

EDUCATIONAL PROGRAM: SECTION 5000

The section includes policies that pertain to design, delivery, and evaluation of curriculum and instruction offered in academic, service, and activity domains within the schools of the district.

EDUCATIONAL PROGRAM

STATEMENT OF GUIDING PRINCIPLES 5000

CURRICULUM 5100

Mission & Belief Statement	5100
Organizational Plan	5110
Instructional Curriculum	5120
Content Area	5130
Development and Design	5140
Curriculum Revision Process	5145
Curriculum Guides and Course Outlines	5150
Evaluation/Assessment	5160

INSTRUCTION 5200

Classroom Objectives	5202
Supervision	5206
Curriculum Implementation	5208
Experimental/Innovative Programs	5210
Alternative Education Programs	5211
Controversial Issues	5212
Para Educators	5216
Volunteers	5218
Community Resources	5220
Diversity	5222
English Language Learner	R5222
Enrichment	5223
Guidance	5224
Drugs/Tobacco, Alcohol	5225
Summer School	5226
Community Education Program	5227
Special Education Program	5228
Special Education	5229
Special Education Due Process Consideration	5230
Selection of Students & Parent Involvement in Title I	5232
Selection of Students & Parent Involvement in Title I	R5232
Interscholastic Activities	5234
Eligibility	
Activity Tickets	
Extra Class & Co-Curricular Programs	5240
Sportsmanship, Ethics and Integrity	5241
Clubs	5242
Student Council	5244

Evaluation of Instructional Effectiveness	5246
Evaluation of Student Achievement	5248
Evaluation of Instructional Effectiveness	5250

TEXTS AND MATERIALS

5300

Selection of Instructional Materials	R5300
Texts and Workbooks	5320
Loan of Textbooks to Resident Children Enrolled in Private Schools	5330
Loan of Text and Materials	R5330
Supplementary Materials	5340
Equipment, Supplies, & Supplementary Materials	5350
Use of Internet	5351
Internet Safety	5352
Instructional Resources for Teachers	5360
Student Production of Services & Materials	5370
Publications	5380
Distribution of Materials on School Property	5390

SCHEDULING OF INSTRUCTION

5400

Organization Plan	5400
Instructional Arrangements	5405
State Requirements	5410
School Calendar	5415
School Calendar	R5415
School Day	5420
Release Time	5425
Inclement Weather	5430
Ceremonies and Observations	5435
Emergencies-Dangerous Threat	5440
Emergencies-Dangerous	R5440

Statement of Guiding Principles

The educational program of the district is inclusive of all academic curricula, activities curricula, and student services provided by the district as means for the personal, social, emotional, academic, and career development of students enrolled in the district.

The district shall identify a district employee as the administrator or supervisor of the education program (0205); if such a role is not specifically identified on the organization chart of the district, the superintendent will serve as the curriculum director for all aspects of the educational program.

The educational program of the district shall be designed to meet all requirements of Nebraska statutes, all requirements stated by superordinate agencies established by statutes, all requirements of accrediting agencies in which the board elects membership and also shall be designed to meet the needs and interests of students, the wishes of the community, and the policies adopted by the board.

Actions of district employees relative to the design, delivery, and evaluation of the educational program shall be directed toward development and maintenance of high standards of quality and toward efficient use of district resources.

Curriculum

Mission & Belief Statement

MISSION STATEMENT

"The mission of the Crete Public Schools is to achieve excellence in education, to provide an opportunity to develop each student's maximum potential, to develop the unique capabilities of all students, and to instill the knowledge and skills necessary for each student to be productive and adaptive in our changing world."

BELIEFS

1. Education is the cornerstone of our society and is the combined responsibility of the family, the school, and the community.
2. Effective schools have effective leadership.
3. A school should provide for the unique needs of students by allowing each student equal opportunities to achieve to their fullest potential.
4. A student should be well-rounded scholastically, socially, and physically, and have a desire to learn as a life-long vocation with a commitment to excellence.
5. A school's curriculum and instruction should reflect current research and technologies, and critical thinking skills necessary for a changing world.
6. A positive learning climate enhances learning.
7. The educational process should allow for the preservation of the unique heritage of each student.
8. The Crete Schools holds an uncompromising commitment to excellence.
9. The school is accountable to insure that each student achieves at a level commensurate with ability.
10. Competent and caring teachers are the primary catalyst of learning.

Policy

Adopted: 5/92

Reviewed: 4/06

Curriculum

Organizational Plan

It shall be the policy of the Crete Public Schools that the Elementary, Middle School and High School buildings be organized for instruction as follows:

- A. Elementary programs serving students in pre-kindergarten through grade five will be offered at Crete Elementary campus. Preschool opportunities for students will be provided in a developmentally appropriate environment.
- B. Middle School programs will be offered in grades six through eight.
- C. High School programs will be offered in grades nine through twelve at Crete Public Schools.
- D. Alternative education experiences for students with unique personal or educational needs will be planned in a setting appropriate to those needs.
- E. Special education services will be provided in the least restrictive environment and may take place in all district facilities, homes, or contracted locations.
- F. Adult education programs will be available to the community throughout the calendar year.

Policy

Adopted: 5/92

Revised: 4/06

Curriculum

Instructional Curriculum

The instructional curriculum shall be organized in subject matter content, standards and objectives. Instruction shall be organized in PreK-12 curriculum guides prepared for each content area.

The instructional program of the district shall include, at a minimum, all classes, courses, and offerings required by statute or required by superordinate agencies established by statute, and shall include requirements of accrediting agencies in which the board elects membership.

The instructional program shall meet all state requirements as well as be designed to meet the needs and interests of students, the wishes of the community, and the policies adopted by the board. Within the limitations of available resources, the intent of the board is to provide instructional programming which extends beyond minimum requirements and to strive for excellence.

The curriculum programming should:

- Be sequential in scope and foster a holistic approach to instruction.
- Reflect district philosophy, mission, and goals that meet state department of education expectations and mandates.
- Foster excellence in the classroom so as to prepare children for the future.
- Provide for quality assessment of student performance.

Policy

Adopted: 5/92

Revised: 4/06

Curriculum**Content Areas**

The basic curriculum of the district shall meet the highest level of approval and accreditation standards as developed by the State Board of Education and other accrediting agencies.

Curriculum is a valued content plan for bringing about required and desired changes in learner skills, knowledge, and attitudes so that students can survive and contribute in the world of further schooling, world of work, and family and interpersonal relationships. Curriculum is the planned educational experience offered by the school and set forth by the federal, state, and local school standards.

The services curriculum is defined as consisting of those services offered to students, in addition to the offerings of the instructional and activities curricula, to assist students in personal, social, emotional, and career development, e.g., counseling and career guidance services.

The management of curriculum is and must be a shared responsibility by all involved. It must include the board of education, the administration, staff, students, and parents. Curriculum must be perceived as a phenomenon which is continuously changing and improving. We must strive to humanize the learning process to take into account the unique values and characteristics of the individual learner.

Management has three primary functions in school system curriculum evaluation and development. The first is to establish the mission of the school system in terms that are assessable and replicable. The second is to effectively and sufficiently assemble the resources (people, time & materials) of the system to accomplish the mission. The third is to use feedback obtained to make adjustments in order to keep the mission consistent with changing conditions in society. The curriculum of the district will be established by the board; all decisions related to the design, delivery, and evaluation of district curricula are subject to board review.

Policy

Adopted: 5/92

Revised: 4/06

Curriculum

Development and Design

Any class, course, activity, service, or other curricular offering should be developed in a sequential manner by reference to curricular goals.

The intent of the board is that development and design of curricula be goal-based and organized within a framework which encompasses all levels of instruction offered by the district, e.g., curricula. Subject matter domains should be organized on a PreK-12 basis and aligned to state standards and local mission and belief statements.

The intent of the board is that the superintendent, or designee, shall establish procedures for participation by employees, patrons, and students in the formulation of recommendations pertaining to the curricula of the district. Such procedures shall include, but are not limited to, plans for:

1. Determining public priorities between and among the curricular goals of the district.
2. Reviewing and affirming the sequencing of offerings.
3. Reviewing and affirming a systems plan for curriculum evaluation.
4. Reviewing and affirming systems used for grading, marking, and reporting pupil progress.
5. Reviewing and affirming systems used for evaluation of effectiveness of instructional, activity, or service curricula.
6. Reviewing and affirming the preparation of curriculum guides which describe each domain of the instructional curriculum and each activity of the activity curriculum and each service of the service curriculum by reference to goals and objectives.

The goals for the Curriculum Development Activities are to:

1. Develop and revise a curriculum guide that is research based; contains relevant student standards; is sequential in scope and fosters a holistic approach to instruction.

2. Develop and revise a curriculum guide that reflects district philosophy, mission and goals; meets state department of education expectations; and addresses legislative mandates.
3. Develop and revise a curriculum guide that fosters excellence in the classroom so as to prepare children and youth to function effectively in the twenty-first century.
4. Develop and revise a curriculum guide that contains assessment measures fostering continuous assessment of student performance towards district and state standards.
5. Develop and revise curriculum that reflects the schools School Improvement Plan.

Policy

Adopted: 5/92

Revised: 4/06

Curriculum**Curriculum Revision Process**

No curriculum area or course of study shall be added, eliminated, or significantly revised without approval from the Superintendent or designee. Recommendations for adding, eliminating, or significantly revising curricula should be made by designated curriculum and assessment teams comprised of teachers, administrators, and school board representatives. This approval process will help assure that all students are consistently provided with high quality learning experiences, which have been aligned to the district's curriculum and assessment programs.

Written recommendations to add, eliminate, or significantly revise a curriculum area or course of study must include a strong rationale. For proposed new or significantly revised courses, requests must include a set of course/grade level curriculum standards approved by the designated curriculum and assessment team and the Superintendent or designee as well as evidence of progress toward standards. The Board Curriculum Committee and Board of Education shall review planned curriculum decisions with periodic presentations made at board curriculum committee meetings.

Curriculum**Curriculum Guide and Course Outlines**

The development of curriculum guides for the various subject areas is required. These guides shall present at least a minimum outline for instruction and include the following elements:

1. Standards for the program—broad statements of educational intent which reflect the needs of society and the nature of the learner as well as the nature of the curricular areas.
2. Educational objectives specific in nature that can serve as focal points for the organization of instruction.
3. Identification of instructional resources.
4. Description of activities for accomplishing objectives.
5. Use of assessment procedures, i.e., criterion referenced test, norm-referenced tests, classroom and alternative assessments.

Participation of staff, administration, and community representatives is important for review of curriculum programs and the development of curriculum guides and course outlines. Committees responsible for curriculum guides shall present them through the office of the Superintendent to the Board of Education for review and discussion.

Curriculum guides are to serve as a framework from which a teacher will develop units of study, day-to-day lesson plans, and approaches to instruction which will serve pupils' particular needs at a particular time. Teachers are expected to observe the framework developed for a particular guide or course outline so that continuity of instruction in the district and purposes of the district's instruction program may be accomplished.

Policy

Adopted: 5/92

Revised: 4/06

Curriculum

Evaluation/Assessment

Curriculum evaluation is defined as being a reliable measure of the degree to which groups of students attain the goals of the educational program. The major components of the curriculum evaluation/development model include philosophy, goals, assessment, evaluation, revision, development, implementation, and refinement.

The Superintendent or designee shall be responsible for the comprehensive system of curriculum evaluation and assessment.

The curriculum evaluation plan shall meet any guidelines for curriculum evaluation established by the State of Nebraska and shall provide the board with quantitative data about the degree to which goals of the educational program are being met.

In addition to plans designed to measure the goals of the educational program, other forms of curriculum evaluation may be used, including:

1. School/community surveys to determine the perceptions of employees, students, and patrons regarding the quality of the curriculum.
2. Follow-up surveys of Crete graduates shall be conducted at least once every three years to determine perceptions of relevant curricular content and outcomes.
3. Use of organized procedures of self-study and review by external teams of experts, as required by State regulations and by the procedures of accrediting bodies in which the district elects membership.

Curriculum Committees represent various disciplines and grade levels. A chairperson is assigned for each committee in order to facilitate the curriculum review and process. Parents may serve as a working/advisory member of the curriculum committee and participate in such activities as may be assigned by the curriculum chair. All curriculum material is available for public review.

The primary functions of the curriculum committees are to:

1. Engage in curriculum evaluation/development process according to schedule.
2. Develop a curriculum refinement plan during years when not engaged in curriculum evaluation/development cycle.
3. Evaluate the effectiveness of School Improvement Plan.

EDUCATIONAL PROGRAM (continued)
5160

Curriculum Evaluation/Development Plan

The PreK-12 curriculum evaluation/development plan will consider the major elements of the process whereby the curriculum of the Crete Public Schools will be continually evaluated, developed and implemented in a planned and organized fashion. The process is delineated with the assumption that the majority of the curricula now serving the students are both defined and appropriate. Most work will be to refine existing curriculum rather than design new curriculum. The procedures will define the functions and responsibilities of all staff involved in the process. The plan is intended to be pragmatic, results oriented, and workable to achieve desired student performance regardless of grade level or department.

Policy
Adopted: 5/92
Reviewed: 4/06

Basic Instruction Program

The basic instruction program includes specific learning experiences for groups of students engaged in classes, courses, and activities. The unique needs of students will be accounted for by allowing each student equal opportunities to participate and achieve.

Students will be given the opportunity to acquire a body of content knowledge, critical thinking, problem solving skills, positive attitudes and aesthetic appreciation throughout their school years.

Policy

Adopted: 5/92

Revised 4/06

Instruction**Classroom Objectives**

Each professional employee, is expected to identify objectives which are aligned to local and state standards, as classroom instruction is planned.

Objectives for student performance, as stated by professional employees of the district, are to be planned in accordance with guidelines provided in district curriculum guides and are to be aimed at providing students with opportunities to progress in development toward attainment of curricular goals.

Teachers are encouraged to distinguish between instructional and behavioral types of objectives. Some objectives may refer to expected social behaviors, to expected changes in student attitudes, and to expected behaviors of students with regard to work habits (i.e., attendance, dependability, completing work on time).

Policy

Adopted: 5/92

Revised: 4/06

Instruction

Supervision

The principal or designee of each attendance site shall have responsibility for supervision of instruction. The superintendent may assign a designee to supervise the implementation and progress of district curriculum goals.

Policy

Adopted: 5/92

Revised: 4/06

Instruction**Curriculum Implementation**

The district shall strive to implement the best researched-based practices regarding teaching strategies and curriculum. These strategies and methods should be based on quality research and focus on actively engaging students in relevant and meaningful learning activities that result in quality thinking and learning experiences.

Strategies and methods will be focused on these concepts:

1. The personalization of learning and best practice.
2. Appraisal of individual learning style, abilities, and disabilities.
3. Assessment of individual learning needs.
4. Implementation of best practices as reviewed by quality research.

Policy

Adopted: 5/92

Revised: 4/06

Instruction**Experimental/Innovative Programs**

It shall be the policy of the Crete Public Schools that planning for improvement of the district's learning program should include innovative programs developed by the district's professional educators and supported by sound educational philosophy and research.

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

Experimental programs and "pilot studies" may originate at the individual classroom level, building level or district level. Approval of the plan should be obtained from the superintendent and board of education before implementation.

Policy

Adopted: 5/92

Revised: 4/06

Instruction**Alternative Education Program**

It shall be the policy of the School District of Crete to provide for the varying needs of all students attending Crete Public Schools. The Crete Alternative Program has been developed to help students succeed in their goal of graduating from Crete High School when they are faced with a variety of obstacles. All high school students are eligible to utilize the Crete Alternative Program. Students who are considering dropping from their regular high school program may refer themselves to the Crete Alternative Program by obtaining an application. Also, any high school student who is expelled from his/her regular program will be eligible to utilize the Crete Alternative Program. In addition, students who are experiencing difficulty in a single class may be referred or refer themselves to the Alternative Program during that period for assistance and/or a change in curriculum.

The Crete Alternative Program operates in a variety of environments based on the individual needs of the students. Students participating in the Crete Alternative Program may receive one or more of the following types of services during their school day:

1. Center Based Service – Students attend the resource room for one or more periods each day to work on assigned coursework or computer based activities to obtain course credit.
2. Community Based Service – Students are matched with a business or agency to work a designated number of hours per week to obtain course credit.
3. Tutorial Service – Students are matched with a tutor that provides home bound or school based services to help the student meet course requirements and obtain course credit.
4. Job Based Service – Students are matched with a business or entity in the career field of their choice. Students are given course credit based on their job performance.

Students earn course credit hours based on a Personal Learning Plan that has been developed with the student, parents, teacher, and administrator. This plan can be altered and revised based on the needs of the student at any time and may utilize one or more of the services noted above. Students participating in the program are required to follow the policies and procedures set forth in the Crete Public Schools Behavior Plan outlined in the school handbook.

Policy

Adopted: 8/98

Revised: 4/06

Instruction**Controversial Issues**

The intent of the Board is to protect the study of controversial issues within a framework of rules, regulations, and procedures. Such rules, regulations, and procedures shall pertain to the protection of the rights of freedom of speech as guaranteed by the Constitution of the United States, shall include provisions for the review of use of instructional materials and methods, and shall protect the rights of individual students and parents or guardians of individual students to request exemption from the study of controversial materials or topics when just cause can be shown for such a request.

Professional employees are expected to inform building administrators prior to use of instructional methods, materials, or practices when the teacher has reasonable cause to expect that the use of such methods, materials, or practices may be controversial. Supervisors have the right of review and approval prior to the inclusion of methods, materials, or practices judged to be controversial.

When controversial methods, materials, or practices are anticipated, reasonable notice will be given to students and the parents or guardians of students prior to the inclusion of the controversial elements within a course of study.

Persons who wish to challenge the inclusion of instructional methods or materials in the media collections of the school, in the instructional programs of the school, or in the instructional materials and methods used in a classroom or activity, shall follow specific procedures as outlined in board policies.

Policy

Adopted: 5/92

Revised: 4/06

Instruction**Para Educators**

It shall be the policy of the Crete Public Schools to provide para educators at each attendance center to augment the effectiveness of the classroom teacher. Their duties shall include supervising resource centers, supervising playgrounds, assisting in the library, and performing other tasks for which they are qualified.

Job descriptions for para educators shall be available at each building, clearly defining tasks the para educators are to perform.

Para Educators shall not be engaged in activities that are restricted to certificated personnel.

Building principals shall assign, schedule and specify the duties of para educators subject to the limitations of Nebraska statutes.

Policy

Adopted: 5/92

Revised: 4/06

Instruction**Volunteers**

It shall be the policy of the Crete Public Schools to encourage the use of volunteers in the district's schools. The services of volunteers may be accepted by the Board, the superintendent of schools, central office administrators, building principals, assistant building principals, directors, district wide chairpersons, or persons designated by them to handle this responsibility.

Volunteers may come from all backgrounds and all age groups and may include any persons willing to give their time to one purpose -- helping students and school staffs. Volunteers may be involved in virtually every facet of the operation of the school district, working with students on a one-to-one basis or performing tasks not involving students. Tasks may involve services in the library, classroom, school store, athletics, music, school plays, prekindergarten programs, or assisting on field trips and similar activities.

The responsible school personnel will identify appropriate tasks for volunteers and will plan inservice activities for them so they may become skilled in performing tasks.

Volunteers who are not certificated teachers will not teach but may reinforce skills taught by the professional staffs. Volunteers are prohibited from providing transportation to students in their personal automobiles for any school sponsored activities. A criminal background check may be required for any volunteer if the superintendent or designee deems appropriate.

Policy

Adopted: 5/92

Revised: 4/06

Instruction

Community Resources

It shall be the policy of the Crete Public Schools that creative use of community resources will enrich the instructional program. Individual citizens, organizations, and institutions may be invited to make presentations that are related to the instructional program.

Plans to use community resources must be approved by the building principal.

Policy

Adopted: 5/92

Reviewed: 4/06

Instruction

Diversity

It shall be the philosophy of the School District of Crete to prepare its students to appreciate, support, and function in a pluralistic society. Through the perspective of multi-cultural education, Crete Public School personnel recognize and provide for that diversity within the curriculum, instruction, guidance, and staff development components of the school program; therefore:

It is the policy of the Crete Public Schools:

To utilize the resources of curriculum, instruction, staff development, counseling, and guidance to reflect the racial, ethnic, language, and cultural heritage of the United States of America by observing the following objectives:

- A. To select materials and methods that will eliminate bias and stereotype in our schools.
- B. To conduct staff development programs for staff that will assist in understanding diversity and to reflect it in their teaching and administrative duties.
- C. To encourage all students to fully develop their academic and human potential.
- D. To provide appropriate heterogeneous grouping that reflects racial, ethnic, gender and cultural perspectives.

Policy

Adopted: 4/90

Revised: 4/06

EDUCATIONAL PROGRAM

Curriculum

English Language Learner

MISSION STATEMENT

The Crete Public Schools English Language Learner Program (ELL) recognizes the importance of one's own cultural heritage. The program is designed to provide opportunities for success without language being a barrier and thereby develop oral and written communication skills in order for the students to succeed in the regular classroom environment and beyond. The program is designed to assist students with adapting to American culture both socially and emotionally and to provide a transition from the ELL classroom to the regular classroom while promoting education as the key to opportunity.

STAFF DEVELOPMENT

The Crete Public Schools Staff Development Program will strive to enhance positive and appropriate attitudes for students, staff and community related to cultural diversity. The opportunities for developing these attitudes are outlined below:

Students:

1. Cultural Diversity will be integrated into the curriculum on a daily basis with emphasis upon the relationship of the student's heritage with that of other cultures. This emphasis would be in all subjects whenever appropriate.
2. Providing opportunities for students to understand prejudice and to know how to break the cycle of discrimination.
3. Provide student exploratory opportunities in order to raise personal awareness.

Staff:

1. Conduct activities with staff members that allow them to analyze their own prejudice.
2. Provide training activities that will help staff to integrate students and cultures into their subject matter on a daily basis.

3. Create an atmosphere where acceptance is the key to the success of all students regardless of heritage.
4. The district will maintain written guidelines addressing ELL procedures in accordance with state and federal guidelines.

Instruction

Enrichment

The Board of Education is committed to an educational program that recognizes the unique talents and needs of students. Students will be placed in the program in accordance with scores on standardized achievement and intelligence tests, creativity tests, anecdotal records and recommendations of teachers, parents, principals, and other staff members.

It is the goal of the program to provide a multi-dimensional teaching approach involving special curriculum enrichment which may include acceleration of course content to give each student the opportunity to realize his or her maximum potential.

Policy

Adopted: 5/92

Revised: 4/06

Instruction

Guidance

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

The focus of the counseling and guidance program in the district shall be on the developmental needs of all students at the elementary and secondary levels.

Counselors should demonstrate respect for the dignity and worth of each individual and encourage each student to develop individual responsibility and decision-making skills. Counselors are responsible for assisting students in designing and implementing plans to meet three major goals:

1. Educational Development - Students will participate in planning their educational experiences so that their education is consistent with district requirements and career interests and goals.
2. Personal/Social Development - Students will develop appropriate behaviors for a variety of social settings. Students will develop; an awareness of self, a sense of belonging, self-respect, emotional security, achievement and recognition; and develop an appreciation and understanding of the school, community and world in which they live.
3. Career Development - Students will explore and pursue career options consistent with their interests, abilities, and values.

Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel, and parent/guardians. Consistent with the rights of the individual and the obligations of the counselor as a professional, the counseling relationship and resulting information are, in many instances, protected as privileged communications. When appropriate, counselors shall be responsible for explaining ramifications of confidentiality to students.

Policy

Adopted: 5/92

Reviewed: 4/06

Instruction

Drugs, Tobacco, Alcohol

The Board recognizes that the use of tobacco and the illegal and/or inappropriate use of alcohol and drugs constitute a hazard to the positive development of students. Furthermore, the laws of the State of Nebraska require school districts to instruct pupils on the effects of drug use, misuse and abuse.

Therefore, the public school of the district will:

1. Establish programs that educate and prevent the abuse of tobacco, alcohol and drugs.
2. Establish and maintain an effective tobacco, alcohol and drug prevention program that will be incorporated into the educational curriculum.
3. Establish and maintain an ongoing professional development program regarding tobacco, alcohol and drug prevention program for school personnel.
4. Cooperate with government and private agencies offering services related to tobacco, alcohol and drug problems.
5. Encourage and support organizations and activities that will develop a positive peer influence in the area of tobacco, alcohol and drug use.
6. Have counselors available for individual counseling for students on the effects of tobacco, alcohol and drugs.

Legal Reference: R.R.S.

79-712. Public school; health education; requirements.

79-713. Commissioner of Education; drug education; course on health education; prepare; distribute.

79-714. School systems; tobacco, alcohol, and drugs; failure to instruct; action of State Department of Education.

Policy

Adopted: 5/92

Revised: 4/06

Instruction**Summer School**

The school system may sponsor summer school activities providing opportunity for basic instruction, enrichment, special education and remedial instruction. Tuition and fees may be charged.

The summer school curriculum shall be established to meet the needs of students. Remedial courses and makeup review courses at the secondary level, may provide an opportunity for students to acquire basic skills and/or credit in areas where previous work has not met standards. Participation in summer school activities may also assist students in being promoted to the next grade or course level.

Policy

Adopted: 5/92

Revised: 4/06

Instruction**Community Education Program**

The School District of Crete may operate a community education program. Within this concept of community education, the school should serve as a focal point in community organization for community betterment. The involvement of people in studying together, planning together, and collectively solving common problems builds individual self-worth, community pride, and supportive citizenry. Community Education includes, but is not limited to the following programs: General Educational Development (G.E.D.), Adult Basic Education (A.B.E.), Adult English Language Learner, various Southeast Community College classes, appropriate recreational programs, and other programs as needed to meet these community education goals and objectives.

Policy

Adopted: 2/85

Revised: 4/06

Instruction

Special Education Program

The district will demonstrate participation in a plan of services for children with verified disabilities less than five years of age on a regional basis as determined by the Department of Education. Participation in or attendance at programs by students with verified disabilities below the age of five shall be voluntary as specified by the parent or guardian.

Legal Reference: NDE Rule 51
IDEA 2004

Policy
Adopted: 5/92
Revised: 4/06

Instruction

Special Education

The School District of Crete will comply with federal and state statutes, rules, and regulations regarding Special Education which include Rule 51, Nebraska Department of Education Regulations for School Age Special Education Programs; Rule 53, Nebraska Department of Education Rule on Special Education Residential Care; rule 54, Nebraska Department of Education Rule on Early Childhood Special Education Programs; Rule 55, Nebraska Department of Education Special Education Appeals. Crete Public Schools Policy and Procedures for Special Education will be updated on a regular basis and comply with the above stated rules. The School District of Crete shall provide or contract for special education programs for all resident children who could benefit from such programs.

The administration shall develop procedures as required by the statutes, rules and regulations, shall keep the procedures continuously current, and present said procedures to the Board of Education for their review and action.

It shall be the policy of the Crete Public Schools that a free appropriate public school education is available to all students with a verified disability from birth through the school year in which the student reaches the age of 21. These students with a verified disability will be supplied with special education and related services to meet their unique needs. Such services will include, but not be restricted to, programs that develop self-realization, social awareness, economic usefulness, and civic responsibility.

Legal Reference: R.R.S.
92-142 Education for All Handicapped Children Act
NDE Rule 51

Policy

Adopted: 5/92

Revised: 7/00, 4/06, 7/09

Instruction**Special Education Due Process Consideration**

In case of dispute between the district and parents or guardians of a child, the district may elect to try to settle such disputes through:

1. Informal meetings
2. Appearances before the local school board
3. Mediation

The district must convene a resolution session within fifteen (15) days of receiving a due process complaint notice. If the district has not resolved the due process complaint within thirty (30) days of receiving it, the due process hearing may then occur. This provides an opportunity for parents and districts to resolve any issues in the complaint so that due process can be avoided and immediate benefit to the child can be provided.

The timeline for issuing a final due process hearing decision begins at the end of the new thirty-(30) day resolution period that starts when the due process complaint is received.

The resolution session and due process hearing would be delayed until the resolution session is held if a parent filing a due process complaint fails to participate in the resolution meeting.

The party requesting the hearing must submit the request within two (2) years of when the alleged violation occurred.

Legal Reference: 92 NAC 51
92 NAC 55

Policy

Adopted: 5/92

Revised: 4/06

Instruction

Selection of Students and Parent Involvement in Title I

Selection of students for the Title I program will be based on the criteria established by the program director and assigned personnel in accordance to State and Federal Guidelines.

Parental involvement will be included in the planning of this program. A regulation outlining the parent's rights and responsibilities will be developed and modified when appropriate at the annual Title I meeting.

Rule

Adopted: 5/92

Reviewed: 4/06

Revised: 5/10

EDUCATIONAL PROGRAM

Instruction

Selection of Students and Parent Involvement in Title I

The following is a rule and regulation for title I in accordance with state and federal guidelines and is to be reviewed annually at the local Title I parents meeting.

1. At the end of a school year, if test scores indicate a deficit in area of Reading, the parents will be notified.
2. Each school receiving Title I funds shall, maintain required communications and timelines set forth within the legislation:
 - A. about the nature of the Title I program(s);
 - B. that parents have the right to be involved in and consulted concerning the planning, development, and operation of such program(s);
 - C. that an initial meeting will be held for all such parents in order to discuss the possible form of parent consultation and involvement;
 - D. of the time and place of such meeting, which shall be selected in a manner designed to encourage maximum attendance.

This initial notice shall be developed in consultation with parents.

3. At such meeting, school official(s) shall:
 - A. explain the nature of the program;
 - B. describe the rights of parents and the obligations of school officials set forth in Title I and this policy concerning parent involvement;
 - C. explain that the purpose of the meeting is for parents to decide preliminarily what mechanisms they wish to propose for implementing parent involvement;
 - D. state the written copies of information about the program, including the federal statute and regulations, any applicable state or local laws or regulations, and current and prior program applications and evaluations are available;

- E. state that a parent, selected by other parents before or at the meeting, will chair the remainder of the meeting (the current/former PAC chair, if any?)
 - F. state that she/he will remain available to answer questions throughout the meeting, but that the meeting is to be run by and for parents.
4. At such meeting, there shall also be announced the time and place of a public district-wide meeting to be organized in a similar fashion to discuss the form of parent consultation concerning district-wide issues.
 5. Parents shall be free to organize themselves in a manner of their own choosing for purposes of providing school officials with their consultation, consistent with their constitutional rights of free speech, press, assembly, association, and petition, and provided that their activities do not substantially and materially disrupt the educational process of the school.
 6. Whatever form of internal organization parents choose shall assure that all parents of such children are provided regular opportunity for consultation, either directly with school officials and/or through regular communication with those parents who are selected by the parents to consult directly with school officials. Separate conference dates for Title I programs will be established within 2 weeks of the regular scheduled conference.
 1. Parents (as constituted under paragraph 4) and school officials will jointly agree on methods for school officials to consult with parents on all aspects of Title I planning, design, and implementation--including all phases of:
 - (a) the needs assessment,
 - (b) selection of attendance zones,
 - (c) determination of program goals and objectives,
 - (d) determination of education strategies,
 - (e) implementation of projects,
 - (f) development of program applications, and
 - (g) program evaluations including an explanation of testing scores and procedures. These methods of consultation shall then be reduced to writing and distributed in an effective manner to all eligible parents.
 8. School officials shall provide a full and timely response to any parent recommendations concerning the program(s) and, to the extent that such recommendations are rejected, shall explain the basis for their decision. If the recommendation was made in writing, the response shall be in writing.
 9. School officials shall be prepared to offer, upon request, such support and resources as are needed for effective and full parent consultation and involvement, including, but not limited to:

- A. reasonable access to meeting space, necessary materials, available communications facilities, and clerical and other support staff;
 - B. an ongoing and effective program of training for parents, to be developed in consultation with parents, including training concerning federal, state and local legal requirements for the program, how the program actually operates, the rights and responsibilities of parents, and how parents can work effectively with each other and with the school in developing and providing parent consultation and involvement;
 - C. opportunities to view the operation of programs, including classroom visits, in order to acquire the information and experience needed for meaningful consultation;
 - D. opportunities for parents to be involved in operation of programs, home learning activities with their children. Other support activities shall not be used as a substitute for parent consultation;
 - E. a budget sufficient to fully fund the parent activities called for by this policy, a portion of which (to be determined through the consultation required by this policy) shall be provided directly to the parents and administered through the parent mechanisms established under this policy for parent-initiated activities.
10. In developing methods and policy guidelines for parent consultation, parents and school officials shall annually, through the mechanisms established by this policy, conduct a thorough review of parent consultation to determine the causes of any barriers to full and effective parent involvement. This information shall then be used to review and revise the methods and policies for consultation in order to increase the effectiveness of parent consultation.

More specific policy guidelines shall be developed in each of the above five areas, through consultation with parents consistent with this parent consultation policy.

11. After the first year of this parent consultation process, the meetings described in paragraphs 1-3 shall be held each year but shall be organized, with the assistance of school officials, by parents through the parent involvement mechanism established the previous year. If for any reason parents are not available through this mechanism to organize the meetings, school officials shall do so in the manner described in paragraphs 1-3.

Policy

Adopted: 5/92

Revised: 4/06

Instruction

Interscholastic Activities

Eligibility

The Crete Public Schools Board of Education believes individual students will profit through opportunities to grow physically and intellectually through their experience in a team effort made possible through competitive inter-school team and individual activities.

It is the Board's policy to provide students interscholastic competition in a variety of activities. Students shall be allowed to participate in individual sports and activities on the basis of their physical condition and desire. Qualified personnel shall be provided for coaching and supervising.

The purpose of school activities is both educational and recreational. Programs should encourage participation by as many students as possible and should be carried on with the best interest of the participants as the first consideration. This should be done without unreasonable interference with other obligations in the school community.

It is recognized that a well organized, well conducted, activities program is an important factor in the morale of a student body, and an important aspect of good community-school relations.

1. The activities program is an integral part of the school curriculum and comes under the authority of the principal the same degree as do all of the phases of the curriculum.
2. Participation in NSAA sponsored activities is limited to students in grades 7 through 12.
3. Those teachers having direct responsibility for the activities program of the school are required to conform in all ways to the general education program as laid down by the Board and administration, including such matters as schedules, financial expenditures, relationships with other schools, and health and safety regulations.
4. The Crete Public School District is a member of the Nebraska High School Activities Association, and in all activities matters will adhere firmly to the rules and regulations of that body. The eligibility of students to participate in the activities program is determined in accordance with the Nebraska High School Activities Association regulations.

5. No student may start practice with any athletic team until he or she has been examined and approved by a medical doctor and until written consent has been obtained from the parent.
6. Expenditures for the activities program are incorporated as a part of the general budget of the Board. Coaches of each sport will submit requests for needed items to the Activities Director.
7. Insurance against accident or injury shall be required. Participants shall furnish proof of coverage or participate in the program made available by the district for inter-scholastic athletics.
8. The school district shall observe all requirements of Federal and State legislation for equal opportunity for participation for boys and girls in sports.
9. Students participating in activities shall agree to abide by the Board policy on Sportsmanship, and the Spectator Code of Sportsmanship Behavior, Ethics, and Integrity.

Activity Tickets

All students are encouraged to buy a high school activity ticket which provides admission to all athletic, dramatic and music events (except for the high school musical and fall play). Students who participate in activities sanctioned by the Nebraska School Activities Association are required to purchase activity tickets (athletics, music, debate, speech, drill teams, cheerleading and journalism). Students qualifying under the free and reduced lunch program may request an activity fee waiver in accordance with Board Policy. Students who purchase activity tickets will be required to read and agree to abide by the Board policy on Sportsmanship, and the Spectator Code of Sportsmanship Behavior, Ethics, and Integrity.

Policy

Adopted: 5/92

Revised: 4/06

Instruction**Extra-Class and Co-curricular Programs**

It shall be the policy of the Crete Public Schools to provide each student with a free and appropriate public education. A balanced program of academic studies and extracurricular activities will be determined by the school, the parents and the students. The Board recognizes that extracurricular activities when properly planned and conducted in an appropriate, safe environment represent an essential part of the educational experience. The Board supports such extra-classroom activities and will attempt to make them available on a voluntary basis to the students.

Extracurricular activities will be organized, supervised and conducted under the auspices of the school system and generally on school system property. The activities will involve students in other than a classroom situation and no credit separate from an approved course will be given toward graduation.

The following may be considered extra-curricular and/or co-curricular activities:

1. Student government and its related activities and organizations.
2. Musical festivals or contests, speech contests, debates and dramatics contests.
3. Organized activities which are part of interscholastic athletics.
4. All types of interscholastic competition.
5. Special interest clubs.
6. Intramural athletics.
7. Public performances.

Co-Curricular and Inter-Scholastic Programs

The Board believes that student co-curricular activities are a vital part of the total educational program that should be used as a means for developing positive character and effective personal and leadership skills. The activity offering should be of sufficient variety to meet the wide range of interest and needs of students.

Guidance is necessary to encourage the non-participants who may benefit from activities, and to prevent the overenthusiastic from over-emphasizing activities at the cost of academic performance.

A co-curricular and inter-scholastic program shall be planned in observance of requirements of NSAA, state, and federal guidelines.

The Board further believes that any program of student activities should:

1. Be available to those who are academically and behaviorally eligible.
2. Require that student activity funds be used for purposes which benefit the student body of the school.
3. Require an orderly accounting of the management of the activity and the expenditure of student funds.
4. Be considered an extension of the school day and therefore be managed by the following philosophy of the General Responsibility of Sponsors/Coaches/Directors:

By state law the teacher has a positive right and authority to require appropriate behavior on the part of students in school and/or under any circumstances when they are congregated as the result of a school activity. Sponsors are expected to exercise this authority at all times.

It is the responsibility of sponsors/coaches/directors to make sure all activities are in accord with prescribed standards. It is the sponsors' responsibility to develop written guidelines and procedures and expectations for participation in any activity they sponsor, and to communicate said procedures and expectations to the participants and their families.

The Crete Public School District is a member of the Nebraska High School Activities Association, and in all matters of inter-scholastic competition will adhere firmly to the rules and regulations of that body and to the philosophy of activities which the Nebraska School Activities Association encourages. The eligibility of students to participate in the inter-scholastic program is determined in accordance with the Nebraska High School Activities Association regulations and further by academic eligibility standards as published in the Student Handbook.

Sportsmanship, Ethics and Integrity

The Board of Education of Crete School District #2 recognizes the value of extracurricular activities in the educational process and the values that students may develop when they have an opportunity to participate in organized activities outside of the traditional classroom.

Student participants and district appointed sponsors involved with school board approved extracurricular activities are expected to demonstrate the same level of responsibility and behavior at practice, competitions, and extracurricular events as is expected in the classroom. Students and employees are responsible for maintaining sportsmanlike behavior, exhibiting ethical behavior, and demonstrating integrity. The Board of Education further encourages the development and promotion of sportsmanship, ethics, and integrity in all phases of the educational process and in all segments of the community, including administrators, participants, adult supervisors, parents, fans, spirit groups, and support/booster groups.

Spectators are permitted to attend extracurricular activities only as guests of the school district, and, accordingly as a condition of such permission, they must comply with the school district's rules and policies. Spectators will not be allowed to interfere with the enjoyment of the students participating, other spectators or with the performance of employees and officials supervising the extracurricular activity. Spectators, like the student participants, are expected to display mature behavior and sportsmanship. The failure of spectators to do so is not only disruptive but also embarrassing to the students, the school district, and the entire community.

Any spectator, including adults, who behave in a manner that is not consistent with school district expectations and this policy, may be removed from the event by security personnel, school officials, or by the individual in charge of the event. In addition, the individual may be denied admittance to future school events or activities for a specified period of time. School officials shall cause a notice of exclusion from extracurricular activities to be sent to the spectator involved. Such notice is to be provided from the Activities Director and/or the respective building principal. Due process shall be provided in accordance with school district policies and shall include the opportunity for a hearing with school officials. In the event the spectator removed or denied future admittance is a student from a visiting school, an effort will be made to work with the administration of the visiting school with respect to future exclusion.

The district shall also have full authority to invoke penalties or pursue legal action as consistent with district rules, regulations, school board policies, and State and Federal Laws.

To protect the rights of students to participate without fear of interference, and to permit the sponsors and officials of extracurricular activities to perform their duties without interference, the following provisions are in effect, but not limited to:

1. Abusive, verbal or physical conduct of spectators directed at participants, officials or sponsors of extracurricular activities or conduct that interferes with the administration of the extracurricular activity will not be tolerated.
2. The use of vulgar or obscene language directed at students, officials or sponsors participating in an extracurricular activity or at other spectators will not be tolerated.

The Board of Education of Crete School District #2, hereby adopts the following spectator code of Sportsmanship Behavior, Ethics and Integrity.

It is the responsibility of the spectator to:

1. Keep cheers positive. There should be no profanity or degrading language/gestures.
2. Avoid actions that offend visiting teams or individual players.
3. Show appreciation of good play by both teams.
4. Learn the rules of the game in order to be a better informed spectator.
5. Treat all visiting teams in a manner in which you would expect to be treated.
6. Accept the judgment of coaches and officials.
7. Encourage other spectators to participate in the spirit of good sportsmanship
8. Obey the instructions of school employees and officials supervising the extracurricular activity.

Adopted: 4/06

Instruction

Clubs

It shall be the policy of the Crete Public Schools that clubs and other approved school organizations are established for the purpose of developing and broadening the interests of students. All clubs must meet the requirements outlined in the Board Policy concerning Extra-Class Activities.

Policy

Adopted: 5/92

Revised: 4/06

Instruction

Student Council

It shall be the policy of the Crete Public Schools to encourage the function of student councils in the district's elementary, middle and high schools. The scope of a student council's powers, privileges and responsibilities shall be defined by its charter or constitution which must be approved by the building principal. Original charters or changes in a student council's constitution should be the result of joint administrative-faculty-student discussions.

Eligibility rules for candidates and rules for conducting campaigns and elections should be published, widely announced and uniformly enforced.

Policy

Adopted: 5/92

Revised: 4/06

Instruction

Evaluation of Instructional Effectiveness

Instructional effectiveness is defined as the degree to which use of specific methods or materials contributed to growth or progress for a group of students.

Teachers are encouraged to plan instructional effectiveness and to identify the most effective methods of helping students obtain identified curricular goals and instructional objectives.

The principal or designee with supervision of instruction within a particular attendance center is expected to both encourage and assist employees in planning for evaluation of instructional effectiveness.

The principal or designee with supervision of instruction within a particular attendance center has the authority to require an employee to engage in practices to measure instructional effectiveness.

Policy

Adopted: 5/92

Revised: 4/06

Instruction**Evaluation of Student Achievement**

Evaluation of student achievement shall be in accordance with board policy.

Students and the parents/guardians of students have a right to know the rules, regulations, and practices used for evaluation of the student's achievement. Teachers must receive approval from the building principal before modifying established grading and reporting practices. Students and parents will be notified of approved adjustments.

Any rule, regulation, or procedure prepared by an individual teacher relative to grading, marking, and reporting student progress is subject to review and approval by the person designated as the supervisor of instruction within a particular attendance center.

Rules, regulations, and procedures to be followed for grading, marking, and reporting student progress will be printed in the published student handbook of each attendance center.

Policy

Adopted: 5/92

Revised: 4/06

Instruction

Evaluation of Instructional Effectiveness

School System Performance; Report to the Public

It shall be the policy of the Crete Public Schools to comply with NDE Rule 10, specifically those sections requiring reporting procedures to the general public also referred to as the annual report. While not divulging individual test scores of students, the district will report the results of test scores on selected standardized norm-referenced instruments selected by the district, and in particular competencies in the areas of reading, writing, and mathematics.

This report shall also include:

- 1) school system demographics;
- 2) financial information;
- 3) an assessment of the district's learning climate, and follow-up study of district graduates at least once every three years.

Policy

Adopted: 5/92

Reviewed: 4/06

Texts and materials

Texts and materials used for any form of instruction are subject to review and approval.

The Superintendent and/or designee of the district has the authority to specify the rules, regulations, and procedures to be used for approval of texts and materials. In the event that the district's rules, regulations, and guidelines for approval of texts and materials do not address a specific concern related to selection of texts and materials, the person charged with supervision of instruction in a specific building or program have the authority to review and approve texts or materials used for instruction.

Policy

Adopted: 5/92

Reviewed: 4/06

Texts and Materials**Selection of Instructional Materials****Philosophy**

The Crete Public Schools system is concerned with generating understanding of American freedoms and with preserving these freedoms through the development of informed and responsible citizens. The right to read is an important academic freedom. The school system respects the right of individuals and groups to express their views. Conversely, it opposes efforts by individuals or groups to limit the academic freedom of choice of others or to impose their values, standards or tastes upon a community at large.

The Responsibility Of The School Is:

1. To provide information and experiences that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served.
2. To provide information and experiences which 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 lives.
4. To provide information of opposing sides of controversial issues so that young citizens may develop, under guidance, the ability to critically analyze all media.
5. To provide information representative of the many religious, ethnic and cultural groups and their contributions to our heritage and their role in the modern world.
6. To place principle above personal opinion and reason above prejudice in order to assure a high quality comprehensive collection.
7. To provide an opportunity for parents to preview and comment on text prior to selection.

Guidelines For Selecting Printed and Non-Printed Media:

1. The material should have educational significance.
2. There should be a demonstrable need and value to the collection.

3. Reputation and significance of author or producer is to be considered.
4. Clarity, adequacy and scope of text or audio-visual presentation should be appropriate to the content of the curriculum and to the maturity of the student.
5. The material should be valid, accurate, objective, up-to-date and appropriately aligned to state standards.
6. The organization and presentation of content should enhance the curriculum and learning.
7. The material should be of an appropriate reading and comprehension level.
8. The material should be highly appealing to the user.
9. High artistic quality and/or literary style are important to maintain student interest.
10. The value of the material is commensurate with cost and/or need.

Textbook Display

Patrons are invited to examine all pending textbook adoptions and to leave written comments stating their opinions about the suitability of the material.

Americanism/Curriculum Committee

The Curriculum Committee of the Board of Education shall act as a Committee on Americanism whose duties shall be to carefully examine, inspect and approve all textbooks used in the teaching of American history and civil government courses. Upon receipt of a favorable review by the Curriculum Committee/Americanism Committee, the books shall be presented to the Board of Education at a regular meeting, with notice that these books will be recommended for adoption at the following meeting.

Selection of Library and Audio-Visual and Other Supplementary Material

Library, audio visual and other supplementary materials shall be made by appropriate certified personnel. To aid in the selection process, standard evaluation tools and reviewing digests should be used whenever possible.

Materials for purchase shall be considered on the basis of overall purpose, timeliness or permanence, importance of the subject matter, quality of the writing/production, readability and popular appeal, format and price.

Administrators, teachers and students are to be encouraged to suggest materials to be added to the library/media collection and to share in the evaluation of materials.

Whenever possible, both print and non-print media should be examined before purchase. If possible, materials should be examined and if unsuitable, returned to the vendor for credit.

Texts and Materials**Texts and Workbooks**

As a general rule new textbook adoptions are to occur every seven years. Each textbook should be identified by stamping the inside cover.

The cost of replacing lost books or books damaged beyond use shall be paid by the student. The amount charged is to be based on the original cost of the book. Payment of lost or damaged books is to be paid in the principal's office at which time a receipt shall be issued to the student. Money collected is to be deposited in the general fund.

Policy

Adopted: 5/92

Revised: 4/06

Texts and Materials

Loan of Textbooks to Resident Children Enrolled in Private Schools

This policy and administrative regulations applying are adopted pursuant to Neb. Rev. Stat. 79-734. All definitions, terminology, and procedures contained in this policy are listed and explained in NDE Title 92, Chapter 4, for the purposes of this policy.

It shall be the policy of the Crete Public Schools Board of Education to comply fully with Neb. Rev. Stat. 79-734 and all NDE administrative rules and regulations appertaining thereto. This means that the Crete Board of Education shall have the power and duty to purchase and loan textbooks to resident private school children upon request provided, however, that the Crete Board of Education is only obligated to purchase and loan textbooks to the extent that the Legislature of the State of Nebraska appropriates funds to be distributed by the State Department of Education for the purpose of purchasing and loaning textbooks to private school children as provided in Neb. Rev. Stat. 79-734

Legal Reference: R.R.S.
79-734 School textbooks, equipment, and supplies;
purchase and loan; rules and regulations.

Policy

Approved: 1/90

Reviewed: 4/06

EDUCATIONAL PROGRAM

Texts and Materials

Loan of Texts and Materials

PURPOSE: Administrative regulation for the distribution of textbooks and the management of funds as found in NDE RULE 4.

1. (a) The School District of Crete shall make available, by December 1 of each year, a list of textbooks which will be used in our district during the next school year.

(b) The School District of Crete shall make available a copy of the list of textbooks for inspection at the respective offices of the school. Copies of the lists shall be available upon request at a reasonable cost, which shall at least equal the cost of reproduction.
2. Private school children shall mean resident children of the School District of Crete who are enrolled in kindergarten to grade twelve of a private school which is approved for continued legal operation under Title 92, Nebraska Administrative Code (NAC), Chapter 10.
3. Textbooks shall mean a book which is used in classroom instruction as the principal source of study material, in Kindergarten through grade 12 in the public schools of our district. Library books, workbooks, and other similar materials are not to be considered textbooks.
4. Applications by a parent or guardian for the loan of textbooks shall be made to the Central Office at 920 Linden St., Crete, NE on behalf of an individual child who is a resident of our district. Such application shall be made on or before January 15 for the following school year and shall be made on designated form "application for loan of textbook".
5. The Board of Education shall make application to the Department of Education by February 15 for funds to purchase textbooks. The application shall include:
 - A. the total number of applications;
 - B. the total number of textbooks requested;
 - C. the dollar amount required to purchase the number of textbooks needed in order to meet the requests; the district will add 5% of dollar amount to defray administrative expenses;

- D. the titles of all textbooks, the number requested of each textbook, and the price per textbook.
6. If, after the distribution of funds, the Board is unable to provide all the textbooks for which applications have been made due to prorata reduction by the Department of Education, then the administration shall use their best judgment in selecting the textbooks which shall be purchased. If, after exercising such judgment, there are not enough textbooks of a particular subject and grade level to fill all of the individual requests, then textbooks shall be distributed on the basis of the date or order that the applications came in.
 7. The administration shall, at least ten days prior to the beginning of School District of Crete classes, notify in writing the parent or legal guardian of each private school student who made application for textbooks, the status of his/her application. Such notice may be made through the individual mailing to the address on the application. Notice will include when and where the textbooks may be made available.
 8. The parent or legal guardian will be required to sign a receipt at the time the textbooks are picked up on a form entitled "Receipt For Textbooks For Private School Children".
 9. A parent or legal guardian of a private school child shall return textbooks to the office of the school where they originally received the book, within 15 days of the close of School District of Crete classes in the spring of the year.
 10. If a parent or legal guardian fails to return a textbook or returns a textbook damaged beyond ordinary wear and tear, they shall be responsible for reimbursing the School District of Crete for the loss of non-returned textbooks, or for damage. The School District of Crete thereafter, may refuse to loan textbooks to parents or guardians who failed to reimburse the School District of Crete under the above terms.
 11. The School District of Crete will limit the loan each year to ten textbooks for students in grade K-6, and to eight textbooks for students in grades 7-12.
 12. The School District of Crete will establish and maintain a separate inventory of the textbooks that are purchased for loan to private school children.
 13. The School District of Crete will establish a separate code for the funds that are received and distributed pursuant to rule 4.

Policy

Adopted: 5/92

Revised: 4/06

Texts and Materials**Supplementary Materials**

It shall be the policy of the Crete Public Schools that teachers utilize a variety of materials in making learning opportunities available for students. Supplementary instructional materials such as books, teaching supplies, maps, globes, reference materials, computer software, etc., are an important part of the instructional process. Other supplementary materials should be selected by teachers and administrators through reading, listening, viewing, and examining the materials. The purchase of all these materials should be coordinated through the media specialist in the building.

Individual building budgets will be the primary source of funding for the purchase of all supplementary instructional materials. Building principals, with input from building staffs, need to determine the priorities of the requested supplementary materials within the building budget limitations.

Policy

Adopted: 5/92

Reviewed: 4/06

Texts and Materials

Equipment, Supplies and Supplementary Materials

Principals should begin working with their staffs shortly after the second semester begins in determining their needs for equipment, supplies and supplementary materials for the following school year. These suggestions will be considered when planning the school budget.

Policy

Adopted: 5/92

Reviewed: 4/06

Text and Materials

Use of Technology

District Computers, Software, and Data Files

Crete Public Schools employees and students will adhere to all applicable laws, policies, and rules governing computers, including but not limited to, copyright laws, rights of software publishers, license agreements, and student rights of privacy created by federal and state law.

The District reserves the right to access all computer programs, including any software programs and data files and/or creations of any description, which reside on District computers and/or storage media.

District employees may not use any district computer for personal use without approval of the superintendent for email or internet except where specifically allowed in policy.

District students shall not have access to student records unless specifically authorized or permitted by law. Electronic files, computer programs, and software containing student records are subject to all District Policies relating to privacy of student records, and the rights of privacy created by state and federal law.

The District will comply with license agreements for software and online subscriptions contained in software packages used by the District. Questions about compliance with license agreements will be resolved through direct negotiation and mutual agreement with the software publisher, copyright holder, and/or licensor.

The District will make every effort to prevent the violation of copyright laws, illegal software use, and improper use to school computers by adhering to the following rules:

1. The legal and ethical implications of software use will be provided to the District's educators and students at all relevant levels. Illegal copies of copyrighted software shall not be made or used on school district computers or transported for home use by students or employees.
2. The principal, principal's designee, or appropriate supervisor or teacher will be responsible for informing District students of the District Computer and Software Policy and Rules.
3. When permission is obtained from a copyright holder to use software, web resources, pictures, or music on a disk-sharing system, unauthorized copying will be prohibited.

4. The principal or principal's designee will be responsible for establishing practices which will be followed to enforce District computer, software, and copyright policies.
5. The following use of District computers is prohibited:
 - A. **Offensive Messages** - The display or transmission of sexually explicit images, messages, cartoons, and/or the use of ethnic slurs, racial epithets, profanity, or obscene language. Any display or transmission of offensive messages by school employees may result in immediate suspension and subject to termination by the Board of Education.
 - B. **Personal, Commercial, and/or Religious Messages** - Use for the purpose of solicitation or proselytization for commercial, religious, political, personal or any other non-student-related activities.
 - C. **Hardware and software** - The installation of hardware or software on any district computer or servers without the authorization from the building principal or network administrator or his/her designee.
 - D. **Chatting, Blogging, File Sharing** - Chatting, blogging, file sharing (illegal music downloading etc.), game playing (except as supervised in after school programs), streaming audio/ video that do not pertain to legitimate educational use.
 - E. **Unauthorized Use of Proprietary Computer Systems** - Any use of District computers whereby students attempt to gain unauthorized access to any proprietary computer system or data base, and any unauthorized use by students of District computers which violates state or federal law.
6. All students under the supervision of a teacher using the Internet should have a specific assigned reason for using the service. The teacher making the assignment is responsible for the student's conduct on Internet.
7. No student shall be given any passwords for access to email account, network access, or access to a staff member' computer.

District computers, programs, software, and networks are for educational use only, and any information carried or contained on District computers is subject to review by the District. If a student uses a non-District computer in a manner which provides access to or affects networks or information contained or stores in a District computer, this rule shall be deemed to be violated.

If a student or a student's parent/guardian has a District Internet account, a non-District Internet account, or any other account or program which would enable direct or indirect access to a District computer, any access thereto in violation of this rule or any other District rule may result in student discipline. Indirect access to a District computer shall mean using a non-District computer in a manner which results in the user gaining access to a District computer, including access to any and all restricted information, records, or other material contained or stored in a District computer.

If a student uses a computer to gain prohibited access to an account or accounts which the District maintains through a lease, rental agreement, or other contract with a third party including, but not limited to, the District's Educational Service Unit, such student will be subject to student discipline under District Policy.

Violation of any of this policy may result in disciplinary action. This may include notification of the appropriate state or federal law enforcement agency in the case of unauthorized use of proprietary system or data bases.

The District reserves all rights it has under the fair use doctrine of the Copyright Act.

Policy

Adopted: 9/95

Revised: 4/06

Texts and Materials

Internet Safety

It is the policy of the Crete Public Schools that access to the Internet provided by Crete Public Schools is expected to be used as an educational and/or work-related resource, except in areas as defined in this policy, and that such access shall be made available subject to such rules and regulations as may be established, provided that no use shall be permitted which, in the judgment of the Board of Education, is in any way prejudicial to the best interest of the unit or in conflict with the Crete Schools Program of Services.

The Crete Public Schools Board of Education reserves the right to refuse access to the Internet by Crete Public Schools to anyone when it deems it necessary in the public interest.

Definitions:

1. Student shall mean an individual who is enrolled in the Crete Public Schools.
2. Obscene shall have the meaning given such term in section 1460 of title 18, United States Code.
3. Child pornography shall have the meaning given such term in section 2256 of title 18, United States Code.

Access to the Internet

Anyone accessing Internet services provided by Crete Public Schools shall be subject to the following rules and regulations:

1. No one shall access material that is obscene, child pornography, harmful to minors, or otherwise inappropriate for educational or work-related uses.
2. No one shall use Crete Public Schools technology or Internet resources to engage in hacking or attempts to otherwise compromise any computer or network systems security.
3. No one shall engage in any illegal activities on the Internet.

No one may use electronic mail, chat rooms, and other forms of direct electronic communications for any purposes other than directly related to education within the context of school-related assignments, activities or purposes related to school or work related to school. (School employees may forward any non school related emails received at a school address to his/her personal email address. Forwarding to a list serve or any other addresses is prohibited.)

4. Students shall not disclose personal identification information on the Internet.
5. Students shall not use the internet to plagiarize material or ideas and use these ideas or material as part of their school work without giving credit for the material or ideas.
6. No one may make use of district computers for the buying, ordering, or selling of any items or services by students or staff, unless for school district business.
7. No one shall make use of district computers to browse, use, sell, or buy on eBay or other similar sites, other than for school business. Additionally the use of email to send or receive quotes, notices, or bid information is also prohibited.
8. Staff members shall not view of any internet sites, other than accidental popups or accidental linking, for anything other than school related business during the normal school staff hours (8:00 A.M. to 4:00 P.M.)

Technology Protection Measure

Crete Public Schools shall use a technology protection measure that blocks and/or filters Internet access to prevent access to Internet sites that are not in accordance with the policies of Crete Public Schools.

1. The technology protection measure that blocks and/or filters Internet access may be disabled by an authorized staff member for bona fide research purposes with permission of the immediate supervisor of the staff member requesting said disabling or with the permission of the administrator of Crete Public Schools.
2. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes during which time the minor will be monitored directly by the authorized staff member.

Policy Violations

Any violation of this policy may result in the loss of access to the Internet by the user. Additional disciplinary action may be determined in accordance with existing procedures and practices, both administrative and as stipulated in Crete Public Schools board policy, and including applicable law enforcement agencies when necessary.

Policy Challenge Procedure

An individual who has been granted access to the Internet by Crete Public Schools and desires to access an Internet site that is not compliant with this policy may challenge the enforcement of the policy according to the following provisions:

1. Internet site review requests should be directed to Crete Public Schools' Director of Technology in writing for forwarding to the Technology Committee for consideration.
2. The Technology Committee will review the site within seven working days of submission of the request and, if deemed appropriate for educational or work-related purposes, may vote to unblock the site.
3. Crete Public Schools administration will regulate enforcement of the policy, including disciplinary actions, and shall forward to the superintendent of Crete Public Schools any challenges to the severity of the applied discipline.
4. Challenges to the application or enforcement of Crete Public Schools' Internet Safety Policy which cannot be resolved at the levels outlined in the preceding step will be handled in accordance with Crete Public Schools' established grievance policy or at the Crete Public Schools administrator and/or board level for challenges presented in writing by individuals other than Crete Public Schools employees and volunteers who have been granted access to the Internet by Crete Public Schools.

Policy

Approved: 8/01

Revised: 4/06

EDUCATIONAL PROGRAM

5360

Texts and Materials

Instructional Resources for Teachers

It shall be the policy of the Crete Public Schools that all teachers will take advantage of the libraries, the pupil personnel services, the Educational Service Unit and other instructional resources in order to present the best program of instruction to all students.

The Board will provide funding for these services through building budgets and the general operating budget.

Policy

Adopted: 5/92

Reviewed: 4/06

Texts and Materials**Student Production of Services and Materials**

The production of services or materials by students must be approved by the teacher and the building principal. Production of services and materials by students in the school will only be approved if it relates to the student's educational experiences and furthers the 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 except where otherwise specified under Neb. Rev. Stat. student fee policy 79-2, 133, and 79-2, 134.

Teachers are not allowed to excuse students from resource centers, media centers or classes for the purpose of acting as monitors, paper graders, clerks, librarians, audio-visual operators, etc., without the consent of the principal.

Students are not to be used to run personal errands for teachers on school time.

Legal Reference: RRS
 79-2, 127 Student fees authorization
 79-2, 128 Extra curricular activities; incidentals furnished by
 students, authorized
 79-2, 133 Fee Wavier Policy
 79-2, 134 Student Fee Policy; hearing; procedure; contents

Policy

Adopted: 5/92

Revised: 4/06

Texts and Materials

Publications

It shall be the policy of the Crete Public Schools that creative student expression is an educational benefit of school experiences. The Board encourages freedom of comment, both oral and written, in a school setting with a degree of order in which proper learning can take place.

The Board recognizes one medium of expression is student journalism. Student publications, such as annual yearbooks and school newspapers, are educational devices developed as part of the curriculum to benefit primarily those who compile, edit, and publish them. Faculty advisers are assigned to guide students engaged in these activities. Any commercial advertisements in such publications must conform to Board regulations.

A student's first amendment rights to freedom of expression and equal protection of the law will be observed in regard to student publications, whether school-sponsored or non-school-sponsored. The observance of these rights will be balanced against the duty of educating students in an orderly manner to protect the rights of all.

Students may be required to submit articles for publications for approval prior to distribution. When approval is required, the publication sponsor and principal must make available to students the standards which were used in determining the granting or denial of permission.

An article submitted to the principal for approval must be approved or disapproved within a two-week period of time. This decision may be appealed to the superintendent and then to the Board if requested.

Freedom of expression in our schools shall be interpreted as including, but not being contrary to:

1. development of student responsibility in distinguishing between freedom and license.
2. consideration by the faculty of the maturity levels of students and of appropriate standards of journalistic taste.
3. care for the development of skills of written expression among students.

Policy

Adopted: 5/92

Reviewed: 4/06

Texts and Materials**Distribution of Materials on School Property**

1. Distribution or display of materials, printed or otherwise, on property is prohibited if such distribution or display:
 - a. Materially interferes, or reasonably can be expected to interfere materially, with the educational or administrative operation of the district's schools;
 - b. Involves obscene or libelous material;
 - c. Presents materials which are likely to incite readers to take destructive action;
 - d. Is solely or principally commercial or business advertisement or solicitation of funds;
 - e. Presents material for religious or sectarian purposes;
 - f. Presents materials which are of a politically partisan or inflammatory nature.
2. Distribution or display of materials, printed or otherwise, (other than school materials ordinarily distributed or displayed in the normal course of the operation of the district's schools) in a school building must have the prior authorization of the building principal or, in the event that there is no such principal, then of the Superintendent of Schools. Any such requests for the distribution or display of materials in a school building shall be submitted to such principal, or to the superintendent, as the case may be, prior to the distribution or the display of such materials in a school building. Such requests must be accompanied by a copy of the material sought to be distributed or displayed. The principal or superintendent, as the case may be, shall grant the request and permit such materials to be distributed or displayed at such time, place and manner as is prescribed in the rules and regulations established by the building principal pursuant to paragraph four, below, of these rules if such distribution or display would not constitute a violation of subparagraphs (a) through (f) of paragraph 1, above, of these rules.
3. Distribution or display of materials, printed or otherwise, outside of a school building must not take place on regular thoroughfares, in ways which impede or obstruct traffic or regular thoroughfares, private drives, or parking lots, within ten (10) feet of a school building entrance, or in violation of the rules and regulations referred to in paragraph four, below, of these rules, governing the time, place and manner of any such distribution or display of materials.

4. Subject to all of the provisions set forth in paragraphs one, two and three, above, of these rules, each building principal may, pursuant to Policy 5212, adopt such reasonable rules and regulations governing the time, place and manner of the distribution or display of materials in school buildings or on school grounds, including without limitation the use of school bulletin boards, as are necessary to avoid material and substantial interference with school or class work, discipline, the orderly operation of the school, the natural flow of pedestrian or vehicular traffic on school property, or the preservation of the school property under his/her control for the uses to which it is lawfully dedicated.
5. Any student violating these rules, or the rules and regulations established by a building principal under paragraph four, above, of these rules, will be subject to the sanctions of the policy governing on exclusion, suspension, expulsion and/or mandatory reassignment.
6. Any employee violating these rules, or the rules or regulations established by a building principal under paragraph four, above, of these rules, will be subject to appropriate employee discipline.

Policy

Adopted: 5/92

Reviewed: 4/06

Scheduling of Instruction

Organizational Plan

The intent of the board is to operate attendance centers and programs of instruction which achieve the highest possible levels of both effectiveness and efficiency. The board reserves the right to determine the number of attendance units to be operated; the grade levels to be included within attendance units, and any other decisions which relate to the organization and scheduling of instruction within the district. These decisions will be in accordance with state statute.

Legal Reference: R. R. S.
79-526 Class III school district; school board; schools;
supervision and control.

Policy

Adopted: 5/92

Revised: 4/06

Scheduling of Instruction

Instructional Arrangements

It is the duty of the superintendent of school or designee to advise the Board of Education on instructional arrangements including, but not limited to, the following:

1. class size
2. grouping of students
3. field trips
4. homework or make-up work
5. class examinations
6. instructional content
7. grading, marking, and reporting practices
8. instructional methods

Guidelines or rules and regulations established with respect to instructional arrangements shall be in accord with statutes, judicial decisions, board policies, goals and objectives of the school district, and provisions agreed to through collective negotiations with professional employees when any or all of these constraints are applicable.

Legal Reference: R. R. S.
79-526 Class III school district; school board; schools;
supervision and control.

Policy

Adopted: 5/92

Revised: 4/06

Scheduling of Instruction

State Requirements

Scheduling of instruction within the district shall be in accordance with all requirements of Nebraska statutes, all requirements stated by superordinate agencies established by statute, all requirements of accrediting agencies in which the board elects membership, all requirements of any negotiated agreements which the board may choose to establish, and designed to operate the district in the most effective and efficient manner so as to meet the needs and interests of students, the wishes of the community, and other policies adopted by the board.

The elementary and middle school shall have on file a representative weekly schedule for each classroom teacher encompassing experience in the following subject areas:

005.01A Reading and Language Arts

005.01B Mathematics

005.01C Social Studies

005.01D Science/Health

005.01E Physical Education

005.01F Art

005.01G Music

The instructional program in grades 9-12 shall include as a minimum the following subject fields and the number of instructional units shown for each:

006.01D1 Language Arts - 60 instructional units

006.01D2 Social Science - 40 instructional units

006.01D3 Mathematics - 40 instructional units

006.01D4 Science - 40 instructional units

006.01D5 World Language - 20 instructional units

006.01D6 Vocational Education and/or Practical Arts - 80 instructional units

006.01D7 Personal Health and Physical Fitness - 20 instructional units

006.01D8 Visual and Performing Arts - 40 instructional units

006.01D9 Computer Education - shall be included in the instructional program

Legal Reference: R. R. S.
79-526. Class III school district; school board; schools;
supervision and control.
Title 92, Nebraska Administrative Code, Chapter 10

Policy

Adopted: 5/92

Revised: 4/06

Scheduling Instruction

School Calendar

The Board of Education shall annually set the calendar of the ensuing school year. The term of the school year shall be specified by the board and shall be in compliance with or in excess of, minimum requirements as specified by statute or Nebraska's Regulations and procedures set forth in Rule Ten. The term of the year shall specify the dates students and teachers are expected to be in attendance, the opening and closing dates, school holidays, and vacation periods.

The calendar shall be prepared using guidelines from state statute, Rule Ten, North Central Accreditation, and any guidelines established by the Board of Education.

The school calendar shall include teacher professional development days required by the Nebraska Department of Education Rule Ten as a minimum and as the foundation for teacher professional development.

The length of the school year shall be established by the Board of Education. The superintendent shall administer the calendar approved by the board. Any dismissal of students from scheduled dates and times for instruction during the regular school term shall be approved by the superintendent or by his/her designee.

The Board of Education recognizes that there are times when school may need to be cancelled by the superintendent. If school cancellations exceed two full days, the superintendent will schedule makeup days either on flex days set in the school calendar or at a time he/she believes is in the best interest of the school district if not listed in the calendar.

Cancellations of school that exceed five full school days, will be placed on the school board agenda by the superintendent for any action that may be needed to revise the school calendar during the school year.

The number of flexible days or free days before the flex days take effect could be altered. The numbers used are simply an example.

Legal Reference: 79-101 Terms, defined
79-201 Compulsory education; attendance required; exceptions.

Approved: 5/92

Revised: 3/03

Reviewed: 4/06

EDUCATIONAL PROGRAM

Scheduling of Instruction

School Calendar

Any proposed school calendar for the Crete Public Schools will be developed to:

1. Provide a minimum of 1080 hours at the middle and high school levels for classes, supervised study, passing time and homeroom (announcements).
2. Provide a minimum of 1032 hours for grades K-5 for classes, supervised study, passing time, and recess.
3. Provide for emergency closing of school.

Early dismissal may take place as specified on the school calendar or as determined by the superintendent, upon notification of the school board.

Any of the following situations, although not inclusive, may be considered sufficient reason for a student to attend school fewer hours than the majority of students. This procedure will not be interpreted to mean that mere fulfillment of any of the conditions will result in automatic approval:

1. Illness of a prolonged nature.
2. Any physical or psychological disability, handicap or other disability which would prevent the student from benefiting from the regular school day.
3. The existence of unusual circumstances which would indicate the program of the school can no longer meet the needs of the student.
4. NSAA or school sanctioned activities.
5. Any disciplinary action deemed necessary and prescribed by school authorities.

Policy

Adopted: 5/92

Revised: 4/06

Scheduling of Instruction**School Day**

The school day shall be arranged and scheduled by the administration, within the limitations of school facilities and requirements of state law and regulations, so as to offer the greatest return educationally for the time spent.

The district will maintain complete compliance regarding compulsory education and attendance requirements, i.e., one thousand thirty-two instructional hours for elementary grades, and one thousand eighty instructional hours for high school grades. The school calendar must be coordinated with the length of the school day.

The school day shall be scheduled by the principal of each attendance center, subject to the advice and approval of the superintendent of the school district.

The intent of the board is that the principal shall seek to schedule instruction in the most effective and efficient practical manner and shall strive to keep to a minimum any interruptions of the time allotted for instruction.

Legal Reference: R. R. S.
79-201 Compulsory Education; Attendance Required:
Length of School Term

Policy

Adopted: 5/92

Revised: 4/06

Scheduling of Instruction

Release Time

Each building principal may authorize release time for special instruction for students, when release time is deemed beneficial to the total instructional program of the individual student.

Conditions which pertain to requests by students for release time for special instruction shall be specified in the published student handbook of the attendance center.

Policy

Adopted: 5/92

Reviewed: 4/06

Scheduling of Instruction

Inclement Weather

The following procedures shall be used for dismissing school in case of storms or disasters:

1. Before School Starts

In case of severe weather before school begins, the superintendent or his/her designee shall make the decision whether to hold school as early as possible. Notification to the media shall be made no later than 6:30 a.m. whenever possible.

2. While school is in Session

In case of severe weather during the school day, the superintendent or his/her designee shall make the decision whether to dismiss school. Notification to the media is to be made as much in advance of actual dismissal as possible. Hopefully, a two-hour advance notice before actual dismissal can be given. If this is not possible, a minimum of one hour advance notice should be attempted.

Policy

Adopted: 5/92

Reviewed: 4/06

Scheduling of Instruction**Ceremonies and Observances**

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

Rules, regulations, and procedures for scheduling of ceremonies and observances may be specified in the published student handbook of each attendance center. The principal of each attendance center shall be empowered to authorize and schedule any ceremonies or special observances within the school calendar or school day, provided the specific ceremony or observance is unique to a particular attendance center. The superintendent is empowered to schedule any ceremonies or observances by students which occur throughout the district.

The intent of the board is to encourage ceremonies and observances which are consistent with the curriculum goals of the district and are supportive of the instructional objectives of the district and its employees.

Policy

Adopted: 5/92

Reviewed: 4/06

Scheduling of Instruction

Emergencies - Dangerous Threat

Each building principal, acting with the advice and approval of the superintendent, shall prepare rules, regulations, and procedures pertaining to emergency conditions (i.e., fire, civil defense, bomb threats, tornadoes and hurricanes, enemy attack, inclement weather) and shall publish these rules, regulations, and procedures in the published student handbook of the attendance center.

Policy

Adopted: 5/92

Reviewed: 4/06

EDUCATIONAL PROGRAM

Scheduling of Instruction

Emergencies - Dangerous Threat

The probability of a threat actually being placed in the building is not great, but possible. The consequences of not treating a threat seriously far outweighs the advantages. Therefore, should a call be received, the following procedures will be taken to secure the safety of all staff and students:

1. The person who takes the message will:
 - Determine if appropriate to put telephone on hands free.
 - Record the message as accurately as possible on the "Receipt of Threat Form".
 - Call 911.
 - Report all information to the building principal and assistant principal.
 - Report incident to the telephone company.

2. The school principal will:
 - Notify the superintendent of receipt of bomb threat.
 - Notify the building staff with the code message: All field trips scheduled for today have been canceled." Upon receipt of this message staff should:
 - a. Close classroom door
 - b. Calmly look around their room to try to determine if there are any foreign objects
 - c. Staff are advised not to touch such objects if located, and to report same to principal immediately
 - d. You **DO NOT** need to report an all clear status
 - e. Staff should report all rumors of who might be responsible for such actions
 - f. Custodians will check all restrooms, custodial closets, storage areas, boiler rooms, and trash cans
 - Based on the data gathered, the status of emergency will be determined.

3. Emergency status - The building principal will:
 - Evacuate the building immediately
 - Call 911
 - Contact Superintendent for further direction concerning the course of action:

- a. A search of the building will be conducted by the police and fire department.
 - b. Determination of the safety status will be made by the superintendent or the building principal in charge.
1. Dismiss school for remainder of day
 2. Maintain school in session
 3. Non-emergency status - The building principal will contact the superintendent for further direction concerning:
 - a. Whether a search of the building will be conducted
 - b. Determination of safety status and further action

Any day missed as a result of a "bomb threat" will be treated as a day which must be made up should we exceed the school calendar allotment of two emergency dismissal days.

Policy
Adopted: 2//91
Revised: 4/06

RECEIPT OF THREAT BY TELEPHONE

(Fill out as exactly as possible)

1. Time of call and date _____

2. Exact words of the caller _____

3. Specifics of threat:

a. Time set for _____

b. Male or female _____

c. Age (approx.) _____

d. Speech impediment or accent _____

e. Long distance or pay phone _____

f. Background noise _____

g. Temperament of caller _____

h. Time caller hung up phone _____

QUESTIONS

When is bomb going to go off? _____

Where is bomb right now? _____

What kind of bomb is it? _____

What does it look like? _____

Why was the bomb placed? _____

Remarks:

