

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

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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 develop respectful and productive citizens. Learners will demonstrate academic and communicative skills necessary to navigate new challenges while providing support for their families and communities.

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

Revised: 5/11, 3/12

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 all accreditation standards as developed by the State Board of Education and other accrediting agencies approved by the local Board of Education.

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 development of curriculum is a shared responsibility by all stakeholders. 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 changing characteristics of the individual learner and the community.

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 approved 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, 5/12

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.

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 district's School Improvement Plan.

Policy

Adopted: 5/92

Revised: 4/06, 5/12

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.

Policy

Adopted: 4/06

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.

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.

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.

Policy

Adopted: 5/92

Revised: 4/06, 3/12

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

Volunteers

Volunteers are an integral part of the success at Crete Public Schools. The following regulations encourage the appropriate use of community volunteers while promoting the safety and best interests of students. Individuals who offer to volunteer at school functions may be categorically denied for a variety of reasons including but not limited to: volunteer requests have already been filled, no need for a volunteer, the volunteer may be considered more of an impediment than a benefit to the environment, or a criminal background check which the superintendent or designee does not believe will have a positive impact on the well-being of students.

School employees will provide an orientation for volunteers to assure they are familiar with their responsibilities and behavioral expectations while participating in district sponsored events.

Level I Volunteer:

- An individual who is not a District employee who has offered their time and expertise to assist a school employee while **on** school property.
 - Individual has been granted permission to participate in a school activity.
 - Individual is subject to a criminal background check at the request of the superintendent or designee.

Level II Volunteer:

- An individual who is not a District employee who has offered their time and expertise to assist a school employee while **not** on school property.
 - Individual has been granted permission to participate in a school activity.
 - Individual **must** successfully complete a criminal background check prior to participating in a school activity.

Campus Visitors:

- All visitors are subject to the standard protocol of reporting to the office of the building prior to visiting any area of the school.
 - On occasion, special accommodations may be made for visitors who participate in a school function such as, but not limited to, Special Friend's Day, Grandparent's Day, Carnival, and Veteran's Day.
 - Campus Visitors are subject to denial of visitation rights because of inappropriate conduct or any legal documentation limiting contact with children or adults.
 - The denial and/or removal of a visitor to campus shall be enforced immediately by any school administrator, a designee, or a law enforcement official.

Building Procedures for Requesting a Volunteer:

- Staff members will notify the Building Principal as soon as possible when they ask a person to assist as a volunteer.
 - The Principal will maintain a current log of both Level I & II volunteers in the building.
 - A staff member who asks a person to serve as a Level II volunteer is responsible for seeing to the completion of the paperwork. This includes the volunteer's criminal background check and its submission to the District Office no less than fourteen (14) working days prior to the school event.
 - Volunteers must submit their social security number, date of birth, and past and current addresses.
- The District Office may contract with an organization to conduct criminal background checks.
 - The District Office must have received an acceptable report from the organization conducting the background check before the volunteer will be permitted to participate.
 - The volunteer's criminal review must be free from dangerous behavior which would lead a reasonable person to be concerned about interaction with students. **The Superintendent or his/her designated representative will make final determinations and will err on the side of student safety.** *The Superintendent's determination shall be final.*
- Level II volunteers who successfully complete a criminal background check will be placed on a three-year rotation for renewal of the check; however, the District may request a background check at any time. Such requests for a check may be made multiple times, even in a single school year, all in the sole determination and discretion of the District.
- The District may request a criminal background check for a Level I volunteer or a campus visitor prior to a school event.
 - If such a request is made, the District will use the same process as is used for Level II volunteers.

The District Office will be responsible for coordination and implementation of the volunteer regulation. Comprehensive files regarding individuals will be kept confidential and maintained within the District Office.

Policy

Adopted: 1/28/13

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.

Policy

Adopted: 5/92

Revised: 4/06

Instruction

Enrichment

The Board of Education is committed to an educational program that recognizes the unique talents and needs of students. Students may 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, 3/12

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

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

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

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

Policy
Adopted: 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

Title I Parental Involvement Policy

The Crete Public School District commits to meeting all requirements of the No Child Left Behind Act of 2001 as they apply to all Title I programs conducted within the District. This Policy and all procedural steps included in the implementation of this Policy have been developed jointly with parents and will be reviewed, evaluated regarding its effectiveness, and updated annually at a scheduled meeting for this purpose, held at a convenient time for staff and parents. Parents are encouraged to provide input into such review, evaluation and possible revisions. This Policy will be distributed to all parents annually, in a language that parents can understand.

The District recognizes the unique needs of students who are being served through the Title I Program and stresses the importance of parental involvement in the academic success of their children. Opportunities will be provided for parent involvement in their child's education in the following manner:

- a. Open House – prior to the beginning of each school year
 - b. Parent/Teacher Conferences – held twice a year
 - c. Parent Advisory Meetings – open meetings in which all parents are invited.
 - d. Special visitation days in which parents and family members are invited in during regular instruction times to experience the educational programs with their children.
1. Parents will be involved in the planning, review, and improvement of the Parent Involvement Policy and School/Parent Compact through at least one annual meeting held at a convenient time.

An annual meeting will be held with parents to inform them about their child's participation in the Title I Program, explaining what Title I is and the requirements associated with it. This meeting is held each fall.

2. The District will strive to increase opportunities that will help build the capacity for strong parental involvement in all aspects of the District's programs.

The school district will build capacity through workshops, meetings, volunteer opportunities within the school and materials providing assistance to parents of children served by the school(s).

3. Parents will be provided timely information regarding the District's curriculum, academic assessments used, and proficiency levels expected of all students through a variety of communication methods utilized by the District to inform and involve parents as a partner in their child's academic success.

This will be done through the student handbook, curriculum nights, parent teacher conferences, report cards and progress reports along with frequent newsletters.

4. Parents will be provided opportunities to participate, as appropriate, in decisions relating to the education of their children regarding such matters as curriculum, assessments and student performance standards as well as the planning of effective parental involvement activities.

This will include the development of the District's School Improvement Plan, Title I Schoolwide Self-Review documents and/or Title I Schoolwide Plan, as well as participating in the Parent Advisory Board and completing an annual climate survey. Activities will be individualized by the buildings and accommodate family needs. These may include activities such as workshops for parents, parent advisory, and various events that welcome families into our schools and invite their feedback.

5. The District will coordinate and integrate parental involvement programs and activities with other community programs.

These may include programs such as:

- Head Start
- Title III
- Migrant programs,
- Home Instruction Programs for Preschool
- Adult ELL classes
- GED classes Parents
- Public Library

6. Parents will be provided assistance, opportunities, and/or materials to help them understand the topics relating to their child's academic achievement in a format, and when feasible, in a language they can understand. This includes participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children.

These opportunities will be provided by the school staff through a variety of means of communication such as parent-teacher conferences, handbooks, progress reports, newsletters and other school publications.

7. The District will conduct an annual evaluation of the content and effectiveness of the parental involvement policy.

A survey of parents is conducted to determine if their needs have been met and barriers prohibiting their participation in their child's education have been identified and reduced.

Policy Adopted: 8/15

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 established 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 without submitting required medical documentation clearing participants for play.
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. All participants must complete and submit requested medical information necessary for safe participation.
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. A student activity pass doesn't necessarily allow admittance to every home event, i.e., musical, fall play, tournaments, etc. 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, 3/12

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.

Policy

Adopted: 5/92

Revised: 4/06

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.

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

Assessment Protocols

1. State Assessments

The Crete Public Schools District has an assessment plan which maintains alignment within our curriculum as well as state approved content standards. The assessment procedures include a schedule and procedures for assessing success in achieving state standards.

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

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

Assessment results are to be reported by the teachers in the manner and within the time directed by the administration or designee. The assessment data are to be used to provide students, parents and Nebraska Department of Education with information about student progress, to enhance school improvement planning, and to improve instruction. The assessment data are to be evaluated by teachers in order to monitor student learning and to improve instruction or eliminate ineffective teaching practices. This process will help ensure students are being given the opportunity to meet the standards.

2. Achieving Valid Assessments

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

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

The following specific assessment expectations and rules apply:

a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.

i. Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the assessment. The instrument is to be maintained in a secure manner.

ii. Coursework Assessments. Coursework assessment instruments are to be periodically modified to keep the assessments current and prevent students from effectively using “test banks.” For coursework assessments that are given on a repeat basis to students at different times (e.g., a test that is given to students throughout the school day), the educator is to remind students to not share the content of the assessment with students who will be taking the test at a later time.

b. Teaching for Success on Assessments.

It is appropriate for educators to prepare students to do well on assessments. This is to be accomplished in a manner that assures the assessment accurately reflects the student’s knowledge, and not simply test preparation.

i. Teach the Content. Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to “teach to the test” by teaching based solely on the content of the assessment. The subject content is to be taught to the students over an appropriate amount of time prior to the assessment. “Cramming” content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.

ii. Practice Tests. Educators are to prepare students by teaching test-taking skills independent of the subject matter being assessed. Educators are not to conduct reviews using earlier versions of the same test unless publically available for such practice purposes. Educators may not use actual items from the current test which will be administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.

c. Conditions for Successful Assessments.

i. Communications. Educators are to communicate to students and parents the schedule for assessment administration, the purpose of the assessment, and

The manner in which assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.

ii. Climate. Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be minimized. Educators in nearby classrooms are to be informed that the assessment is to be administered so noises from neighboring classrooms are kept at a minimum. Activities or arrangements are to be made for students who finish early so such students do not cause a distraction to other students still taking the assessment.

iii. Security. Educators are to monitor students while administering assessments to ensure students are complying with standards of academic integrity. Those who violate standards of academic integrity are to be reported to the administration.

d. Full Participation. Educators are to make efforts to have all eligible students take the assessments. The educator should develop a list of students who will be exempted from assessment and the reason for the exemption and submit the list for review and approval by the Principal.

e. Assistance During Assessments.

i. Standardized Assessments. Educators are not to provide assistance to students while a standardized assessment is being administered except as required for ELL students, 504 Plan or IEP or allowed within the protocols developed for the test.

ii. Coursework Assessments. Students may be allowed access to instructional materials or mechanical aids only when all students being given the assessment are given the aids and use of the aids does not hinder the students from learning the content of the lesson. Students qualifying for a 504 Plan, IEP or ELL accommodations may receive approved assistance.

f. Student Answers. Assessments are to reflect the students' work as submitted by the students. During the assessments, educators are to monitor students to make sure directions are being followed (e.g., students are using a No. 2 pencil on all "bubble" sheet assessments and completely erase mistaken answers and extra marks on "bubble" sheet assessments). Educators are not to change answers on a student's assessment sheet or otherwise participate in the submission of false or misleading

assessment results.

All employees are to adhere to Nebraska's NeSA Security Procedures and report breaches in security to the Superintendent or the Superintendent's assessment designee for report to the Nebraska Department of Education. Professionalism, common sense, and practical procedures provide the framework for testing ethics.

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

Legal Reference: NDE Rule 10.5; NDE Rule 27.004.02H and 004.03D

Policy Adopted: 3/12

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

Text and Materials

Internet Safety and Acceptable Use PolicyA. Internet Safety Policy

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

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

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.
5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response.
6. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.

B. Computer Acceptable Use Policy

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

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

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

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

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.
4. Unacceptable Uses.

The following are unacceptable uses of the technology resources:

- a. **Personal Gain:** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
- b. **Personal Matters:** Technology resources shall not be used, and no person shall authorize its use, for personal matters.

Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

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

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

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

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

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

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

measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.
8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

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

Policy Adopted: 5/12

Crete Public Schools
Addition to Employee Code of Conduct
Appendix "1"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

In order to make sure that all members of Crete Public Schools community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the Crete School District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Crete Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Crete Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Crete Public Schools, any of its employees, or any institution providing network access to Crete Public Schools responsible for the performance of the system or the content of any material accessed through it.

Employee's Name _____

Employee's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

Crete Public Schools
Addition to Student Code of Conduct
Appendix "2"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

STUDENT'S AGREEMENT

In order to make sure that all members of Crete Public Schools community understand and agree to these rules of conduct, Crete Public Schools asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Crete Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Crete Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Crete Public Schools, any of its employees, or any institution providing network access to Crete Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Student's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

Crete Public Schools
Addition to Student Code of Conduct
Appendix "3"

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

PARENT'S AGREEMENT

In order to make sure that all members of Crete Public Schools community understand and agree to these rules of conduct, we ask that you as a parent/guardian sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by Crete Public Schools. As parent or guardian of the student named below, I grant permission for my son or daughter to access networked computer services such as electronic mail (e-mail) and the Internet. I understand that this free access is designed for educational purposes. I also understand that individuals may be held liable for violations of those Terms and Conditions. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold Crete Public Schools responsible for materials acquired or sent via the network.

I agree not to hold the Crete Public Schools, any of its employees, or any institution providing network access to Crete Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Parent's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

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 high levels of both effectiveness and efficiency. The board reserves the right to determine the number of attendance centers 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, 3/12

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, 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, 3/12

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

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.

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.

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.

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:

