conducted within the school day.

School transportation vehicles may be furnished for all trips sponsored within the spirit of the above statement.

On all school-sponsored trips involving pupils, provisions will be made for proper supervision by school employees. Approval of the building administrator or Activities Director, as may be appropriate, shall be required in those instances where it may be deemed necessary for a parent to supervise a groups at an activity without the presence of a school employee. Such supervisors shall be advised they may contact the school sponsor; Activities Director; or building administrator if assistance is required during out-of town trips.

INSTRUCTION

Equipment, Books, and Materials

6161

All teachers are responsible for books, equipment and non-expendable supplies assigned to them by the office or Instructional Materials Center.

Teachers shall keep an accurate list of all books and equipment issued to pupils. They must check this list and report losses to the principal at the close of the school year. Pupils will be charged for any and all losses or damage, beyond that considered normal usage.

It is the policy of the Chadron Public Schools to select educational materials in accordance with the following:

1. Educational materials shall be chosen to supplement and enrich the curriculum. Materials will be judged on content, not on author or producer.
2. Materials shall be provided which, to the degree practical, represent all points of view concerning the issues of our times, international, national, and local.
3. Censorship of materials shall be challenged in order to maintain the school's responsibility to provide information.

INSTRUCTION

Guidelines for Care of Instructional Materials

6161.2

The board of education may impose sanctions against students who lose or damage textbooks and other educational materials. The superintendent is authorized by the board to set regulations and adopt guidelines necessary to carry out the wishes of the board.

INSTRUCTION

District Provided Equipment

6161.3

The school will provide band instruments such as bassoons, bass horns, French horns and drums which will be owned by the school. All other instruments will be provided by individual students in the band.

Band instruments, uniforms and equipment owned by the district, will not be used during the summer except in an approved summer program or on an occasion approved by administration.

Charges to students who use school purchased band instruments may be made. The rate per semester will be determined by the band instructor and the Superintendent of Schools.

INSTRUCTION

Resource Materials

6162.1

Personnel as designated by the superintendent of schools shall be responsible for setting up criteria by which additional instructional materials (supplementary books, teaching supplies, maps, globes, references, etc.) may be provided and shall make provision for the purchase of such materials within the annual budget submitted to the board with due regard for the necessity and economical use of such material.

INSTRUCTION

Curriculum - Assessments

6162.5

1. State Assessments.

A. Academic Content Standards

The Board of Education adopts the academic content standards of the State Board of Education ("State Board"). The adoption of the academic content standards includes the Language Arts (reading and writing) standards that were adopted by the State Board on December 11, 2008 and revised by the State Board on April 2, 2009 and the Mathematics standards that were approved by the State Board on October 8, 2009.

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

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

This policy does not supersede the existing standards adopted by the Board of Education (that is, the standards for Science and Social Studies). Those standards are attached to and re-adopted as part of this policy. This policy does supersede the Language Arts and Mathematics standards adopted by the Board of Education prior to 2009.

B. Assessment Plan

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

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

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

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

2. 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.

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:

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

 - i. 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.
 - ii. 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 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.
- c. Conditions for Successful Assessments.
 - i. 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.
 - ii. 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 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.
 - iii. 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.

- d. 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 or designee.
- e. Assistance During Assessments.
 - i. 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).
 - ii. Coursework Assessments. For coursework assessments, students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning the content of the lesson.
- f. Student Answers. Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No. 2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading assessment results.

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

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

INSTRUCTION

Libraries/ Media Centers

6163.1

The board of education endorses the following responsibilities of the instructional media center as:

1. to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the pupils served.
2. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. to provide a background of information which will enable pupils to make intelligent judgments in their daily life.
4. to provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
5. to provide materials representative of the many religious, ethnic and cultural groups and their contributions to the American heritage.
6. 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 instructional media center.

INSTRUCTION

Internet Safety Policy

6163.2

Chadron Public Schools adopts and shall enforce a policy of making technology resources available only to advance educational goals and objectives, supplement instruction, and further school purposes. The operation and use of technology resources by students, staff, and the community shall be consistent with this Policy.

Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail or electronic communication, and the Internet. The implementation of this Policy shall include technology protection measures with respect to computers with Internet access, consistent with District standards, the Children's Internet Protection Act and other applicable law. The Superintendent and the Superintendent's designees are authorized and directed to establish and enforce regulations, forms, procedures, guidelines, and specific District standards to implement this Policy.

Legal Reference: Children's Internet Protection Act

INSTRUCTION

Computer Education

6163.3

Recognizing the impact of technology on our society, and anticipating a continuation of technological development, the Chadron Board of Education recognizes the importance of incorporating computers and other technology into instructional methodology and the curriculum.

It shall be the goal of Chadron Public Schools to allow experience with computers for all students and to provide additional instruction in a scope commensurate with abilities, careers, and educational needs.

Programs developed for computers by school personnel and students utilizing school equipment shall be considered the property of the school district.

INSTRUCTION

Health Services

6164.1

The purpose of the health services program shall be to bring each child, through health services and counseling, into optimum condition to profit from the educational program to the end that no child will be deprived of an effective education because of his or her health condition; to develop in each child a sense of responsibility for his or her own health, as well as the health of others, and an understanding of the principles upon which good health is based.

The health services program shall include

1. periodic health screenings.
2. daily observation of a child's health.
3. maintaining a health record on every child.

The purpose of these services shall be to inform the family of health problems requiring remedial attention.

INSTRUCTION

Drugs, Tobacco, and Alcohol

6164.11

The use of harmful habit forming drugs which may be undermining the health and moral character of many of our children and young people had been increasing at an alarming rate. For this and other reasons, Chadron Public Schools have been declared drug free learning work places. The use of these drugs may be injurious to the user's health and welfare with far reaching and detrimental consequences to the users, their families and society. The board calls upon the administration of our schools to emphasize this phase of health education by strengthening the instructional staff, the materials and the use of competent community resources in this area and by allocating more time for its study.

INSTRUCTION

Guidance

6164.2

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

The major objective of the guidance program is to help each child make the best of his or her educational opportunities toward a normal, useful and happy life.

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

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

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

Legal Reference: 79-321.03 Program of student personnel service; supervise

INSTRUCTION

Student Production of Services and Materials

6165

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

Costs of services and products produced in school shops and laboratories, for non-school use or consumption, shall be borne by the user or consumer when such costs are over and beyond normal instructional and material costs.

Priorities for availability of services and products for non-school use (such as servicing automobiles in vocational shops) shall be

1. pupils of the schools.
2. adults other than school system employees or board members.
3. school system employees. (Because of the possibility of charges of conflict of interest, this third category should be utilized with great care.)

INSTRUCTION

Title I Parental Involvement Policy

6171.1

This Title I Parental Involvement Policy is established in compliance with the No Child Left Behind Act of 2001. Chadron Public Schools has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

It is the policy of Chadron Public Schools to implement programs, activities, and procedures for the involvement of parents in Title I programs consistent with the Title I laws. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Expectations for Parental Involvement

It is the expectation of Chadron Public Schools that parents of participating children will have opportunities available for parental involvement in the programs, activities, and procedures of the District's Title I program. The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring: (A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in this parental involvement policy. The District intends to meet this expectation through the following activities:

- A. Involving parents in the joint development of the District's Title I plan and the processes of school review and school improvement.
- B. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
- C. Building the schools' and parents' capacity for strong parental involvement
- D. Coordinating and integrating parental involvement strategies under Title I with parental involvement strategies under other programs.
- E. Conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents in Title I programs, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies of the District.
- F. Involving parents in the activities of the schools served under Title I.

Policy Involvement

Each school served under the Title I program shall:

- A. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under the Title I program and to explain the requirement of the Title I program.

- B. Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the District may assist parental involvement in such meetings by offering transportation, child care, or home visits.
- C. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
- D. Provide parents of participating children (1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and (3) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- E. If the District operates a school wide program under Title I and such plan is not satisfactory to the parents of participating children, submit any parental comments on the plan when the school makes the plan available to the District.

Shared Responsibilities for High Student Academic Achievement

As a component of the District's parental involvement policy, each school served under the Title I program shall jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall: (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum-(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact related to the individual child's achievement; (B) frequent reports to parents on their children's progress; and (C) reasonable access to staff, opportunities to volunteer and participate in the child's class, and observation of classroom activities.

Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District-(1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall

Title I Parental Involvement Policy (con't)

6171.1

ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonable available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

Accessibility

In carrying out the parental involvement activities for this Title I Parental Involvement policy, the District shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I in a format and, to the extent practicable, in a language such parents understand.

Use, Distribution, and Updating of the Policy

This Title I Parental Involvement Policy shall be incorporated into the District's Title I plan, shall be distributed to parents of participating children, shall be made available to the local community, and shall be updated periodically to meet the changing needs of the parents and the school.

Legal Authorities: No Child Left Behind Act of 2001, sections 1118 and 9201(32)
 20 U.S.C. Section 6318 and 7801(32)

Adopted: 12-9-02
Amended:

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

High Ability Learners

6172

It shall be the policy of Dawes County School District No. 2, otherwise known as the Chadron Public Schools, to provide a plan for providing appropriate services for high ability learners.

It shall be the policy of the District to require the Superintendent or his/ her designee, which may include a committee of teachers, parents, or others within the community, to develop a plan containing the following:

1. The District's philosophy on educational service to learners with high ability.
2. The District's operational definition of high ability learner.
3. Goals and objectives of the local program for learners with high ability.
4. Identification of high ability learners which includes: (a) multiple assessments and appraisals; (b) equal access to identification opportunities and assessment procedures; and (c) identification of talents that are not readily apparent in students and those which are.
5. Description of the continuum of program services, options, and strategies which may include, but are not limited to the following:
 - a. Differentiated Curriculum – adjustment of regular program as appropriate for the high ability learner in forms content, process or product.
 - b. Curriculum Acceleration – allowing high ability learners to move through the regular curriculum at an accelerated pace.
 - c. Curriculum Enrichment – provision of in-depth and/ or multi-disciplinary exploration of content of courses and/ or experiences beyond those provided in the regular curriculum.
 - d. Compacted Curriculum – process for assessing the student's mastery of content, elimination of that which has been mastered prior to normal presentation of teaching clusters of needed skills in a reduced time frame, and substituting other studies of interest to the student.
 - e. Student Grouping – use of various organizational formats to meet the learning style and specific curricular needs of high ability learners.
 - f. Mentoring/ Shadowing – linking of a student with a person with a specific knowledge base in a short-term or in-depth, sharing relationship resulting in a series of learning experiences.
6. Provides for affective curriculum and specialized counseling as deemed appropriate.
7. Staff development training and support which provides awareness of the district-wide plan for learners of high ability, and provides in-service opportunities for staff directly involved in the program to learn how to design and implement classroom experiences which utilize differentiation of curriculum and instruction, and the ability to assess the work and progress of learners with high ability.
8. Evaluation procedures for ascertaining strengths and weaknesses, and overall quality of the program with such procedures to involve parents, educators, students and community members.

Preparation of professional staff shall be undertaken in accordance with the District's philosophy and available resources. Such directors, coordinators, teachers with specialized preparation and expertise, as may be provided for within the budget of the District, may be hired by the Board with advice from the Administration.

High Ability Learners (con't)

6172

Within the first thirty (30) days of any school year, the School District Administration shall:

- a. make available to classroom teachers an initial list of K-12 students who meet the District criteria for learners of high ability and the areas of high capability of each such student.
- b. notify parents, guardians, or other persons who have legal or actual charge or control of children, identified as high ability learners that their child has been identified and make available to such persons information about how their child has been identified. Information may be provided about possible educational strategies to meet their special needs, and a list of outside resources and programs available to parents and students directly.

INSTRUCTION

Special Education; Curriculum Extensions

6176

The Chadron Public School District shall recognize special needs and special circumstances of certain individuals may require additional educational and related services in order to assist such individuals in progressing towards their potential. It shall be the intent of the Chadron Public Schools to meet federal and state requirements in developing and providing special education services to the children in the school district. In meeting those requirements the District reserves the right to contract with or enroll students in programs provided by other districts and/or agencies where such action would be in the best interests of the district and the child or children involved. It shall be the District's position that an "appropriate" program of special educational services be provided, not necessarily the "optimum" program.

INSTRUCTION

Special Education; Free Appropriate Public Education

6176.1

Chadron Public Schools ensures that a free appropriate public education is available to all children with disabilities from birth through the end of the school year in which the student reaches twenty-one (21) years of age, including children who have been suspended or expelled from school.

INSTRUCTION

Special Education; Full Educational Opportunity

6176.2

Chadron Public Schools shall provide full educational opportunity for all children with disabilities from birth through the end of the school year when the student reaches twenty-one (21) years of age consistent with the state's full educational opportunity goal.

INSTRUCTION

Special Education; Childfind

6176.3

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

INSTRUCTION

Special Education: Identification, Evaluation, and Verification

6176.4

Chadron Public Schools shall evaluate children with disabilities in accordance with 92 NAC 51-006. Procedures to ensure that testing and evaluation materials, and procedures utilized for the purposes of evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be 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.

The district will establish maximum allowable charges for each educational evaluation. If the parent(s)/guardian(s) obtain an independent evaluation without notifying the district, the district will not assume the financial responsibility for the evaluation if the district's evaluation is determined to be appropriate by the hearing officer appointed under 92 NAC 55. Any cost for an independent education evaluation shall be negotiated before the child is evaluated. Examples of negotiable items may include mileage, one parent's expenses, meals, and motel, if needed.

Chadron Public Schools shall use the qualifications of examiners as set forth in 92 NAC 51.

Adopted 5-15-00
Amended 8-29-06

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Special Education: Individual Education Program Individualized Family Service Program

6176.5

Chadron Public Schools shall ensure that an Individual 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. The IEP must be in effect at the beginning of each school year. The IEP meeting will be conducted within 30 calendar days of the Multidisciplinary Evaluation Team (MDT) verification decision. A copy of the IEP will be provided to parents within 10 school days of the IEP meeting.

Adopted: 5-15-00
Amended: 8-29-06
Reviewed: 8-10-09

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Special Education: Early Intervention Transition

6176.6

Chadron Public Schools shall ensure that children participating in Early Intervention Services experience a smooth and effective transition to service provided under Part B of the Individuals with Disabilities Education Act (IDEA).

Adopted: 5-15-00
Amended: 8-29-06
Amended 8-10-09

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Special Education: Participation in Assessments

6176.7

Chadron Public Schools shall ensure that children with disabilities are included in district-wide assessment programs, with appropriate accommodations, where necessary. As appropriate, the District shall develop guidelines for the participation of the children with disabilities in alternate assessments for those children who cannot participate in district-wide assessments and conduct those alternate assessments.

Chadron Public Schools will make available to the Nebraska Department of Education (NDE) the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Adopted: 5-15-00
Amended: 8-29-06

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Special Education: Least Restrictive Environment (LRE)

6176.8

To the maximum extent appropriate, children with disabilities, including children in public and nonpublic institutions or other care facilities, shall be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular education environment shall 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.

If placement in a public or non-public residential program is necessary to provide special education and related services to a child with a disability, the program including non-medical care and room and board, must be at no cost to the parents of the child.

Chadron Public Schools shall ensure that children with disabilities have available to them the variety of educational programs and services available to non-disabled children, including art, music, industrial arts, consumer and homemaking education and vocational education. For infants and toddlers, services will be provided in the child's natural environments, including home and community settings that are natural or normal for the child's age peers who have no disabilities.

Adopted: 5-15-00
Amended: 8-29-06
Amended: 8-10-09

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Special Education: Children in Nonpublic Schools

6176.9

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

Chadron Public School's policy relating to the Childfind activities shall apply with respect to children with disabilities who are enrolled in nonpublic, including parochial, elementary and secondary schools.

Children with disabilities in nonpublic schools and facilities shall be provided special education and related services in accordance with an Individual Education Program (IEP), at no cost to the parents, if the child is placed in, or referred to nonpublic schools or facilities by Chadron Public Schools as a means of carrying out the requirements of Individuals with Disabilities Act (IDEA) or any other applicable law requiring the provision of a 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 Chadron Public Schools will have all the rights they would have if served by the Chadron Public Schools.

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

If the parents of a child with a disability, who previously received special education and related services under the authority of the Chadron Public Schools, enroll the child in a nonpublic elementary or secondary school without the consent of or referral by the Chadron Public Schools, a court or a hearing officer may require the Chadron Public Schools to reimburse the parents for the cost of the education including special education and related services if the court or hearing officer finds that the Chadron Public Schools had not made available a free appropriate public education to the child in a timely manner prior to the enrollment.

The cost of the reimbursement may be reduced or denied if, at the most recent IEP meeting that the parents attended prior to the removal of the child from the Chadron Public School District, the parents did not inform the IEP team that they were rejecting the placement proposed by the district to provide a free appropriate public education to their child, including stating their concerns and their intent to enroll their child in a nonpublic school at public expense; or "within" ten (10) business days (including any holidays that occur on a business day), prior to the removal of the child from the school district, the parents did not give written notice to the Chadron Public Schools for the information required above. The cost of reimbursement will not be reduced or denied for failure to provide the information required if (1) the parent is illiterate and cannot write in English; (2) if compliance with the requirement would likely result in physical or serious emotional harm to the child; (3) if the District prevented the parent from providing the information; or (4) the parents had not received notice required by 92 NAC 51-009 of the parents' responsibility to provide notice to Chadron Public Schools, the District informed the parents, through the notice requirements described in 92 NAC 51-009, of its intent to reevaluate the child (including a statement that the purpose of the evaluation was appropriate and reasonable), but the parents did not make the child available for the evaluation.

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

INSTRUCTION

Special Education: Procedural Safeguards/Confidentiality

6176.11

Chadron Public Schools shall ensure that children with disabilities and their parents are afforded the procedural safeguards required in 92 NAC 51-009. A copy of the procedural safeguards will be made available to the parents of a child with a disability as required by law and Rule 51 of the Nebraska Department of Education. Chadron Public Schools shall comply with the requirements contained in 92 NAC 51-009 relating to the confidentiality of records and information.

Adopted: 5-15-00
Amended: 8-29-06
Amended: 8-10-09

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Special Education: Procedural Timelines

6176.12

Chadron Public Schools shall provide special education services in a timely manner that meet the policies and best practices of 92 NAC 51 and the Individuals with Disabilities Education Act (IDEA).

Adopted: 5-15-00
Amended: 8-29-06

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Special Education: Appointment of Surrogates

6176.13

Chadron Public Schools shall appoint surrogates according to Nebraska Department of Education 92 NAC 51-009.

Adopted: 5-15-00
Amended: 8-29-06

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Special Education: Prior Parental Consent

6176.14

Chadron Public Schools shall obtain prior, written parental consent before any evaluations, actions, or services are performed for the purpose of special education.

Adopted: 5-15-00
Amended: 8-29-06

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Special Education: Parental Notice for Complaints and Hearings

6176.15

The Chadron Public School District shall explain and provide a copy of the procedures specified in this chapter for complaints, and the procedures specified in 92 NAC 55 for hearings, to the parent of each child who is evaluated by the Multidisciplinary Evaluation Team (MDT) for possible initial verification as a child with disabilities.

Adopted: 5-15-00
Amended: 8-29-06

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Special Education: Complaint Procedures

6176.16

An organization or individual may file a complaint regarding alleged violation of requirements set forth in Special Education Rules. The complaint shall be submitted to the Nebraska Department of Education, Special Education Office, in writing. The written, signed complaint must contain a statement that a service agency has violated a requirement of 92 NAC 51 and the facts on which the statement is based. If the complaint can be determined to be related to a violation of 92 NAC 51, the following procedures will be carried out.

- Within fourteen (14) calendar days of receipt of the written, signed complaint, an assigned Nebraska Special Education Office official shall notify in writing each complainant and the service agency against which the violation has been alleged, that the complaint has been received. This written notification shall include a copy of the complaint and the substance of the alleged violation. The service agency shall have fourteen (14) calendar days to submit a written response.
- The Nebraska Special Education Office officials will investigate each complaint received from an individual or organization (including an individual or organization from another state) to determine whether there has been a failure to comply with these rules and may require further written or oral submission of information by all parties and may conduct an independent on-site investigation if necessary. The complainant will have the opportunity to submit additional information either orally or in writing, about the allegation.
- Within sixty (60) calendar days of receipt of a signed written complaint, the Nebraska Department of Education Office will review all relevant information and provide written notification of findings of facts and conclusions and the basis for such findings to all parties involved.
- If, as a result of extenuating circumstances, the Nebraska Department of Education Special Education Office is not able to complete the investigation within sixty (60) calendar days, an extension period of forty-five (45) calendar days will be implemented. The Nebraska Department of Education Special Education Offices will notify the person filing the complaint and the service agency of the forty-five (45) days extension.
- If it is determined there has been a failure to comply, there will be included in the notification of findings the specific steps which must be taken by the service agency to bring the service agency into compliance, including technical assistance, negotiations and corrective actions. The notification shall also set forth a reasonable period of time to voluntarily comply.
- If the service agency does not demonstrate compliance within the period of time set forth in the notice of finding, the matter will be subject to the procedures outlined in 92 NAC 51- 004.09.
- If a written complaint is received that is also the subject of a due process hearing under 92 NAC 55, or contains multiple issues of which one or more are part of that hearing, the Special Education Office officials shall set aside any part of the complaint that is being addressed in the due process hearing, until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action must be resolved using the time limit and procedures described in 92 NAC 51-0009.09.

If an issue is raised in a complaint filed under this 92 NAC 51-009.09 that has previously been decided in a due process hearing involving the same parties:

- The hearing decision is binding; and
- The Nebraska Department of Education must inform the complainant to that effect.

A complaint alleging a service agency's failure to implement a due process decision must be resolved by the Nebraska Department of Education.

The complainant must allege a violation that occurred not more than one year prior to the date that the complaint is received unless a longer period is reasonable because the violation is continuing, or the complainant is requesting compensatory services for a violation that occurred not more than three years prior to the date the complaint is received.

“Service agency” shall mean the Chadron Public School District, education service unit, local or regional office of mental retardation or some combination thereof, or such other agency approved by the Nebraska Department of Education as may provide a special education program including an institution not wholly owned or controlled by the state or a political subdivision.

Adopted: 5-15-00
Amended: 8-29-06

Chadron Public School
Chadron, Nebraska

INSTRUCTION

Special Education: Mediation

6176.17

The Chadron Public School District adopts the procedures established in 92 NAC 55-009 to allow parties to resolve disputes involving any matter described in 92 NAC 55-009.03B1 and 009.03B2 through a mediation process which, at a minimum, shall be available whenever a hearing is requested under 92 NAC 55.

- The procedures for seeking mediation initiated by either the parent(s) or school district shall include:
 1. Contacting the Nebraska Office of Dispute Resolution who will arrange a meeting, invite both parties and conduct the mediation in an attempt to resolve the dispute.
- The procedures shall insure that the mediation process:
 1. Is voluntary on the part of the parties; is not used to deny or delay a parent's right to a due process hearing under 92 NAC 55, or to deny any other rights afforded under 92 NAC 55; and is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.
- The school district may implement the procedures in 92 NAC 55-009 to require parents who choose not to use the mediation process to meet, at a time and location convenient to the parents, with a disinterested party who is under contract with:
 1. A parent training and information center or community parent resource center in this State established under Section 682 or 683 of the Individual Disability Education Act (IDEA), or
 2. An appropriate alternative dispute resolution entity to encourage the use, and explain the benefits of the mediation process to the parents.
 3. The Nebraska Department of Education shall maintain a list of individuals who are qualified mediators and knowledgeable in the laws and regulations relating to the provision of special education and related services for use by school districts and parents.
- If a mediator is not selected on a random (e.g., a rotation basis from the list described in 92 NAC 55-009.09D), both parties must be involved in selecting the mediator and agree with the selection of the individual who will mediate.
- The Nebraska Department of Education shall bear the cost of the mediation process, including the costs of meetings described in 92 NAC 55-009.09C.
- An agreement reached by the parties to the dispute in the mediation process shall be set forth in a written mediation agreement.
- Discussions that occur during the mediation process shall be confidential and may not be used as evidence in any subsequent due process hearings or civil proceedings and the parties to the mediation process may be required to sign a confidentiality pledge prior to the commencement of such process.

Adopted: 5-15-00
Amended: 8-29-06

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Special Education: Special Education Due Process Hearings

6176.18

The Chadron Public School District shall follow the requirements of Nebraska Department of Education Rule 92 NAC 51-009 regarding special education due process hearings.

A parent or a school district may initiate a hearing on any of the matters described in 92 NAC 55-009.03B relating to the identification, evaluation, or educational placement of a child with a disability, or the provision of Free Appropriate Public Education (FAPE) to a child by filing a petition pursuant to 92 NAC 55.

When a hearing is initiated under 92 NAC 55, the school district shall inform the parents of the availability of mediation described in 92 NAC 55-009.09. The school district shall inform the parents of any free or low-cost legal and other relevant services available in the area if the parents request the information or if the parents or the school district initiates a hearing under 92 NAC 55. Any party to a due process hearing has the right to be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities.

Adopted: 5-15-00
Amended: 8-29-06

Chadron Public School
Chadron, Nebraska

INSTRUCTION

Special Education: Transportation

6176.19

Chadron Public Schools shall ensure that transportation will be provided to any special education student who qualifies for special education transportation under NEB.REV.STAT. 79-1129.

Transportation for nonpublic school children will be provided to a child with a disability if the IEP team deems it necessary and according to 92 NAC 51-015.05A through B.

Adopted: 5-15-00
Amended: 8-29-06

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Special Education: Comprehensive System of Personnel Development

6176.20

Chadron Public Schools District shall ensure that all personnel necessary to carry out the requirements of the Individuals with Disabilities Act (IDEA) are appropriately and adequately prepared, and to the extent that Chadron Public Schools determines appropriate, the District will contribute to and use the comprehensive system of personnel development of the State of Nebraska. Chadron Public Schools 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 coursework necessary to meet the standards of the State of Nebraska.

Adopted: 5-15-00
Amended: 8-29-06

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Special Education: Performance Goals and Indicators

6176.21

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

Chadron Public 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.

Adopted: 5-15-00
Amended: 8-29-06
Amended: 8-10-09

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Special Education: Suspension and Expulsion Reporting

6176.22

Chadron Public Schools will report data to the Nebraska Department of Education to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Adopted: 5-15-00
Amended: 8-29-06

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Special Education: Disciplinary Removal of Students with Disabilities

6176.23

For disciplinary removals of a child with a disability from the child's current educational placement under 92 NAC 51, Section 016, a change of placement occurs if the removal is for more than ten (10) consecutive school days, or the child is subjected to a series of removals that constitute a pattern because they accumulate to more than ten (10) school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another.

Adopted: 5-15-00
Amended: 8-29-06

Chadron Public Schools
Chadron, Nebraska

INSTRUCTION

Program Adoption/Alternative Arrangements

6176.24

Chadron Public School District will provide an alternative education school, class or program for expelled students as required by applicable law and in compliance with departmental rule governing the provision of “alternative education programs.” (Nebraska Department of Education, Rule 17).

Notwithstanding provision of alternative school, class or program, the District administration is authorized to make judgments on a case by case basis as to whether providing an alternative school, class or program, for a student who is at risk of being expelled, to determine whether such alternative educational settings are appropriate, given the best interest of the student(s), the best interest of other students, and the best interest of the school district. In the event the administration determines that an alternative school, class or program will not be made available to a student who is at risk of being expelled, then the following procedures shall be used in a case involving expulsion in addition to all other procedures set forth in policy regarding expulsions.

1. Prior to the expulsion taking place, a conference shall be held by the building principal which shall include: (a) the building principal, or his/her designee; (b) parent(s) or legal guardians(s) of the student involved; (c) such other school representative(s) as the building principal may designate; (d) representative(s) of a community organization which has a mission of assisting young people, OR a representative of the County Sheriff's Office, City of Chadron Police Department, State Probation Office, or other representative of an agency involved with juvenile justice. The purpose of the conference shall be to develop a written plan which must be adopted by the Superintendent of the District, and presented to the student and his/her parent(s) or legal guardian(s).
2. The “written plan” shall identify educational objectives the student must achieve in order to receive credits toward graduation, and shall specify standards of student behavior the student must demonstrate to continue in the alternative educational setting. The plan shall also specify financial resources and community programs, if any, which are available to meet the educational and behavioral objectives of the student as identified in the plan. If the student fails to meet any of the conditions of the learning program, the District may, without further obligation, terminate the alternative education program after a due process hearing, unless waived by the parent(s) or legal guardian(s).
3. When a conference described in this policy is called by the Building Principal, he/she will be required to make reasonable efforts to accommodate the schedules of all participants in the conference, provided however, any scheduling conflicts, unavailability of certain participants, or refusal of certain participants to participate in the conference shall not prohibit the District from expelling students in a manner otherwise consistent with Board policy.
4. It shall be the duty of the Superintendents, or his/her designee, to schedule monthly reviews for any student who is expelled in order to assess the student's progress toward meeting the specified goals and objectives of the written plan. It shall be the duty of any student who is expelled to attend monthly reviews at the time and place determined by the administration during the course of the expulsion.
5. Nothing in this policy shall be construed to prevent the suspension of a student pending an expulsion, provided such suspension shall be in accordance with applicable policies of the District pertaining to suspensions. Nothing in this policy shall be construed to prevent expulsion from being carried out so long as the District has made reasonable efforts to convene a conference as described in this policy.

INSTRUCTION

Program Adaption/Alternative Arrangements

6180

It shall be the policy of the Chadron Public Schools to provide an alternative education school, class or program for expelled students as provided by applicable law and in compliance with departmental rule governing the provision of "alternative education programs." (Nebraska Department of Education, Rule 17).

Notwithstanding provision of alternative school, class or program, it shall be the policy of this District to authorize the administration to make judgments on a case by case basis as to whether providing an alternative school, class or program, for a student who is at risk of being expelled, to determine whether such alternative educational settings are appropriate given the best interest of the student(s), the best interest of other students, and the best interest of the school district. In the event the administration determines that an alternative school, class or program will not be made available to a student who is at risk of being expelled, then the following procedure shall be used in a case involving expulsion in addition to all other procedures set forth in policy regarding expulsions.

1. Prior to the expulsion taking place, a conference shall be held by the building principal which shall include: (a) the building principal, or his/her designee; (b) parent(s) or legal guardians(s) of the student involved; (c) such other school representative(s) as the building principal may designate; (d) representative(s) of a community organization which has a mission of assisting young people, OR a representative of the County Sheriff's Office, City of Chadron Police Office, State Probation Office, or other representative of an agency involved with juvenile justice. The purpose of the conference shall be to develop a plan which shall be in writing and which shall be adopted by the Superintendent of the District, and presented to the student and his/her parent(s) or legal guardian(s).
2. The "written plan" shall identify educational objectives the student must achieve in order to receive credits toward graduation, and shall specify standards of student behavior the student must demonstrate to continue in the alternative educational setting. The plan shall also specify financial resources and community programs, if any, which are available to meet the educational and behavioral objectives of the student as identified in the plan. If the student fails to meet any of the conditions of the learning program, the District may, without further obligation, terminate the alternative education program after a due process hearing, unless waived by the parent(s) or legal guardian(s).
3. It shall be the policy of the District to require the Building Principal when calling a conference as described in this policy to make reasonable efforts to accommodate the schedules of all participants in the conference, provided however any scheduling conflicts, unavailability of certain participants, or refusal of certain participants to participate in the conference shall not prohibit the District from expelling students in a manner otherwise consistent with Board policy.
4. It shall be the duty of the Superintendent, or his/her designee, to schedule monthly reviews for any student who is expelled in order to assess the student's progress toward meeting the specified goals and objectives of the written plan. It shall be the duty of any student who is expelled to attend monthly reviews at the time and place determined by the administration during the course of the expulsion.
5. Nothing in this policy shall be construed to prevent the suspension of a student pending an expulsion, provided such suspension shall be in accordance with applicable policies of the District pertaining to suspensions. Nothing in this policy shall be construed to prevent expulsion from being carried out so long as the District has made reasonable efforts to convene a conference as described in this policy.

Adopted: 5-10-99
Amended:

Chadron Public Schools
Chadron, Nebraska