

**TABLE OF CONTENTS**  
**Section 7000: Instruction**

<b>7100 GOALS AND PHILOSOPHY.....</b>	<b>1</b>
7110–INTRODUCTION .....	1
7120–STATEMENT OF PHILOSOPHY .....	2
7140–SETTING EDUCATIONAL OBJECTIVES .....	3
7150–ACADEMIC FREEDOM .....	4
7160–CITIZENSHIP.....	5
7170–CHARACTER INSTRUCTION .....	6
7180–MULTICULTURAL EDUCATION .....	7
7190–HEALTHY LEARNING ENVIRONMENT.....	8
7190.1–Healthy Learning Environment: Administrative Procedures .....	9
<b>7200 ORGANIZATION .....</b>	<b>14</b>
7210–SCHOOL YEAR.....	14
7211–SCHOOL CALENDAR .....	15
7212–SCHOOL DAY .....	16
7220–ORGANIZATION OF INSTRUCTION .....	17
<b>7300 CURRICULUM .....</b>	<b>18</b>
7310–CURRICULUM DEVELOPMENT.....	18
7320–CURRICULUM RESEARCH .....	19
7330–CURRICULUM ADOPTION.....	20
7330.1 Curriculum Design and Revision Process .....	21
7331–INSTRUCTIONAL RESOURCE ADOPTION .....	22
7331.1–Instructional Resources Selection and Purchase Process .....	23
7340–CURRICULUM GUIDE AND COURSE OUTLINES .....	24
7350–SELECTION OF MEDIA MATERIALS.....	25
7351–SPECIAL INTEREST MATERIALS .....	27
7352–ACCESS TO NETWORKED INFORMATION RESOURCES .....	28
7352.1 Student Network Access Application/Acceptable Use Agreement .....	29
7352.2 Acceptable Use Agreement .....	31
7360–COMMUNITY INSTRUCTIONAL RESOURCES.....	32
7370–RELIGION IN THE CURRICULUM .....	33
<b>7400 PROGRAM .....</b>	<b>35</b>
7410–BASIC INSTRUCTIONAL PROGRAM .....	35
7411–HEALTH EDUCATION .....	36
7413–REMEDIAL INSTRUCTION.....	37
7414–SUMMER SCHOOL .....	38
7415–TRAVEL STUDY .....	39

**TABLE OF CONTENTS**  
**Section 7000: Instruction**

7416–CO-CURRICULAR AND INTER-SCHOLASTIC PROGRAMS .....	40
7417–SCHEDULING FOR INSTRUCTION.....	41
7418–ADVANCED COURSEWORK .....	42
7421–WORK EXPERIENCE OPPORTUNITIES.....	43
7430–INTRAMURAL PROGRAMS .....	44
7431–INTER-SCHOLASTIC ATHLETICS .....	45
7460–PROGRAMS FOR HIGH ABILITY LEARNERS .....	47
7470–INSTRUCTION FOR NON-ENGLISH SPEAKING STUDENTS .....	48
7480–GUIDANCE AND COUNSELING .....	49
7490–ALTERNATIVE SCHOOL PROGRAM.....	50
<b>7500 PROGRAM DELIVERY .....</b>	<b>51</b>
7511–OPEN ENROLLMENT.....	51
7512–USE OF VOLUNTEERS.....	53
7513–TEACHER AIDES.....	54
7514–TEACHING STRATEGIES AND METHODS .....	55
7520–SCHEDULING INSTRUCTIONAL ACTIVITIES.....	56
7530–INDEPENDENT STUDY.....	57
7531–STUDENT PERFORMANCES .....	58
7540–INDIVIDUALIZED INSTRUCTION .....	59
7550–CONTRACTED INSTRUCTIONAL SERVICES .....	60
7560–INSTRUCTIONAL TELEVISION .....	61
7570–HOMEWORK.....	62
7580–PILOT PROJECTS .....	63
<b>7600 EVALUATION .....</b>	<b>64</b>
7610–EVALUATION OF INSTRUCTIONAL PROGRAMS .....	64
7611–ACADEMIC ACHIEVEMENT .....	65
7620–EXAMINATIONS .....	66
7630–TESTING PROGRAMS.....	67
7640–PROCEDURAL SAFEGUARDS .....	68
<b>7700 SERVICES FOR STUDENTS WITH DISABILITIES.....</b>	<b>70</b>
7710–PROGRAMS FOR STUDENTS WITH DISABILITIES.....	70
7771–CENTRAL NEBRASKA SUPPORT SERVICES PROGRAM .....	71
7720–IDENTIFICATION AND EVALUATION .....	72

**TABLE OF CONTENTS**  
**Section 7000: Instruction**

7730–INDIVIDUAL EDUCATIONAL PROGRAM.....	73
7731–EXTENDED SCHOOL YEAR .....	74
7732–PARTICIPATION IN ASSESSMENTS .....	75
7740–PROCEDURAL SAFEGUARDS .....	76
7750–STUDENTS WITH DISABILITIES AND NON-PUBLIC SCHOOLS .....	77
7760–SPECIAL EDUCATION PERSONNEL .....	78
7770–HOMEBOUND INSTRUCTION .....	79
7771–CENTRAL NEBRASKA SUPPORT SERVICES PROGRAM .....	80
<b>7800 OTHER .....</b>	<b>81</b>
7810–SCHOOL CEREMONIES AND OBSERVANCES .....	82
7820–FLAG DISPLAY .....	82
7840–STATE FIRE DAY .....	83
7850–ANIMALS IN THE SCHOOL .....	84

## **7100 GOALS AND PHILOSOPHY**

### **7110-INTRODUCTION**

The instructional policies of the Board of Education define the essential elements necessary to accomplish the adopted philosophy and goals for the educational development of students.

The Board recognizes the school is one of several institutions in our society and community responsible for the educational development of students.

The primary responsibility of the district should be the achievement of those educational goals which are the province of the school and for which the other institutions of our society and community do not assume major responsibility.

Policy Adopted 3-5-84  
Policy Reviewed 1-7-03

## 7120–STATEMENT OF PHILOSOPHY

The Board endeavors through the dedication of the school district's resources, to enable students, who come from a variety of backgrounds, to fulfill educational potential and become contributing members of society. This implies the student will acquire skills, attitudes, interests, appreciations, and insights which will enable him or her to make a maximum contribution to society. In order to achieve this goal, the Board will seek qualified employees to provide the best educational program for our students.

Instruction and curriculum are key elements of education. Instructional programs of the School District of Grand Island should be designed to allow students to demonstrate mastery of literacy and math, as well as develop skills in areas of creativity, self-directed learning, personal management, civic responsibility, problem solving, and critical thinking. Further such programs will impart positive attitudes in areas of physical and mental health, self-worth, citizenship, human relationships, and cultural understanding. Through programs provided by the district, students will explore such areas as sciences, arts, humanities, career preparation, environmental quality, economic understanding, value clarification, family living, and leisure time activities.

The support and involvement of the home and community are essential to achieve educational excellence in the school district. The school district strives to maintain an active relationship with the home and community to create within the student an awareness of dignity and worth of the individual, civic responsibility and respect for authority.

Also Policy: *1110–Statement of Philosophy and Mission*  
Also Policy: *1112–The People and Their School District*

Policy Adopted 3-1-77  
Policy Revised: 5-8-03

#### 7140–SETTING EDUCATIONAL OBJECTIVES

It shall be the responsibility of the instructional staff to develop specific educational objectives consistent with our educational goals as well as state and Federal standards.

Educational objectives and standards shall serve as the criteria by which learning materials are selected, content outlined, instructional procedures of educational technology developed, and evaluation conducted.

It is important that community, staff, and students be involved to help achieve the goals and standards set by the district.

Policy Adopted 3-5-84

Policy Revised: 5-8-03

## 7150--ACADEMIC FREEDOM

Academic freedom is essential to the fulfillment of the purposes of the Grand Island Public Schools. Democracy is a way of life that prizes alternatives. Alternatives mean that people must make choices. Wisdom with which to make choices can come only if there is freedom of speech, of press, of assembly, and of teaching. These protect the people in their right to hear, to read, to discuss, and to reach judgments according to individual conscience. Responsible self-government is impossible without the possession and exercise of these rights.

Training for effective citizenship has historically been accepted as one of the major goals of the public school system. An instructional program that is developed to achieve this purpose places great emphasis upon teaching about our American heritage: the rights, the privileges, and the responsibilities we enjoy as citizens.

Freedom to learn is part of the heritage of every American child. It rests upon four essentials:

1. The right to study and discuss significant issues: social, economic, political and philosophical.
2. The right of access to publications or statements that have a bearing on the issue.
3. The right to study and discuss all sides of the issue in an atmosphere free from compulsion with the teacher's point of view clearly identified as such.
4. The right to reach and express an opinion that may be different from that of other members of the class and that of the teacher.

Freedom to teach is part of the heritage of every American teacher. It rests upon five essential rights of the teacher:

1. To select teaching materials suited to the maturity level of the pupils and conducive to deeper understanding and more critical thinking concerning the questions being explored.
2. To direct the attention of students to significant current questions and to promote the exchange of ideas upon them.
3. To conduct classes in a climate of free speech, critical thinking and independent judgment.
4. To participate in community affairs on the same basis as other citizens.
5. To exemplify through behavior with students the essence of wholesome, constructive citizenship in his/her willingness to examine all sides of an issue. In discharging this responsibility, the teacher will assist students in capturing the spirit of academic freedom necessary for survival of a free society.

Grand Island teachers will be protected from censorship or restraint which unreasonably interferes with their obligation to expose students to controversial issues and to help students express their own views on such issues.

Policy Adopted 3-5-84  
Policy Reviewed: 4-2-03

## 7160–CITIZENSHIP

An informed, loyal, just and patriotic citizenry is necessary to a strong, stable, just and prosperous America. Such a citizenry necessitates that every member thereof be fully acquainted with the nation's history, that he/she be in full accord with our form of government, and fully aware of the liberties, opportunities, and advantages of which we are possessed and the sacrifices and struggles of those through whose efforts these benefits were gained. Since youth is the time most susceptible to the acceptance of principles and doctrines that will influence men throughout their lives, it is one of the first duties of our educational system to so conduct activities, choose its textbooks, and arrange its curriculum in such a way that the love of liberty, justice, democracy, and America will be instilled in the heart and mind of the youth of the state.

Legal Reference: 79-724

Policy Adopted 3-5-84

Policy Revised 5-8-03

#### 7170-CHARACTER INSTRUCTION

Each employee of the School District of Grand Island instruct as well as model in such a way as to give special emphasis to common honesty, morality, courtesy, obedience to law, as well as respect for the national flag, the Constitution of the United States, and the Constitution of the State of Nebraska, parents and the home, dignity and necessity of honest labor, and other lessons of a steadying influence which tend to promote and develop an upright and desirable citizen.

The Board of Education believes that the understanding of democratic principles, as well as ideals such as truth, goodness, honesty, trustworthiness, respect, responsibility, fairness, caring, and citizenship must be taught and demonstrated by the personnel of the School District of Grand Island.

Legal Reference: 79-725

Policy Adopted 3-5-84  
Policy Revised 12-12-94  
Policy Revised 11-13-03

## 7180–MULTICULTURAL EDUCATION

The Board of Education believes that the learning environment in district schools must reflect diverse cultural traditions and contributions. Such an environment allows students to develop a broader knowledge base, as well as a sense of respect for and tolerance of culturally diverse peoples, their customs and history legacy. Multicultural education shall include but not be limited to, studies relative to the culture, history and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans, and Euro-Americans. Special emphasis will be placed on human relations and sensitivity toward all races.

References: NE. Rev. Stat. 79-719 to 79-723

Policy Adopted: 2/5/96  
Policy Revised 10-9-03

## 7190–HEALTHY LEARNING ENVIRONMENT

The Grand Island Public Schools provides a healthy learning environment by supporting wellness education, good nutrition and regular physical activity as a part of the total learning environment. The Grand Island Board of Education supports an environment for students to participate in positive dietary and lifestyle practices that will contribute to their basic health. The Board believes that good health optimizes student performance. Because student health plays a critical role in academic stamina and performance, the academic environment must incorporate wellness education and assure students' basic nutritional and activity needs.

Toward this end:

- The district will provide a comprehensive learning environment to develop and practice lifelong wellness behaviors.
- The school environment shall be aligned with healthy school goals to positively influence student understanding, beliefs, and habits as they relate to good nutrition and physical activity.
- Guidelines will be established for nutritional education, physical activity, and other school-based activities designed to promote student wellness.
- When practical, efforts shall be made to integrate wellness information and health education into curricular offerings. Professional development opportunities may be directed to provide instructional skills for wellness integration.
- The district will strive to increase the amount of time students are engaged in physical activity. A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity should include regular instructional physical education, co-curricular activities and recess.
- By July 1, 2006, administrative guidelines will be in place to address the above-mentioned issues.

The district will promote and support proper dietary habits to contribute to student health and academic performance. All foods sold on school grounds and at school-sponsored activities during the instructional day will meet or exceed U.S. Government nutritional standards. Guidelines for reimbursable school meals shall not be less restrictive than government regulations pursuant to subsections (a) and (b) of Section 10 of the Child Nutrition Act (42 U.S.C. 1779) and Section 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758 (f), 1766(a)). These nutritional guidelines will have the objective of promoting student health and reducing childhood obesity. Emphasis will be placed on foods that are nutrient-dense per calorie.

A wellness committee, consisting of appropriate school and community representatives, shall oversee development of wellness goals of Policy 7190, development and update of administrative guidelines for Policy 7190, and assessment of implementation progress of Policy 7190 and related administrative procedures. This committee shall report annually on progress of the district toward meeting the goals of this policy.

Each building principal shall ensure that the provisions of this policy and subsequent administrative procedures are carried out.

References: *PL 108.265 Section 204 (Child Nutrition and WIC Reauthorization Act of 2004)*  
*42 U.S.C. 1779 (Child Nutrition Act of 1966)*  
*42 U.S.C. 1758 (Richard B. Russell National School Lunch Act)*

Policy Adopted 12-8-05

## 7190.1—Healthy Learning Environment: Administrative Procedures

Education and activities designed to foster healthy lifestyles are essential for students to achieve their full potential. The Wellness Committee has developed a set of recommendations for the district with seven main components:

1. **Nutrition Standards.** The following Nutrition Standards have been developed by the Grand Island Public Schools Wellness Committee to support policy 7190, Healthy Learning Environment. These standards will be reviewed yearly and updated as needed.

### Vending

- **Elementary Schools:** No beverages or snacks will be vended to students in elementary schools.
- **Middle Schools:** No soda pop or candy will be vended to students in Middle Schools (non-student accessible areas may be exempt). All items vended must meet the 'A la Carte Guidelines' in appendix A. Vending machines will be turned off from ½ hour before to ½ hour after all meal periods, adhering to the Nebraska Competitive Food Law.
- **Senior High School:**

- **Snacks/Other Foods Sold**

All foods sold individually must meet "A la Carte Guidelines" (refer to Appendix A.)

- **Beverages**

ALLOWED BEVERAGES: Low or non-fat milk, 100% juice, electrolyte beverages or flavored, calorie-free or unflavored water only. Refer to serving size allowance in Appendix A, "A la Carte Guidelines."

2007-2008

70% of products available in vending machines shall be non-carbonated (not "soda pop"). School store offerings shall display no more than 15% carbonated drinks ("soda pop"). No energy drinks are to be sold. Refer to serving size allowance in Appendix A, "A la Carte Guidelines."

2008-2009

No carbonated drinks ("soda pop") or energy drinks are to be sold in student-accessible areas during the school day. Refer to serving size allowance in Appendix A, "A la Carte Guidelines."

### Food/Beverage Fund-Raisers

No food or beverage sales are to occur ½ hour before, during, or ½ hour after scheduled meal times.

2007-2008

Sales of ready-to-eat Foods of Minimal Nutritional Value (FMNV\*) are to be limited. It is recommended that healthy foods that are 35% or fewer calories from fat and lower sugar items be sold. The sale of non-food items for fund-raising is encouraged.

2008-2009

No candy or pop sales on school grounds (excluding concession stands). It is recommended that healthy foods that are 35% or fewer calories from fat and lower sugar items be sold. The sale of non-food items for fund-raising is encouraged.

### After School Activities

Limit activities/ fundraisers that sell or serve foods of minimal nutritional value to no more than 3 times per year (including activities such as school carnivals, book fairs, holiday or cultural celebrations, etc.) at the discretion of the building principal.

### **Classroom Celebrations (Birthdays, Holidays, Etc.)**

Due to food safety concerns, all items provided by parents and students must be commercially prepared.

It is strongly recommended that staff and parents provide food items from the Wellness Committee Healthy Food list (appendix B) or foods meeting 35% or fewer of total calories from fat, meeting the 'A la Carte Guidelines' in Appendix A.

Alternative means of celebrating, using non-food items or activity is encouraged.

It is recommended that food items be distributed at dismissal time.

Classroom activities involving food (pizza parties or other food-centered events) are encouraged to occur during the last hour of the school day.

### **Incentives and Rewards**

It is recommended that healthy or non-food items are used as rewards or incentives for students. Candy or pop may not be used as a reward or incentive.

### **Concessions**

No Restrictions. Encourage concessions operators to work with District initiative to maximize student health by providing healthier choices, along with traditional concession stand fare.

### **Staff**

As positive role models for students, staff should be conscious of the nutritional value of beverages and food they consume during instructional time. Water is encouraged as the beverage of choice.

It is recommended that healthy food and beverage choices be made available in staff lounges and for staff meetings.

### **School Meals**

School meals will meet the USDA regulations for the Enhanced Meal Pattern and will be pre-planned to meet the minimum Recommended Dietary Allowances over the course of one week. No single food (aside from those on the FMNV [Foods of Minimal Nutritional Value] list – Appendix C) is prohibited, as long as the planned menu meets the calorie and nutrient guidelines plus or minus 2% over the course of the week. Meals will be planned to consider color, texture, preparation method, food cost, equipment and labor required. In addition, student preferences will be considered, as the healthiest of foods will not be beneficial to students if not consumed.

- **Fats/Fried Foods**

No deep fat frying will be used as a preparation method. Thirty percent or less of total calories will come from fat and no more than 10% of fat calories to come from saturated fat over the course of one week. Trans-fats will be minimized. Nuts, seeds and nut-butters are exempt from the fat restriction.

- **Breads/Grains**

Nutrition Services will strive to offer whole grain products. As these items become more available and are of reasonable cost, at least one-half of the total bread/grain products are to be whole grain beginning the 2008-2009 school year.

- **Fruits/Vegetables**

A variety of fruits and vegetables are to be offered. Fruits and vegetables may be fresh, frozen, canned in water, juice or light syrup only.

- **Meat/Entrée**  
Entrees will include lower-fat, higher fiber versions when possible; also subject to student preference.
- **FMNV (Foods of Minimal Nutritional Value)**  
None allowed (exceptions may be made up to three times per year in the lunch program as part of a special menu)  
See list of FMNV provided by Nutrition Services, Nebraska Department of Education (Appendix C).

**Lunches Brought from Home**

It is recommended parents provide a healthy lunch, limiting foods and beverages of minimal nutritional value. Milk is encouraged as a beverage.

**2. Nutrition Education.** Nutrition education and healthy living skills shall be taught as part of the regular instructional program and provides the opportunity for all students to understand and practice concepts and skills related to health promotion and disease prevention.

- Students at the elementary and middle school level will have access to a sequential skill-based health education program based upon district standards.
- Students shall have access to valid and useful health information and health promotion products and services.
- Students shall have the opportunity to practice behaviors that enhance health and/or reduce health risks during the school day and as part of before or after school programs (including practice of washing hands before eating).
- Students shall be taught communication, goal setting and decision-making skills that enhance personal, family and community health.

**3. Physical Education and Activity.** Physical education and physical activity shall be an element of each school's instructional program. The program shall provide the opportunity for all students to develop the skills, knowledge and attitudes necessary to participate in a lifetime of healthful physical activity.

- Physical Education Program. The physical education program shall be designed to stress physical fitness and encourage healthy, active lifestyles. The physical education program shall consist of physical activities of at least moderate intensity and for a duration that is sufficient to provide a significant health benefit to students, subject to the differing abilities of students.
- Students shall be supported in setting and meeting personal fitness goals that result in the achievement and maintenance of a health-enhancing level of physical fitness.
- Students shall be provided opportunities for enjoyment, challenge, self-expression and social interaction that will lead to a physically active lifestyle.

**4. Healthy and Safe Environment.** A healthy and safe environment for all, before, during and after school activities supports academic success. Safer communities promote healthier students. Healthier students do better in school and make greater contributions to their community.

- School buildings and grounds, structures, buses and equipment shall meet all current health and safety standards, including environmental air quality, and be kept inviting, clean, safe and in good repair.
- Schools and district offices shall maintain an environment that is free of tobacco, alcohol and other drugs.

- Safety procedures and appropriate training for students and staff shall support personal safety and a violence and harassment free environment.
- Each work site, school and classroom shall work to create an environment where students, parents/guardians and staff are respected, valued and accepted with high expectations for personal behavior and accomplishments.

**5. Social and Emotional Well-Being.** Programs and services that support and value the social and emotional well being of students, families and staff build a healthy school environment.

- Each school shall provide a supportive environment that includes guidance, counseling, and school social work services that encourages students, families and staff to request assistance when needed and links them to school or community resources.
- Students shall be provided the skills to express thoughts and feelings in a responsible manner and give and receive support from others.
- Students shall be taught to understand and respect the differences in others and how to build positive interpersonal relations.
- Students and staff shall be encouraged to balance work and recreation and helped to become aware of stressors which may interfere with health development.

**6. Health Services.** An effective health care delivery system that promotes academic achievement by providing a broad scope of services from qualified health care providers will improve the mental and physical health of students and staff.

- Primary coordination of health services shall be through a trained school health care practitioner with the support and direction of the school district and the Nebraska Department of Health and Human Services.
- The district shall collaborate with community health liaisons and resources to promote health and wellness for students, families, staff and community.
- A coordinated program of accessible health services shall be provided to students and staff and shall include violence prevention, school safety, communicable disease prevention, health screening, community health referrals, and immunizations, parenting skills, first aid and other priority health education topics.

**7. Family, School and Community Partnership.** Long-term effective partnerships improve the planning and implementation of health promotion projects and events within each school and throughout the community.

- Family, student and community partners shall be included on an ongoing basis in school and district wellness planning processes.
- The equality and diversity of the school and district community shall be valued in planning and implementing wellness activities.

- Community partnerships shall be developed and maintained as a resource for school and district programs, projects, activities and events.
- Schools and the district shall actively develop and support the engagement of students, families and staff in community health enhancing activities and events at the school or throughout the community.

## **7200 ORGANIZATION**

### **7210-SCHOOL YEAR**

The school year for elementary grades other than kindergarten shall consist of the time equivalent to at least one thousand thirty-two instructional hours. For secondary students the time equivalent shall be one thousand eighty instructional hours. The minimum time equivalent for kindergarten shall be four hundred instructional hours per year.

References: NE. Rev. Stat. 79-101 Title 92, NAC, Chapter 10

Policy Adopted: 3/5/84

Policy Revised: 2/5/96

7211–SCHOOL CALENDAR

The Superintendent shall annually present a calendar for the coming school year for approval by the Board. The calendar shall make provision for the opening and closing of school, in-service education days, and the length of the authorized vacation periods during the school year.

Policy Adopted 3-5-84

#### 7212–SCHOOL DAY

The length of the school day will be consistent among all elementary, junior high, and senior high schools. No alteration of the hours or opening and closing of any school may be made without the authorization of the Superintendent of Schools.

Each member of the professional staff shall be expected to observe the daily schedule, or its equivalent, in carrying out his/her individual professional responsibilities.

Policy Adopted 3-5-84

## 7220—ORGANIZATION OF INSTRUCTION

The program of education of the school district will be offered to students through the following organization:

1. Elementary School - grades pre-kindergarten through five.
2. Middle School- grades six through eight.
3. Senior High School- grades nine through twelve.
4. Special Education - This program may be housed at all schools of the district as well as in a separate facility.
5. Adult and Continuing Education - Adult education programs may be conducted in the appropriate school, taking into consideration facilities required for a particular course.
6. Alternative Education - Alternative education experiences for middle school and/or senior high school students with unique personal problems or educational needs will be planned in a setting appropriate to those needs.

Policy Adopted 3-5-84  
Policy Revised 9-11-03

#### 7310-CURRICULUM DEVELOPMENT

The Board of Education recognizes that the curriculum of the school district must be organized in such fashion as to provide and insure equal opportunity for students of different aptitudes, personality characteristics and viewpoints. The school system must continually develop and modify its curriculum to meet the changing needs of our society and to assure continued development of pupils in our schools. The Board of Education retains its full rights and responsibilities under the laws of the state of Nebraska with regard to the determination of curriculum. The Superintendent of Schools or his delegate is authorized to organize curriculum committees which may be composed of citizens, parents, teachers, and administrators to periodically review the curriculum and advise the Board of needed changes.

The curriculum of our schools shall be in harmony with the Board's adopted goals, (goal statement policy 7120 and 7130), and shall contain all courses required by the State Department of Education and the state law.

Policy Adopted 3-5-84  
Policy Reviewed: 7-10-03

#### 7320–CURRICULUM RESEARCH

The Board of Education authorizes the Superintendent of Schools to plan and conduct research to provide information for the management of the school district. This research may take on a variety of forms such as population projections, examination of research documents, opinion poll surveys, or any other procedure that may be deemed necessary.

In carrying out this policy, the Superintendent shall observe, but not be limited to, the following objectives:

1. To induce change in the curriculum and learning techniques under conditions which can be well documented.
2. To encourage and coordinate creative efforts so that duplication, conflict, and waste of time may be avoided.
3. To facilitate the teacher learning process and develop greater effectiveness of teaching.
4. To create a climate for professional growth of teachers and their application of creative problem solving techniques.
5. To establish criteria for change in educational practices through research, innovation development, and application of sound educational principles.

Policy Adopted 3-5-84  
Policy Reviewed; 7-10-03

7330–CURRICULUM ADOPTION

No curriculum area or course of study shall be added, eliminated ,or significantly revised without approval of the Assistant Superintendent for Student Learning. The Board Curriculum committee (referred to in statute as a committee on Americanism) shall review tplanned curriculum decisions, with periodic presentations at Board meetings.

Legal Reference: 79-724

See also School District of Grand Island Board Policy *2230–Board Committees*

Policy Adopted 3-5-84

Policy Revised 12-11-03

#### 7330.1 Curriculum Design and Revision Process

No curriculum area or course of study shall be added, eliminated, or significantly revised without approval from the Assistant Superintendent for Student Learning. Recommendations for adding, eliminating, or significantly revising curricula should be made by designated curriculum and assessment teams. 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 Assistant Superintendent for Student Learning, as well as evidence of progress toward designing course/grade level assessments that are aligned to the course/grade level curriculum standards. Written recommendations for course changes will normally be due to the Assistant Superintendent for Student Learning by December 1. The Board Curriculum Committee and Board of Education shall review planned curriculum decisions at least by January, with periodic presentations made at board meetings.

7331-INSTRUCTIONAL RESOURCE ADOPTION

All purchase requests from the district's instructional resources (textbook) fund shall be approved by the Assistant Superintendent for Student Learning. The Board Curriculum Committee shall review planned instructional resources decisions, with periodic presentations made at board meetings.

Policy Adopted 12-11-03

#### 7331.1—Instructional Resources Selection and Purchase Process

All purchase requests from the district's instructional resources fund shall be approved by the Assistant Superintendent for Student Learning. Recommendations for all new instructional resources -- which includes textbooks, consumable workbooks, software, and related resources -- should be made by designated instructional resources selection teams. This approval process will help assure that all students are consistently provided with high quality learning resources, which have been aligned to the district's curriculum and assessment programs.

Plans will be developed to purchase new resources for all K-12 courses and grade levels within a seven-year period, with priority given to approving purchases within the school year designated by an established seven-year cycle. "Off cycle" needs will also be considered that are compelling and affordable.

Written recommendations to approve new instructional resources requests must include a strong rationale; a set of course/grade level curriculum standards approved by the designated curriculum and assessment team and the Assistant Superintendent for Student Learning; and evidence of progress toward designing course/grade level assessments that are aligned to the course/grade level curriculum standards.

Instructional resource selection teams should be composed of at least three teachers. The review and selection process shall be based on a written set of selection criteria. Written recommendations for new instructional resources will normally be due to the Assistant Superintendent for Student Learning by May 1. The Board Curriculum Committee and Board of Education shall review planned curriculum decisions at least by May, with periodic presentations made at board meetings.

The Teaching and Learning staff will be responsible for ordering all newly-adopted and previously-adopted instructional resources from publishers. The Teaching and Learning staff will be responsible for generating the purchase order requests for newly-adopted instructional resources. School principals will be responsible for generating the purchase order requests for previously-adopted instructional resources.

## 7340–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. Goals 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. Inventory of the experiences for accomplishing objectives.
5. Suggestions for evaluation of educational outcomes.

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 3-5-84  
Policy Reviewed: 7-10-03

## 7350–SELECTION OF MEDIA MATERIALS

The Grand Island School Board hereby declares it is the policy of the School District of Grand Island School District to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow the review of allegedly inappropriate instructional materials through established procedures.

### OBJECTIVES OF SELECTION

In order to assure that the school media program is an integral part of the educational program of the school, the following selection objectives were adopted:

1. To provide materials that will enrich and support that curriculum and personal needs of the users, taking into consideration their varied interests, abilities, and learning styles.
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.
3. To provide a background of information which will enable pupils to make intelligent judgments in their daily lives.
4. To provide materials on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis.
5. To provide materials which realistically represent our pluralistic society and reflect the contributions made by these groups and individuals to our American heritage.
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive media collection appropriate for the users.

### RESPONSIBILITY FOR SELECTION

The Grand Island School Board is legally responsible for the selection of material, however, the responsibility and recommendation for selection of materials is made by certificated personnel.

### CRITERIA FOR SELECTION

Educational goals of the local school district, individual student learning modes, teaching styles, curricula needs, existing materials, and networking arrangements should be considered in developing the media collection. Guidelines for the evaluation and selection of curriculum resources are listed below.

Curriculum materials should:

1. Be relevant to today's world.
2. Represent artistic, historic, and literary qualities.
3. Contribute to the objectives of the instructional program.
4. Be appropriate to the level of the user.
5. Represent differing viewpoints on controversial subjects.
6. Provide a stimulus to creativity.

Technical materials should:

1. Be of acceptable technical quality; clear narration and sound, synchronized pictures and sound.
2. Be readable; typographically well-balanced.

#### PROCEDURES FOR SELECTION

In selecting materials for school media program, the certificated library/media personnel will: (1) evaluate the existing collection; (2) assess curriculum needs; (3) examine materials and consult reputable, professionally prepared selection aids. Recommendations for acquisition will be solicited from faculty, students, and patrons.

Gift materials should be judged by the criteria listed in the preceding section and should be accepted or rejected on the basis of those criteria.

It should be understood that selection is a continuing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

Policy Adopted 3-5-84  
Policy Reviewed 11-13-03

7351–SPECIAL INTEREST MATERIALS

Commercial organizations offer many materials for use by teachers in the classroom. The staff and administration are authorized to develop guidelines to evaluate and to use non-print resources. Commercial product advertisement should be minimal and overshadowed by the educational value of the product.

See Also: Grand Island Board of Education Policy 9410–*Advertising in the Schools* and Policy 9420–*Distribution of Materials by Non School Groups*

Policy Adopted 3-5-84  
Policy Revised 10-9-03

#### 7352–ACCESS TO NETWORKED INFORMATION RESOURCES

The Board recognizes that technologies dealing with information access can have a strong positive impact on instruction and learning. The use of networked information technology should be consistent with educational philosophy and the goals of the Grand Island Public Schools.

All users, both student and staff, are required to execute an acceptable use agreement and obtain appropriate training prior to accessing the network information and communications system.

All district policies, including those addressing discrimination, harassment, and copyright issues, will apply to the use of networked resources.

#### References:

Grand Island Public Schools Board policies–  
*1310–Non Discrimination*  
*1320–Sexual Harassment*  
*5521–Copyright Compliance*  
*7120–Statement of Philosophy*  
*7350–Selection of Instructional Material*

Policy Adopted: 12-6-99

Policy Revised 9-15-05

Policy Revised: 11-8-07

(This policy is repeated in Section 6000 as 6213.)

## 7352.1 Student Network Access Application/Acceptable Use Agreement

### General Regulations

The Grand Island Public Schools network, the Internet, and other on-line resources provided by the district, are intended to be used to support the instructional program and further student learning. The Grand Island Public Schools' network facilities are to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the district.

### Acceptable Use Agreement for Network and Internet Access

Both student and parent or guardian must sign *the Acceptable Use Agreement* before a student can use the Grand Island Public Schools' network.

### Supervision

Certified staff shall supervise students using on-line services at the school site and may ask media assistants and paraeducators to assist in this supervision.

### User Obligations and Responsibilities

Students are authorized to use the district's on-line services in accordance with user obligations and responsibilities specified below and in accordance with *Board Policy 7352--Access to Networked Information Resources* and the *District's Acceptable Use Agreement for Network and Internet Access*.

1. Students shall log in and log out of the network correctly using only their own name and password. Students shall keep personal account numbers, home addresses, and telephone numbers private.
2. Students will not lend their network or email passwords or privileges to others. Students will not borrow these resources from others.
3. Students shall not read other users' files or email; they shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to delete, copy, modify, or forge other users' files or email.
4. Students are prohibited from accessing, posting, sending, submitting, publishing, or displaying harmful matter or material that is threatening, obscene, disruptive, or sexually explicit, or that could be viewed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs.
5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law or District policy.
6. Students shall follow copyright laws as stated in Board Policy *5521--Copyright Compliance*.
7. Vandalism will result in the restriction or cancellation of user privileges. Vandalism includes the intentional uploading, downloading or creating computer viruses, and/or any malicious attempt to harm or destroy district equipment or materials or the data of any other user.
8. Students shall report any security problem or misuse of the services to the supervisor, teacher, or principal immediately without alerting others.

9. The district's system shall be used only for purposes related to education. Use of the district's system for personal or private monetary gain or political use is strictly prohibited.
10. Students are prohibited from bringing personal computers (i.e., desktops, laptops, game controllers, etc.) and related network devices into Grand Island Public Schools' buildings.
11. Given just cause, the District reserves the right to monitor network activities of users suspected of inappropriate use. Electronic communications and downloaded material, including files deleted from a user's account, may be monitored or read by district officials.
12. The use of the district's system is a privilege, not a right, and inappropriate use shall result in restriction or cancellation of those privileges and may result in additional disciplinary action.

#### **Consequences of Violation of Network and Internet Access Guidelines**

Students who fail to abide by district network and Internet access guidelines shall be subject to disciplinary action, possible revocation of the user account, and legal action as appropriate. Potential consequences may include, but not be limited to:

- Restricted access to the network and Internet
- Loss of access to the network and Internet
- Possible suspension or expulsion
- Referral to law enforcement

#### **Review of Student Acceptable Use Agreement for Network and Internet Access**

Appropriate and acceptable use of the Grand Island Public Schools' network and access to the Internet are taken very seriously. All new students and their parents or guardians will be asked to read and sign the *Student Acceptable Use Agreement for Network and Internet Access* during the registration process. The *Acceptable Use Agreement for Network and Internet Access* guidelines will be reviewed with students and teachers annually. Students in grades three, six, and nine and their parents or guardians will be asked to review and sign the *Student Acceptable Use Agreement for Network and Internet Access* at the beginning of the school year.

**7352.2 Student Acceptable Use Agreement for Network and Internet Access**

\_\_\_\_ I agree to allow my child to have access to the Grand Island Public Schools' network and the Internet. I have read and agree to the Grand Island Public Schools' *Network and Internet Access Guidelines* and I agree to be responsible for the behavior of my child.

I understand that the following is a non-exhaustive list of activities that will not be tolerated, and that violations may result in the restriction or loss of account privileges, as well as other disciplinary and/or legal actions:

- Sending or displaying offensive pictures or graphics
- Using obscene language
- Harassing, insulting, threatening, or abusing other network users
- Violating copyright laws
- Using another user's account and password
- Damaging computers, personal or network files
- Trespassing in another user's private files
- Attempting to circumvent network security
- Using the Grand Island Public Schools network for commercial purposes or individual financial gain.

\_\_\_\_ I shall not hold the District responsible for materials acquired by my child on the system, for violations of copyright restrictions, users' mistakes or negligence, or any costs incurred by my child. I understand that the District cannot guarantee the accuracy or appropriateness of information or material that my child may encounter on the Internet.

\_\_\_\_ I do not agree to allow my child to have access to the Grand Island Public Schools' network and the Internet.

S t u d e n t  
N a m e : \_\_\_\_\_

Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

Students in grades 3-12 must sign below.

\_\_\_\_ I have read and agree to follow the Grand Island Public Schools' Network and Internet Access Guidelines.

\_\_\_\_ I do not agree to follow the Grand Island Public Schools' Network and Internet Access Guidelines.

Student: \_\_\_\_\_ Date: \_\_\_\_\_  
(Signature)

School: \_\_\_\_\_ Grade: \_\_\_\_\_

#### 7360–COMMUNITY INSTRUCTIONAL RESOURCES

The Board of Education endorses the concept of the community as a resource for application and extension of knowledge and skills initiated in the classroom. The Board of Education authorizes the administration and instructional staff to work closely with various community groups in the identification and utilization of a wide variety of community instructional resources.

Administrators and teachers are authorized to use individuals possessing highly developed knowledge and/or skills as a resource to teacher specialized units that may be developed to supplement the standard curriculum

Policy Adopted 3-5-84  
Policy Reviewed 8-14-03

## 7370–RELIGION IN THE CURRICULUM

Religion has impacted art, literature, and history past and present. An education excluding all materials with references to religion would be incomplete. Therefore materials containing religious themes needs to be taught in a factual, objective, and respectful manner.

Therefore, the practice of the Grand Island School District shall be as follows:

1. The District allows religious themes in literature, music, drama, history, and the arts in when it pertains to the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.
2. The emphasis on religious themes in the arts, literature, and history should be only as extensive as necessary for a balance and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.
3. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.

### RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

It is accepted that no religious belief or non-belief should be promoted by the school district or its employees, and none should be disparaged. Instead, the school district should encourage all students and staff members to appreciate and be tolerant of each other's religious views. The school district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. In that spirit of tolerance, students and staff members should be excused from participating in practices which are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it.

The Grand Island School District recognizes that one of its educational goals is to advance the students' knowledge and appreciation of the role that our religious heritage has played in the social, cultural, and historical development of civilization.

### OBSERVANCE OF RELIGIOUS HOLIDAYS

The practice of the Grand Island School District shall be as follows:

1. The several holidays throughout the year which have a religious and a secular basis may be observed in the public schools.
2. The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
3. Music, art, literature, and drama having religious themes or basis are permitted as part of the curriculum for school-sponsored activities and programs, if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday.
4. The use of religious symbols such as a cross, menorah, crescent, Star of David, creche, symbols of Native American religious or other symbols that are part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature.

5. The school district's calendar should be prepared so as to minimize conflicts with religious holidays of all faiths.

Policy Adopted: March 5, 1984  
Policy Reviewed: 11-13-03

## **7400 PROGRAM**

### **7410–BASIC INSTRUCTIONAL PROGRAM**

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

High priority will be given to the kinds of learning that serve as a foundation for other educational development. These include: Reading, Mathematics, Spelling, Handwriting, English, Science, Music, Art, Physical Education, Social Studies, and Health. This will ensure students the opportunity to acquire a body of factual knowledge as well as develop intellectual curiosity, critical thinking, problem solving abilities, and aesthetic appreciation during the school years in such a manner that will be used throughout a lifetime.

Policy Adopted 3-5-84

Policy Reviewed 10-22-03

## 7411–HEALTH EDUCATION

The comprehensive health program of the school district will focus upon the facts, principles, and concepts pertaining to healthful living. Students' experiences in the health program will assist them in developing attitudes which will assist them in:

1. Assuming individual responsibility for good health.
2. Understanding the economic consequences of poor health and its effects upon society.
3. Understanding the importance of mental and physical fitness.
4. Understanding the process of selecting health care providers.
5. Understanding the importance of proper nutrition and its effect on growth and maintenance of healthy body systems.
6. Understanding mental retardation and other developmental disabilities, such as cerebral palsy, autism, and epilepsy.

In addition, instruction shall include the physiological, psychological, and sociological aspects of drug use, misuse, and abuse and the avoidance of the consumption of drugs. Special emphasis shall be placed upon the commonly abused drugs of tobacco, alcohol, marijuana, hallucinogenics, amphetamines, barbiturates and narcotics. Drugs shall be defined as any and all biologically active substances used in the treatment of illness or for recreation or pleasure.

Legal Reference: 79-712

Policy Adopted 3-5-84  
Policy Revised: 3-2-98  
Policy Reviewed 10-22-03

#### 7413-REMEDIAL INSTRUCTION

Special programs of remedial instruction which meet state guidelines, categorical federal programs, or other specially designed programs shall be provided for children whose needs require special methods and materials. The Board of Education authorizes the employment of staff to meet special needs and to prepare special reports at the recommendation of the Superintendent of Schools.

Policy Adopted 3-5-84  
Policy Reviewed 10-22-03

#### 7414–SUMMER SCHOOL

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

The summer school curriculum shall be established to meet the needs of students. Remedial courses at elementary level, and makeup and review courses at the secondary level, shall provide an opportunity for students to qualify for promotion and/or credit in areas and subjects where previous work has not met promotional/credit standards. Courses provided for the purpose of permitting secondary school students to expand their programs shall meet the credit/instruction requirements for summer school courses and established by the North Central Association of Schools and Colleges.

Policy Adopted 3-5-84  
Policy Revised 12-11-03

#### 7415–TRAVEL STUDY

Today's rapidly changing world demands a knowledge of the cultures of people everywhere. It is our desire that the public school may expand the walls of the classroom to enable students to develop an understanding of the cultural similarities as well as the differences of other people in other areas. Consequently, the schools may explore opportunities independently, or in cooperation with recognized, reputable agencies to offer pupils the study of comparative cultures both during the regular school and during the summer months.

All reasonable and prudent steps to safeguard the physical and educational welfare of participating students shall be taken. Students shall be given guidance in setting up educationally sound variations in their school program to enable them to participate. The administration may place restrictions upon students participation when welfare considerations require it. Student participation in all cases shall be on a voluntary basis.

The school district endorses the receiving of students from foreign countries in our high schools for academic study in cooperation with recognized agencies. This opportunity offers our community and/or students, as well as the foreign visitor, a rich opportunity for cultural exchange. The Board of Education shall waive tuition of these students from recognized and accepted agencies.

Policy Adopted 3-5-84

#### 7416--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 wholesome attitudes and good human relationships. School citizenship, as reflected in student activities, is a measure of the achievement of important school goals. 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 need activities, and to prevent the over-enthusiastic 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 state and federal guidelines.

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

1. Require all student participation to be on a voluntary basis.
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 student funds.

Policy Adopted 3-5-84

#### 7417–SCHEDULING FOR INSTRUCTION

The schedule of elementary schools will include the following subjects as required for approval and accreditation. These requirements specify:

1. Language Arts (reading, writing, speaking, listening, handwriting, and spelling).
2. Mathematics.
3. Social Studies.
4. Science.
5. Physical Education and Health.
7. Art.
8. Vocal Music.
9. Instructional Technology and Media

Minimum time requirements for each area shall be established by the Assistant Superintendent Student Learning. Time requirements should be sufficiently flexible to enable staff to address emergent needs and topics.

Reference: *NDE Rule 10: Regulations and Procedures for Accreditation of Schools*

Policy Adopted 3-5-84  
Policy Revised: 10-9-03

7418-ADVANCED COURSEWORK

The Board of Education authorizes the provision of special courses and programs for academically advanced high school students. These opportunities may include courses for college credit, advanced college placement programs, specialized college and/or consortium designed programs for high school students.

Policy Adopted 3-5-84  
Policy Revised 5-13-04

#### 7421–WORK EXPERIENCE OPPORTUNITIES

Whenever possible, actual work experience will be incorporated into all career and technical programs. Work experiences may take the form of cooperative work study, construction, or repair and delivery of commercial services performed in various work settings. In all instances, courses and programs providing practical work experience shall be organized and conducted solely for the purpose of providing the student with a valuable training experience.

The high school administration, along with designated department head and teachers, shall make final decisions on the appropriateness of these work experience opportunities.

Policy Adopted 3-5-84  
Policy Revised 5-13-04

#### 7430–INTRAMURAL PROGRAMS

The Board of Education endorses the concept of widespread participation in a wide variety of games and sports between and among the students of the school district. This includes:

1. A broad program of after-school activities in the elementary schools, skills orientation culminating in appropriate skills and fun days at the conclusion of the period of instruction.
2. A broad intramural program at the middle school and senior high schools allowing for a maximum participation where students' interests dictate a need for the program.

Policy Adopted 3-5-84  
Policy Revised 5-13-04

## 7431-INTER-SCHOLASTIC ATHLETICS

The Grand Island 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 sports activities.

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

The purpose of school athletics is both educational and recreational. The athletic program 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, athletic program is an important factor in the morale of a student body, and an important aspect of good community-school relations.

1. The athletic 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 inter-scholastic athletics is limited to students in grades 7 through 12
3. Those teachers having direct responsibility for the athletic program of the school are required to conform in all ways to the general education program as laid down by the Board and administration, including such matters as schedules, financial expenditures, relationships with other schools, and health and safety regulations.
4. The Grand Island Public School is a member of the Nebraska High School Activities Association, and in all athletic matters will adhere firmly to the rules and regulations of that body and to the philosophy of sports which Nebraska School Activities Association encourages. The eligibility of students to participate in the athletic program is determined in accordance with the Nebraska High School Activities Association regulations.
5. No student may start practice with any athletic team until he or she has been examined and approved by a medical doctor and until written consent has been obtained from the parent.
6. Expenditures for the athletic program are incorporated as a part of the general budget of the Board. Coaches of each sport will submit their budgetary needs to the athletic director for the next school year and the latter will present the total athletic budget request to the principal for approval and inclusion in the general budget. No expenditures for athletic purposes may be made in excess of those listed in the budget without approval of the Superintendent.
7. Insurance against accident or injury shall be required. Participants shall furnish proof of coverage or participate in the program made available by the districts for inter-scholastic athletics.
8. An attempt will be made to have immediate medical supervision available at all athletic competition.
9. The school district shall observe all requirements of Federal and State legislation for equal opportunity for participation for boys and girls in sports.

Policy Adopted 3-5-84  
Policy Revised 5-13-04

#### 7460--PROGRAMS FOR HIGH ABILITY LEARNERS

The Grand Island Board of Education recognizes high ability learners as a group of students with specialized learning needs. Consistent with district philosophy, the School District of Grand Island shall establish programs to identify and provide educational opportunities to high ability learners in an integrated continuum of services provided, to the extent possible, at the students' school of regular attendance.

"Learner with high ability shall mean a student who gives evidence of high performance capability in such areas as intellectual, creative, or artistic capacity or in specific academic fields and who requires acceleration or differentiated curriculum programs in order to develop those capabilities fully." (Neb. Rev. Stat. 79-1107(3))

Policy Adopted 7-7-80  
Policy Revised 7-12-01

#### 7470-INSTRUCTION FOR NON-ENGLISH SPEAKING STUDENTS

Provision for the instruction for non-English speaking students is authorized. These services shall provide for the diagnosis of language skills, specialized teaching materials, contracting for required special assistance for staff development and employment of appropriate staff. Instructional intervention services will be appropriate to the degree of the language handicapping condition.

Policy Adopted 3-5-84

#### 7480–GUIDANCE AND COUNSELING

The guidance and counseling program should be an integral part of the total instructional program. The guidance function may be performed on occasions by personnel with specialized training and on other occasions by individuals having the personal day-to-day contact with the child. Services will be designed to help students to recognize, accept, and develop their potential, to adjust to school and to develop skills they need to cope with the problems they meet.

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

Guidance encompasses all phases of the student's life. Guidance is a function that serves to assist a child in selection of courses which will result in career placement after graduation, or some form of post high school technical education or a college program. The guidance department shall provide information on testing programs, financial aid, career options, and counseling which will promote appropriate post-secondary education or career placement. Guidance workers must work cooperatively with parents, teachers, and administrators. Guidance staff, as well as all personnel who come in contact with students, will work to promote desirable, social, emotional, and intellectual development.

Policy Adopted 3-5-84  
Policy Revised 5-13-04

#### 7490-ALTERNATIVE SCHOOL PROGRAM

The Board of Education recognizes the necessity for planning an alternative educational experience for students with personal problems or educational needs that can best be met in an alternative setting. The district may make provisions for alternatives which include, but are not necessarily limited to, such programs as: re-admission to school, night classes, alternative school, and obtaining a high school equivalency diploma -

Policy Adopted 3-5-84  
Policy Revised 11-11-04

## 7500 PROGRAM DELIVERY

### 7511–OPEN ENROLLMENT

The Grand Island Public Schools recognizes its responsibility to provide a wide range of educational experiences in a cost effective and efficient manner. Such options may not be available in all districts. The Grand Island Public Schools wishes to assist students to realize educational opportunities through the option of open enrollment. Grand Island Public Schools will participate fully in open enrollment as required by statute and subject to limitations provided by appropriate annual capacity and based upon the following class/program numbers as required by 79-238. A class will be considered at capacity based on the following enrollments:

Pre Kindergarten – 15 students/session  
Kindergarten 16 students/class  
1st to 3rd-18-students/class-  
4th to 5th - 20 students/ class  
6<sup>th</sup> to 8<sup>th</sup> grade – 22 students/class (core)  
9th to 12th - 24 students/class (based on required classes)

The Board of Education reserves the right to alter capacity standards based upon unique conditions at individual attendance centers. The above capacity standards are not meant to define individual class size or the point at which an additional classroom or teacher is required

Capacity for Special Education and ELL programs will be determined by appropriate administrative personnel and based on student number and specific needs of students participating.

Standards for acceptance of option students will be based upon availability of staff and facilities, projected enrollment, including CNSSP contracts, instructional methods that may dictate enrollment limitations, and the availability of Special Education programs. Students contracted through CNSSP and served in Grand Island Schools are not eligible for option enrollment into the Grand Island Public Schools (as per 79-244).

Standards for option students will not include academic achievement, athletic or extra-curricular ability, handicapping condition, proficiency in the English language, or disciplinary history of the student.

Priority will be granted to requests that aid racial integration of the Grand Island Public Schools. (Racial integration is aided when the option student's race in the Grand Island Public Schools is a smaller percentage of the total student population than exists in the resident district.) Additionally, priority shall be given to siblings of option students. Thereafter, acceptance will be based on the order in which the written applications were received at the Office of the Superintendent. If applications were received at the same time, or the dates cannot be determined, acceptance will be based on random drawing. No application will be considered which is received outside the prescribed dates, of September 1 through March 15 for entrance at the start of the subsequent school year unless special waiver is provided by the Board of Education (79-237). The application of a student who relocates into another district but wants to continue in Grand Island Public Schools will be immediately accepted.

The Grand Island Public Schools reserves the right to determine the school building to which the option student will be assigned.

Nothing in the open enrollment policy shall be construed as interfering with any existing contract between districts or individual students.

Parents will be afforded the opportunity to appeal rejection of application before the Board of Education and may appeal to the Nebraska Department of Education within thirty days of the rejection.

Legal Reference: Title 92 Nebraska Administrative Code, Chapter 7 Nebraska Rev. Stat.  
79-232 through 79-246  
Title 92 Nebraska Administrative Code, Chapter 7

Policy Adopted 4/8/91  
Policy Revised 4/13/92  
Policy Revised 6/03/96  
Policy Revised 12-9-04  
Policy Revised 11-13-08

7512–USE OF VOLUNTEERS

The Board of Education authorizes the Superintendent and staff of the school district to develop a variety of programs for training and utilizing volunteer aides throughout the district. The volunteer aide program will be planned and directed by the building administrator and teachers.

Policy Adopted 3-5-84

#### 7513-TEACHER AIDES

Aides are defined as persons who are directly under the supervision of a teacher in performing tasks which are of a routine instructional or non-instructional nature. These individuals are employed to free teachers from routine duties and to assist children with tasks teachers have assigned.

The employment of aides is authorized when justified by class size or by an activity which may require a higher level of supervision.

Legal Reference: 79-1233

Policy Adopted 3-5-84

#### 7514-TEACHING STRATEGIES AND METHODS

It is the desire of the Board that the best available teaching strategies and methods for bringing about learning be utilized in the district's schools. The Board of Education and instructional staff are expected to keep abreast of new and more promising instructional and assessment ideas and practices and to apply strategies and methods which have the greatest potential for improving all students' learning at all levels opportunities and outcomes. These strategies and methods should 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 the personalization of learning, including:

1. Appraisal of individual learning style, abilities, and disabilities.
2. Assessment of individual learning needs.
3. Development, implementation, and evaluation of individual learning styles.
4. The modification and/or recycling of individual learning programs.

Policy Adopted 3-5-84  
Policy Revised 12-4-04

#### 7520–SCHEDULING INSTRUCTIONAL ACTIVITIES

It is the responsibility of each school principal to see that a satisfactory instructional program is scheduled for all students . This schedule should provide for the best use of the student's time in relationship to district goals, within the framework of practicable school operation. Each administrator shall be guided in scheduling instructional courses, periods, and activities by district guidelines and the requirements of the Nebraska State Department of Education for meeting accreditation standards.

Reference: *7417–Scheduling For Instruction*

Policy Adopted 3-5-84

Policy Revised 1-13-05

#### 7530–INDEPENDENT STUDY

The Grand Island Board of Education encourages the establishment of independent study programs in the district schools when appropriate.

Independent study programs provides alternative educational experiences tailored to meet academic needs of students. Independent study may vary in length of time from study projects of several weeks within a given course to courses for semester or year long duration. These experiences will be made available or practical in regular classroom study. Although guidance procedures and assessment will be under the leadership of the school's certified staff, independent study may provide community-based experiences with people in other professions, business, government, or industry. The range of opportunities for independent study and eligibility will be established by the school's certified staff and thoroughly discussed with students to insure their awareness of such opportunities.

Policy Adopted 3-5-84  
Policy Revised 1-13-05

#### 7531–STUDENT PERFORMANCES

The Board of Education recognizes public performances and competition as an essential part of the education experience in certain areas.

Students making a public performance as a representative of the Grand Island Public Schools shall first secure permission of the school principal. Students shall not receive any remuneration for any such performances. Such performances shall be in keeping within the district's educational goals and purposes, and shall be scheduled to minimize the loss of instructional time.

Policy Adopted 3-5-84  
Policy Revised 1-13-05

#### 7540–INDIVIDUALIZED INSTRUCTION

The Board of Education recognizes the need for a variety of approaches in instruction which will enable teachers to best meet the needs of a student's learning style, rate, and interest. No one teaching style or method of instruction will meet the needs of all students. Teachers are encouraged to utilize a variety of instructional techniques to individualize and personalize the learning for individuals or groups of students.

Policy Adopted 3-5-84  
Policy Revised 1-13-05

#### 7550—CONTRACTED INSTRUCTIONAL SERVICES

The Superintendent of Schools is authorized, with Board approval, to develop inter-local agreements for instructional services not available within the school district. These contracts enable the district to exchange services with other schools as well as utilize the services of post secondary—instructional providers.

Contracted services may include, but are not necessarily limited to:

1. Technology.
2. Exchange programs.
3. Special education and English Language Learner (ELL) services.
4. Lease purchase agreements for instructional equipment and resources.
5. Distance learning.
6. Web-based curricula.

Policy Adopted 3-5-84

Policy Revised 1-13-05

#### 7560–INSTRUCTIONAL TELEVISION

The Nebraska State Department of Education is charged by law (section 79-1323) to make provision for the planning, developing, producing, leasing, assembling, and utilization of instructional television programs in the elementary and secondary schools in Nebraska. The Board of Education authorizes the Superintendent and administrative staff to plan for the use of educational television for basic and supplemental instruction within the school district.

Legal Reference: 79-1323

Policy Adopted 3-5-84

Policy Revised 1-13-05

#### 7570–HOMEWORK

The Board of Education recognizes that learning is not limited to the school day and that homework is a necessary and valuable part of the learning experience. The term "homework" refers to any type of independent practice or other assignment which will likely be completed outside of the class period. The purpose of homework is to expand learning time, to enhance skills acquisition and stimulate interest on the part of the student. Homework should be an extension of the classroom experience and as such is a valuable instructional tool.

A task assigned outside of the school day should have clearly defined learning targets and activities that are appropriate for the age and ability of the student. Teachers should assign meaningful homework which fosters the review and practice, application, and enrichment of skills which have been previously taught during the school day. Homework should provide an opportunity for a variety of activities and practice experiences.

Policy Adopted 3-5-84  
Policy Revised 3-17-05

#### 7580-PILOT PROJECTS

Pilot projects should be a response to a clear student or district need. All pilot projects shall have clearly defined implementation periods and at the conclusion of the new initiative or pilot experience, the project shall be evaluated for possible continued and/or expanded use based on impact on student learning or other educationally-related attribute, cost, and feasibility of implementation on a district-wide basis. A summary and results of the evaluations and recommendations will be presented to the Board prior to any decision regarding future status.

New initiatives and pilot projects shall be approved by the Superintendent or designee.

Policy Adopted 3-5-84  
Policy Revised 3-17-05

**7600 EVALUATION****7610–EVALUATION OF INSTRUCTIONAL PROGRAMS**

Educational excellence is a major goal of the school district. The Board of Education expects high academic achievement to be a major outcome of the learning program of the district. Therefore, the instructional staff is expected and encouraged to periodically and systematically conduct an assessment of all curriculum areas of the educational program. This process will review the goals and objectives of the district and assess achievement. A wide variety of evaluative resources shall be utilized in this regard. The Superintendent shall report periodically to the Board of Education on the progress of the district toward the attainment of its educational goals.

The evaluation process is periodically stimulated by the district's goal of maintaining the highest possible accreditation standards with the Nebraska State Department of Education.

Policy Adopted 3-5-84

#### 7611--ACADEMIC ACHIEVEMENT

The philosophy of the Board concerning academic achievement is based on the premise that children have diverse capabilities and interests in individual patterns of growth and learning.

Therefore, the Board feels it is important that the teachers have as accurate knowledge of each student as is possible through testing programs, and observation of classroom achievement, work habits, skills, health, and home environment.

The instructional staff shall develop the means to:

1. Aid each student in appraising his/her progress in utilization of knowledge in decision making concerning future goals.
2. Informing parents of the achievement progress of their children, and involving them in the design of learning programs.
3. Reporting to the Board and the public by utilizing appropriate summaries of academic achievement of students.

Policy Adopted 3-5-84

#### 7620–EXAMINATIONS

The learning value of well designed, teacher-developed examinations is recognized. Examinations may be used as a component of evaluation of student achievement when they are conducted in such a way that they effectively evaluate the achievement of the goals and objectives upon which instruction has been based. Therefore, teachers are encouraged to use those means of measurements or appraisal which directly relate to the goals of the school district and the objectives of particular courses. This measurement is encouraged to be made at the most appropriate steps in the learning process to reinforce and evaluate instruction. Well designed teacher-made examinations also serve as a focal point for appropriate remedial teaching, as well as demonstrating to the student the success in application of skills and mastery of content.

Policy Adopted 3-5-84

#### 7630-TESTING PROGRAMS

Testing involves all the evaluative techniques and procedures employed in the school to measure the efficiency of accomplishment of educational objectives among its pupils. Testing programs shall be designed as integral parts of the needs assessment and evaluation programs. They shall be developed primarily for furnishing needed information to decision makers, including the Board, administrators, teachers, parents, and students. The needs of these various users shall be limited to obtaining that information which is needed and useful.

Efforts shall be made to select tests that are reasonably reliable and free of cultural bias or any other form of discrimination.

The Board of Education authorizes the Superintendent and the staff of the district to develop orderly procedures for test selection and adoption, test administration, and the use and dissemination of test results.

Policy Adopted 3-5-84

## 7640-STANDARDIZED ASSESSMENT ADMINISTRATION

Grand Island Public Schools recognizes the importance of measuring student achievement and supports the implementation of an assessment plan and alignment of curriculum with the state approved content standards. The assessment plan shall include a schedule and procedures for assessing success in achieving state standards. School personnel, for purposes of this policy, shall include Board members, employees, students, volunteers, or any other persons subject to the supervision and control of the district.

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

### Testing Ethics and Appropriate Practice

It is important to note that all school personnel involved in the assessment process need to be familiar with appropriate testing ethics and security practices related to testing. Professionalism, common sense, and practical procedures will provide the right framework for testing ethics. It is also important to note that school districts are bound to hold all certificated staff members in school districts accountable for following the Regulation and Standards for Professional Practice Criteria as outlined in Rule 27.

For purposes of this policy, student assessments include the standardized Nebraska State Assessments (NeSA), and norm referenced tests, and district summative assessments. The following specific assessment expectations and rules apply:

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

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

b. Teaching for Success on Assessments. It is appropriate for school personnel 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. School personnel are to prepare students to do well on the assessments by teaching the subject content. School personnel are not to "teach to the test" by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. "Cramming" assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.

ii. Practice Tests. School personnel are to prepare students by teaching test taking skills independent of the subject matter being assessed. School personnel are not to conduct reviews (drills) using earlier (no longer published) versions of the same test, using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be administered to students. School personnel are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.

c. Assistance During Assessments.

i. Standardized Assessments. School personnel are not to provide assistance to students while a standardized assessment is being administered except as provided for in a student's 504 Plan or IEP. This includes giving "hints", giving extra time, reading the tests to students or defining or pronouncing words for students, allowing students access to instructional material related to the content of the assessment (e.g., displaying a map during a social studies assessment), or allowing students access to mechanical aids (e.g., calculators) unless specified in testing instructions.

d. Student Answers. Assessments are to reflect the students' work as submitted by the students. During the assessments, school personnel are to monitor students to make sure directions are being followed.

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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 (§6210.1) and may result in disciplinary consequences. School personnel are to report suspected violations of the expectation to the administration. The administration is to investigate and appropriately respond to violations of the expectations.

Reference:

Nebraska Department of Education:

Rule 10.005.01 (2009)

Rule 27.004.02H (2007)

Rule 27.004.03D (2007)

Grand Island Public Schools:

*§6210.1-Code of Ethics of the Teaching Profession*

*§7630-Testing Programs*

## **7700 SERVICES FOR STUDENTS WITH DISABILITIES**

### **7710–PROGRAMS FOR STUDENTS WITH DISABILITIES**

The Grand Island Public Schools Board of Education reaffirms its position that all students in Grand Island Public Schools, regardless of their disabilities, are entitled to an equal opportunity for education according to the individual's needs. Grand Island Public Schools will provide a free, appropriate educational program for all resident students, regardless of the nature or severity of disability, to program completion, graduation, or through the school year in which the student reaches 21 years of age. To the maximum extent appropriate, students with disabilities, including students in public and non-public institutions or other care facilities, will be educated with students who are not disabled. Special classes, separate schooling, or other removal of students with disabilities from the educational environment will occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The district will provide a continuum of alternative placements for students with disabilities.

Grand Island Public Schools may provide special education to students with disabilities in an other than least restrictive environment as provided in Federal statutes when the school district finds that a potentially harmful effect will occur to the student if placement in the least restrictive environment is made.

Subject to the approval of the Board of Education, the Superintendent is authorized to cooperate with other school districts in the planning and development of special education programs.

#### Reference:

##### State:

Title 92, Nebraska Administrative Code, Chapter 51  
Title 92, Nebraska Administrative Code, Chapter 53  
Title 92, Nebraska Administrative Code, Chapter 55

##### Federal:

Individuals with Disabilities Education Act (2004 Reauthorization) (a.k.a. P.L.108-446) –  
IDEA 34 CFR Part 300 & 301

Approved: 4-2-79

Policy Adopted: 3-5-84

Policy Revised: 12-9-96

Policy Revised: 11-1-99

Policy Revised: 10-15-09

7771—CENTRAL NEBRASKA SUPPORT SERVICES PROGRAM

The Grand Island Board of Education recognizes the Board of Advisors of the Central Nebraska Support Services Program as an advisory group vital to the cooperative effort of extending special services to the schools of this area in meeting the requirements of State and Federal law. This group identifies the needs for program and staffing, for presentation to the Grand Island Board of Education for approval as the contracting agency.

Policy Adopted 11-3-80

#### 7720—IDENTIFICATION AND EVALUATION

All students with disabilities residing in Grand Island Public Schools, including students with disabilities who are homeless children or wards of the state and students with disabilities attending non-public schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are located, identified, and evaluated. (92 NAC 51 §006.01A)

The evaluation of students with disabilities shall be made by a multi-disciplinary staffing in accordance with the Nebraska Department of Education Rule 51. A staff of qualified diagnostic personnel will be maintained or contracted by the district to identify and evaluate students with disabilities.

Reference:

State: Nebraska Department of Education:

Title 92, Nebraska Administrative Code, Chapter 51, Section 006

Federal:

Individuals with Disabilities Education Act (2004 Reauthorization) (a.k.a. P.L.108-446) –  
IDEA 34 CFR Part 300 & 301

Policy Adopted: 11-3-80

Policy Revised: 12-9-96

Policy Revised: 11-1-99

Policy Revised: 10-15-09

#### 7730–INDIVIDUAL EDUCATIONAL PROGRAM

An Individualized Educational Program (IEP) or an Individualized Family Service Plan (IFSP) shall be developed or revised and implemented for each resident public and non-public school student with a disability in accordance with 92 NAC 51 §007. This program shall be a written statement that specifies the special education and related services necessary to assure a student with disabilities a free, appropriate education.

Students participating in early intervention programs under Part C of the Individuals with Disabilities Education Act will, by their third birthday, be provided with an IEP for transition to the district's Early Childhood Program in a manner consistent with 92 NAC 51 §007.

Reference:

State:

Title 92, Nebraska Administrative Code, Chapter 51, Section 007

Federal:

Individuals with Disabilities Education Act (2004 Reauthorization) (a.k.a. P.L.108-446) –  
IDEA 34 CFR Part 300 & 301

Policy Adopted: 11-3-80  
Policy Revised: 11-1-99  
Policy Revised: 10-15-09

#### 7731-EXTENDED SCHOOL YEAR

Students with disabilities from Grand Island Public Schools will be offered an opportunity for extended special education programming beyond the regular school year as determined by their individual educational needs and documented by each student's individual educational plan. The determination of those students who will benefit from extended special education programming will be based upon the prevention of severe regression of skills and learned behavior by certain students when there is an interruption in their special programming.

Approved: 4-7-80

Policy Revised: 11-1-99

Policy Revised: 10-15-09

#### 7732--PARTICIPATION IN ASSESSMENTS

Grand Island Public Schools will ensure that students with disabilities are included in district-wide assessment programs with appropriate accommodations or alternative assessments where necessary (92 NAC 51, §004.05 and 34 CFR 300.138 & 139). The district will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of participation in assessment by children students with disabilities.

Reference:

State:

Title 92, Nebraska Administrative Code, Chapter 51, Section 004

Federal:

Individuals with Disabilities Education Act (2004 Reauthorization) – IDEA 34 CFR Part 300 (a.k.a. P.L.108-446)

Policy Adopted: 11-1-99

Policy Revised: 10-15-09

## 7740-PROCEDURAL SAFEGUARDS

Grand Island Public Schools ensure that students with disabilities and their parents are afforded the procedural safeguards required in 92 NAC 51-009.

Procedures are used to ensure that testing and evaluation materials and procedures utilized for the purpose of evaluation and placement of students with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the student's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate education program for a student.

### Reference:

#### State:

Title 92 Nebraska Administrative Code Chapter 51 Section 009

#### Federal:

Individuals with Disabilities Education Act (2004 Reauthorization) – IDEA 34 CFR Part 300 (a.k.a. P.L.108-446)

Policy Adopted: 11-3-80

Policy Revised: 11-1-99

Policy Revised: 10-15-09

#### 7750--STUDENTS WITH DISABILITIES AND NON-PUBLIC SCHOOLS

1. Grand Island Public School's procedures relating to child find activities will also apply to non-public schools. Provisions will be made for participation of students with disabilities enrolled by their parents in non-public schools (34 CFR 300.451).

2. Students with disabilities referred to a non-public facility by the district will be provided with special education and related services in accordance with the individualized educational plan and at no cost to the parents (34 CFR 300.349)

3. If a student with disabilities being provided with a free and appropriate education is placed in a non-public facility by the parents, the district shall not be liable for the cost of education (94 NAC 51 §015.02A and 34 CFR 300.403). If the district did not make a free appropriate education available, the district may be responsible for reimbursing the cost of the non-public education. This reimbursement will be reduced or denied:

- a) if the parents did not inform the IEP team that a proposed placement was being rejected (94 NAC 51 §015.02C1 and 34 CFR 300.403(1)(ii));
- b) if the parent did not make the student available for an evaluation (94 NAC 51 §015.0C3 and 34 CFR 300.403(2)); or
- c) upon judicial findings of unreasonableness with respect to action taken by the parents (92 NAC 51 §015.02C4 and 34 CFR 300.403(3)).

#### Reference:

##### State:

Title 92, Nebraska Administrative Code, Chapter 51, Section 015

##### Federal:-

Individuals with Disabilities Education Act (2004 Reauthorization)-IDEA 34 CFR Part 300 (a.k.a. P.L.108-446)

Policy Adopted: 11-1-99

Policy Revised: 10-15-09

7760–SPECIAL EDUCATION PERSONNEL

Grand Island Public Schools will make an ongoing, good-faith effort to recruit and hire appropriately and adequately trained personnel to provide special education and related service. Where a shortage of personnel exists, the district shall utilize the most qualified individual available and will insure that such individuals are making satisfactory progress toward completing applicable coursework (34 CFR 300.136(g)).

Grand Island Public Schools will participate in a comprehensive system of personnel development to ensure that individuals necessary to carry out the requirements of the Individuals with Disabilities Education Act are appropriately and adequately prepared (34 CFR 300.135).

Reference:

Federal:

Individuals with Disabilities Education Act (2004 Reauthorization) (a.k.a. P.L.108-446) –  
IDEA 34 CFR Part 300

Policy Adopted: 11-1-99

Policy Revised: 10-5-09

7770–HOMEBOUND INSTRUCTION

Homebound instruction will be provided to a student whose education needs are most appropriately and effectively met by such a program. The amount of instructional supportive service provided to the homebound program shall be determined in relation to each student's educational needs.

Policy Adopted: 3-5-84

7771—CENTRAL NEBRASKA SUPPORT SERVICES PROGRAM

Grand Island Public School's Board of Education recognizes the Board of Advisors of the Central Nebraska Support Services Program (CNSSP) as an advisory group vital to the cooperative effort of extending special services to the schools of this area in meeting the requirements of State and Federal law. This group identifies the needs for program and staffing, for presentation to the Grand Island Board of Education for approval as the contracting agency.

Policy Adopted: 11-3-80

**7800 OTHER**

**7810—SCHOOL CEREMONIES AND OBSERVANCES**

Schools shall conduct periodic opening exercises/school programs including the national anthem, salute to the flag, and other activities which develop respect and consideration for the symbols of our country. The school shall observe the appropriate patriotic holidays through a varied program of study, programs, special events, and assemblies. Such programs shall include those mandated by state law: Martin Luther King Day, Indian Day, George W. Norris Day, State Day, Flag Day, Lincoln's Birthday, Washington's Birthday, Memorial Day, and Veterans Day.

Legal Reference: 84-104.2–84-104.5  
84-107, 79-213, and LB90

Policy Adopted 3-5-84

7820-FLAG DISPLAY

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

Legal Reference: 79-41281.01

Policy Adopted 3-5-84

#### 7840–STATE FIRE DAY

For the purpose of creating public sentiment and calling public attention to the great damage caused to both life and property by fire, the Friday before fire recognition day should be designated and known as "State Fire Day". This day shall be observed by the public, private, and parochial schools of the state with exercises appropriate to the subject of the day. The second Saturday in May shall be designated and known as the fire recognition day, and exercises appropriate for the subject and day may be exercised by any fire department.

For the purpose of instruction in fire dangers and in methods of fire prevention, it shall be the duty of the first assistant fire marshal and the Department of Education to prepare a book conveniently arranged in chapters, or lessons, since chapters or lessons are to be in a number sufficient to provide a different chapter or lesson for each month of the maximum school year. The expense of publishing the books of instruction, or other literature on the subject of fire dangers, shall be paid out of the appropriation for the maintenance of the office of the State Fire Marshal. Such books of instruction shall be distributed by the Superintendent in quantities sufficient to provide a copy to each teacher, and a copy shall be furnished to the Nebraska Publications Clearing House. Every teacher or instructor at every public, private, and parochial school shall devote not less than thirty minutes in each school month to instruction of pupils in the subject of fire dangers and in the methods of fire prevention.

It shall be the duty of members of Boards of Education to cause a copy of sections 79-4122 - 4124 to be printed of any manual or handbook prepared for the guidance of teachers.

Legal Reference: Section 79-4122, 79-4123, 79-4124

Policy Adopted 3-5-84

#### 7850–ANIMALS IN THE SCHOOL

Animals may be brought into the classroom for educational purposes. However, they must be properly housed, humanely cared for, and properly handled. Persons bringing animals into the school should receive prior permission from the supervising teacher.

1. Teachers are to check with the school nurse regarding any known allergies existing among students in the classroom, prior to granting permission. If allergies exist, parents must be contacted for further direction.
2. Teachers must assume primary responsibility for the humane proper treatment of any animal in the classroom.
3. Only the teacher or students designated by the teacher are to handle the animals.
4. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.
5. Teachers with questions regarding proper care, feeding, and handling of animals should contact the science resource teacher or science department head.
6. Animals are not to be transported in school vans.
7. If a staff member or student has been bitten by an animal or skin has been pierced, the incident must be reported immediately to the school office by the supervising adult. Principals are to assume responsibility to notify proper authorities and to impound the animal for observation. Public health authorities will determine their appropriate term of confinement of the animal and method of observation.

Policy Adopted 3-5-84

