



GENERAL ORGANIZATION

TYPE OF ORGANIZATION ..... 5010.1

The organizational plan of Hayes Center Public Schools shall be PK-12 with all grades located in Hayes Center.

1. The elementary grades shall include Pre-Kindergarten through grade six.
2. The secondary grades include grades 7-8 (junior high) and 9-12 (senior high).

GENERAL ORGANIZATION

INSTRUCTIONAL HOURS FOR SCHOOL YEAR .....5010.2

- A. The minimum school year for the Hayes Center Public Schools system shall consist of 1080 instructional hours for the Jr.-Sr. High School (grades 7-12) and 1032 instructional hours for elementary school (grades 1-6). Kindergarten school year shall consist of a minimum of 400 instructional hours.

The instructional program shall include the time when school is scheduled to begin until the time when school is scheduled to end each day. The time scheduled for lunch period shall be excluded from the instructional program time.

The instructional hour shall consist of sixty minutes of time scheduled for teacher and students to be physically present for instructional purposes.

Time shall not be counted in meeting the instructional hour requirement when school is dismissed for reasons such as: tournaments, contests, parent-teacher conferences, in-service, funerals, parades, school picnics, and inclement weather.

- B. Sufficient hours shall be scheduled and added to the instructional program time in the school year so that interruptions in instructional time due to activities identified in this policy do not infringe upon the 1080 and 1032 instructional hours.
- C. All students shall be required to be in attendance during scheduled instruction program hours unless properly excused according to school attendance policies.

Individual students may be excused from school for illness, funerals, accidents, doctor/dental appointments, etc. Rules, regulations, and procedures governing attendance shall be included in student handbooks and are considered an extension of this policy. This information shall be reviewed with students annually.

Individual students may be excused from attending regular classes to attend school activities providing the activity is approved by the administration and work is made up in advance. Activities include: interscholastic athletic contests, field trips, state and national contests. Activities not included: pep rallies and special occasion class parties.

Administrative and teacher effort shall be made to comply with the legislative intent of the law in relation to instructional hours. Scheduled interruptions to the regular instructional program shall be kept to a minimum.

- D. The principals of individual schools shall provide a yearly record of all interruptions to the instructional program to provide evidence of meeting the intent of this policy and law. The record shall include but not be limited to the date of the interruption,

type of interruption, number of hours and minutes of interruptions, and number of students involved. This record shall be provided to the Superintendent and Board of Education at the conclusion of each school year.

GENERAL ORGANIZATION

SCHOOL CALENDAR ..... 5010.3

The Superintendent shall be responsible for submitting a proposed calendar for the ensuing school year each spring. The calendar shall meet all the requirements of the Nebraska Department of Education.

The Communications Council – consisting of three Board of Education members, three faculty members and the Superintendent (or their appointed representatives) – will submit the calendar with their suggestions to the Board of Education for consideration at a later meeting.

The superintendent must approve dismissal or cancellation of classes during the school year.

GENERAL ORGANIZATION

SCHOOL DAY ..... 5010.4

The school day shall include sufficient time to meet all statutory requirements. The school day shall be scheduled by the administration. Goals of the daily schedule shall be:

- a. to maximize uninterrupted instructional time,
- b. to provide adequate planning time for the instructional staff, and
- c. to utilize the talents and special abilities of staff to the greatest extent possible.

Minimum duty hours for full-time teachers shall be from 7:45 a.m. to 4:15 p.m. Teachers are to be in the building, accessible to parents, students, and the administration during this time.

Instruction

Assessments—Academic Content Standards .....5010.5

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the Language Arts (reading and writing) standards that were adopted by the State Board on December 11, 2008 and revised by the State Board on April 2, 2009, the Mathematics standards that were approved by the State Board on October 8, 2009, and the Science standards that were adopted by the State Board on October 6, 2010.

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

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

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

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

Date of Adoption:     February 13, 2012

PROGRAMS OF INSTRUCTION

ELEMENTARY INSTRUCTIONAL PROGRAM . . . . . 5020.1

The elementary school shall offer instruction in the following subject areas:

- a. Reading and Language Arts
- b. Mathematics
- c. Social Studies
- d. Science/Health
- e. Physical Education
- f. Art
- g. Music

A weekly schedule for each classroom teacher shall be on file in the Principal's office.

Rules and regulations published by the Nebraska Department of Education concerning the legal operation of schools shall be considered minimum standards.



PROGRAMS OF INSTRUCTION

JUNIOR HIGH INSTRUCTIONAL PROGRAM . . . . . 5020.2

The instructional program of junior high (grades 7-8) shall include:

1. Language Arts – (Including reading and speech)
2. Social Science
3. Mathematics
4. Science
5. Personal Health and Physical Fitness
6. Music
7. Art
8. Computer Education
9. Career & Technical Education

A daily schedule for each classroom teacher shall be on file in the Principal’s office.

All rules and regulations governing the legal operation of schools as published by the Nebraska Department of Education shall be considered minimum standards.

PROGRAMS OF INSTRUCTION

SECONDARY INSTRUCTIONAL PROGRAM . . . . . 5020.3

The secondary program, grades 9-12, shall consist of courses totaling 240 instructional hours and shall include as a minimum the following subject fields and number of instructional hours:

- Language Arts – 40 hours
- Social Science – 30 hours
- Mathematics – 40 hours
- Science – 30 hours
- Ag Ed – 10 hours
- Personal Health/Physical Fitness – 10 hours
- Computer Education – 5 hours
- Speech – 5 hours
- Drivers Ed – 5 hours
- Electives – 65 hours

Foreign Language – 20 hours highly recommended

A daily schedule for each classroom teacher shall be on file in the Principal’s office.

All rules and regulations governing the legal operation of schools as published by the Nebraska Department of Education shall be considered minimum standards.

PROGRAMS OF INSTRUCTION

CORRESPONDENCE COURSES ..... 5020.4

Full time students may earn credit through extension courses from the University of Nebraska providing:

- a. the course is not offered in the curriculum, or
- b. there is a schedule conflict and the class is required for graduation.

The student will be reimbursed for the tuition costs upon successful completion of the course.

PROGRAMS OF INSTRUCTION

EXTRA-CLASS ACTIVITIES .....5020.5

All school-sponsored activities shall be established as an integral part of the instructional program and shall contribute to the overall educational program.

It shall be the responsibility of the Superintendent and the administrative staff to coordinate and sponsor the student activity program.

Hayes Center Public Schools shall be a member of the Nebraska School Activities Association and the Republican Plains Activity Conference.

PROGRAMS OF INSTRUCTION

CONTROVERSIAL ISSUES ..... 5020.6

Controversial issues exist where there are sharp differences of opinion concerning an idea or a line of action.

We believe that the public schools must face controversial issues frankly. In order that students may develop intelligent attitudes and understandings concerning significant aspects of living, they should be afforded opportunities within the classroom to deal with such issues in terms of their maturity.

It is the responsibility of the teacher to see that all relevant aspects of an issue are explored and that intelligent guides for action are developed.

The Superintendent is directed to establish regulations needed to carry out the intent of this policy.

PROGRAMS OF INSTRUCTION

RULES AND REGULATIONS FOR HANDLING CONTROVERSIAL  
ISSUES IN THE CLASSROOM . . . . . 5020.6A

To implement the Board of Education’s policy dealing with this topic, the following administrative and teaching regulations are to be observed:

For Principals:

1. Assign only teachers of superior training and experience to teach subjects where the discussion of controversial topics occurs most often.
2. Remind teachers that we do not teach controversial issues, but rather provide opportunities for their study.

For teachers:

1. Deal with controversial topics as impartially and objectively as possible. Do not intrude your own biases.
2. Handle all such topics in a manner suited to the range of knowledge, maturity, and competence of your students.
3. Have teaching materials dealing with all possible aspects of the topics readily available.
4. Don’t manufacture an issue. Take up only those that are current and real. When you do, you will be able to find up-to-date teaching materials in the current press and periodical literature. Generally your best single sources of reliable information will come from those places, plus court decisions and legal opinions.
5. Do not expect or require that the class reach an agreement.
6. Whenever you are in doubt about the advisability of taking up a given “hot” topic, consult with your principal and/or superintendent.
7. Remember that the policy of the Board of Education is designed to protect you as well as your students from unfair or inconsiderate criticism whenever your students are studying a controversial subject.

## PROGRAMS OF INSTRUCTION

### MATERIALS IN THE CURRICULUM COMPLAINT PROCEDURES . . . . . 5020.7

A parent shall have the right to request, that his/her child not study a given book or literary work. This request shall be granted.

A parent shall also have the right to request, through formal complaint procedures, that a given book or literary work be excluded from the curriculum for all students. Consideration of these requests shall be according to the following procedures:

1. The building principal shall have primary responsibility for handling the complaint.
2. If after oral discussion with the Principal the complainant remains dissatisfied, then he/she will be required to complete the appropriate form (Form "A") if he/she wishes further consideration of the complaint.
3. Upon receipt of the appropriate form, the Principal shall call together an informal meeting consisting of the Principal, the appropriate staff member, and the complainant.
4. If after the informal meeting, the complainant wishes to pursue the matter further, a formal meeting will be set up to hear the complainant. Upon receipt of the completed form, the Principal will request review of the challenged material by an ad hoc materials review committee within fifteen (15) school days and will notify the Superintendent that such a review is being done. The proceedings will be conducted by a committee appointed by the Superintendent consisting of a media specialist, the appropriate building principal, and at least one each of the following: an elementary teacher, a secondary teacher, a parent of an elementary student, and a parent of a secondary student. There shall also be an "at-large" position on the committee. This review committee will take the following steps after receiving the challenged materials:
  - a. Read, view, or listen to the material in its entirety.
  - b. Check general acceptance of the material by reading reviews and consulting recommended lists.
  - c. Complete the appropriate "Checklist for School Media Advisory Committee's Reconsideration of Instructional Material: judging the material for its strength and value as a whole and not in part. (Form "B")
5. The written recommendation of the review committee will be presented to the complainant.

6. If an agreement is not reached at this point, the complainant may appeal directly to the Superintendent of schools within five (5) school days upon receipt of the written recommendation.
7. Should dissatisfaction remain after the conference with the Superintendent, the matter will be placed on the agenda of the next regularly scheduled Board of Education meeting and shall be heard accordingly.
8. The decision of the Board of Education will be communicated in writing to all interested parties.



**REQUEST FOR A REVIEW OF CONTROVERSIAL  
SUBJECTS OR MATERIALS**

**FORM "A"**

To be completed by complainant. Please answer all questions – if a question is not applicable, indicate: Does not apply.

Subject matter \_\_\_\_\_

Author \_\_\_\_\_

Publisher \_\_\_\_\_

Complainant represents:

Himself/herself \_\_\_\_\_

Organization \_\_\_\_\_  
(Name)

Other \_\_\_\_\_

1. Did you personally review the material in its entirety? \_\_\_\_\_

2. To what portion of the subject or material do you object? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What is the reason for your objection? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Request for a Review of Controversial Subjects or Materials (cont.)

4. What do you think could be the result of studying this subject or material by the students:

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5. Are you aware of any educational value of the materials? \_\_\_\_\_

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6. What suggestions would you make? \_\_\_\_\_

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**CHECKLIST FOR SCHOOL REVIEW COMMITTEE  
RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

**FORM "B"**

Nonfiction

Title \_\_\_\_\_

Author \_\_\_\_\_

1. Purpose

A. What is the overall purpose of the material? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Is the purpose accomplished? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Authenticity

A. Is the author competent and qualified in the field? \_\_\_\_\_

B. What is the reputation and significance of the author and publisher/producer in the field? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

C. Is the material up-to-date? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

D. Are information sources well documented? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

E. Are translations and retelling faithful to the original? \_\_\_\_\_

Checklist for School Review Committee-Instructional Materials (cont.)

3. Appropriateness

A. Does the material promote the educational goals and objectives of the curriculum of Hayes Center Public Schools? \_\_\_\_\_

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B. Is it appropriate to the level of instruction intended? \_\_\_\_\_

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C. Are the illustrations appropriate to the subject and age levels? \_\_\_\_\_

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4. Content

A. Is the content of this material well presented by providing adequate scope, range, depth and continuity? \_\_\_\_\_

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B. Does this material present information not otherwise available? \_\_\_\_\_

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C. Does this material give a new dimension or direction to its subject? \_\_\_\_\_

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Checklist for School Review Committee-Instructional Material (cont.)

5. Reviews

A. Source of review \_\_\_\_\_

\_\_\_\_\_ Favorably reviewed      \_\_\_\_\_ Unfavorably reviewed

B. Does this title appear in one or more reputable selection aids? \_\_\_\_\_

If answer is yes, please list title of selection aids: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Recommendation by School Review Committee for Treatment of Challenged Materials:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

Signatures of School Review Committee:

_____	_____
_____	_____
_____	_____

**CHECKLIST FOR SCHOOL REVIEW COMMITTEE  
RECONSIDERATION OF INSTRUCTION MATERIALS**

To be completed by Review Committee

Fiction and Other Literary Forms

Title \_\_\_\_\_

Author \_\_\_\_\_

1. Purpose

A. What is the purpose, theme, or message of the material? How well does the author/producer/composer accomplish this purpose?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. If the story is fantasy, is it the type that has imaginative appeal and is recommended for children?

\_\_\_\_\_ Yes \_\_\_\_\_ No: for young adults? \_\_\_\_\_ Yes \_\_\_\_\_ No

If both were marked no, for what age group would you recommend?

\_\_\_\_\_

C. Will reading and/or viewing and/or listening to the material result in more compassionate understanding of human beings? \_\_\_\_\_

D. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups?

\_\_\_\_\_

E. Are any questionable elements of the story an integral part of a worthwhile theme or message? \_\_\_\_\_

\_\_\_\_\_

Checklist for School Review Committee-Reconsideration of Instructional Materials (cont.)

F. Additional comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Content

A. Does a story about modern times give a realistic picture of life as it is now?  
\_\_\_\_\_  
\_\_\_\_\_

B. Does the story avoid an oversimplified view of life, one that leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. When factual information is part of the story, is it presented accurately?  
\_\_\_\_\_  
\_\_\_\_\_

D. Is prejudicial appeal readily identifiable by the potential reader? \_\_\_\_\_  
\_\_\_\_\_

E. Are concepts presented appropriate to the ability and maturity of the potential readers? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

F. Do characters speak in a language true to the period and section of the country in which they live? \_\_\_\_\_  
\_\_\_\_\_

Checklist for School Review Committee-Reconsideration of Instructional Materials (cont.)

G. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters? \_\_\_\_\_

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H. Is there preoccupation with any of the following that would make this material inappropriate for children or young adults?

Sex \_\_\_\_\_ Yes \_\_\_\_\_ No. Comments: \_\_\_\_\_

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Violence \_\_\_\_\_ Yes \_\_\_\_\_ No. Comments: \_\_\_\_\_

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Cruelty \_\_\_\_\_ Yes \_\_\_\_\_ No. Comments: \_\_\_\_\_

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Brutality \_\_\_\_\_ Yes \_\_\_\_\_ No. Comments: \_\_\_\_\_

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Aberrant behavior \_\_\_\_\_ Yes \_\_\_\_\_ No Comments: \_\_\_\_\_

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I. If there is the use of offensive language, is it appropriate to the purpose of the text for children?

\_\_\_\_\_ Yes \_\_\_\_\_ No: for young adults? \_\_\_\_\_ Yes \_\_\_\_\_ No.

J. Is the material free from derisive names and epithets that would offend minority groups?

\_\_\_\_\_ Yes \_\_\_\_\_ No: Children? \_\_\_\_\_ Yes \_\_\_\_\_ No.  
Young adults? \_\_\_\_\_ Yes \_\_\_\_\_ No.



Checklist for School Review Committee-Reconsideration of Instructional Materials (cont.)

K. Is the material well produced? \_\_\_\_\_

L. Does the story give a broader understanding of human behavior without stressing differences cited below in any adverse way?

Class \_\_\_\_\_ Yes \_\_\_\_\_ No. Comments: \_\_\_\_\_

\_\_\_\_\_

Race \_\_\_\_\_ Yes \_\_\_\_\_ No. Comments: \_\_\_\_\_

\_\_\_\_\_

Color \_\_\_\_\_ Yes \_\_\_\_\_ No. Comments: \_\_\_\_\_

\_\_\_\_\_

Sex \_\_\_\_\_ Yes \_\_\_\_\_ No. Comments: \_\_\_\_\_

\_\_\_\_\_

Education \_\_\_\_\_ Yes \_\_\_\_\_ No. Comments: \_\_\_\_\_

\_\_\_\_\_

Religion \_\_\_\_\_ Yes \_\_\_\_\_ No. Comments: \_\_\_\_\_

\_\_\_\_\_

Philosophy \_\_\_\_\_ Yes \_\_\_\_\_ No. Comments: \_\_\_\_\_

\_\_\_\_\_

M. Does the material make a significant contribution to the history of literature or ideas? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

N. Are the illustrations appropriate and in good taste? \_\_\_\_\_

\_\_\_\_\_

Checklist for School Review Committee-Reconsideration of Instructional Materials (cont.)

O. Are the illustrations realistic in relation to the story? \_\_\_\_\_

\_\_\_\_\_

Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

Signature of School Review Committee:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PROGRAMS OF INSTRUCTION

PILOT AND/OR TRIAL PROGRAMS ..... 5020.8

All pilot and/or trial curriculum programs must be presented to the Superintendent for his/her consideration prior to implementation. The Superintendent shall determine if the proposal should be taken to the Board of Education.

Periodic reports on the progress and results of the program shall be presented to the Superintendent and the Board of Education.

PROGRAMS OF INSTRUCTION

MULTI-CULTURAL AND COMPENSATORY EDUCATION . . . . . 5020.9

The Hayes Center Public Schools recognizes that students of minority groups, in many instances, have special problems and needs.

It is the intent of the school district to identify students with special needs; and, to the best of the district's ability, provide these students an instructional program, which will attempt to equalize their educational opportunity.

It is also the policy of this district that the curriculum content and instructional materials reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and life styles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and physical disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and responsibilities of each individual as a member of a multi-cultural, non-sexist society.

PROGRAMS OF INSTRUCTION

ADMISSIONS, CLASSIFICATION, AND ATTENDANCE . . . . . 5020.10

SCHOOL ENTRANCE AGE

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board may admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; or (ii) the child has demonstrated through a recognized assessment procedure approved by the School Board that the child is capable of carrying the work of kindergarten.

In seeking admission to the school for the first time, parents or a guardian of the child may be requested to present an official birth certificate to the school official.

CLASSIFICATION OF STUDENT BY GRADE

The Principal of the elementary school or the high school shall determine the grade in which a pupil shall be classified. The final report of school marks for the year shall state the grade in which the pupil will be placed at the beginning of the following term.

In the high school a pupil must have earned 50 hours of credit to be classed as a sophomore, 100 hours to be classed a junior, and 150 hours to be classed as a senior.

Legal Reference:      Neb. Rev. Stat. §§ 43-2001 to 43-2012  
                              Neb. Rev. Stat. § 79-214  
                              Neb. Rev. Stat. §§ 79-217 to 79-223  
                              Neb. Rev. Stat. § 79-266.01  
                              173 NAC Chapters 3 and 4 (HHS Regulations)

Date of Adoption:    February 13, 2012

ESU 15 KINDERGARTEN EARLY ENTRANCE  
PARENT PACKET

Date:

To:

From:

Subject: Early Kindergarten Admission

In the Spring of 2011, the Nebraska legislature passed LB1006 revising the age requirements for students entering kindergarten beginning with the 2012-2013 school year. The bill states:

“(a) Except as provided in subdivision (2)(b) of this section, the school board of any school district shall not admit any child into the kindergarten of any school of such school district unless such child has reached the age of five years on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins; and (b) The board may admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year, (ii) the family anticipates relocation to another jurisdiction that would allow admission within the current year, or (iii) the child has demonstrated through a recognized assessment procedure approved by the board that he or she is capable of carrying the work of kindergarten. On or before January 1, 2012, each school board shall, for purposes of this subdivision, approve and make available a recognized assessment procedure for determining If a child is capable of carrying the work of kindergarten. The school board shall update approved procedures as the board deems appropriate.”

Early Admission to Kindergarten:

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approved and shall be made available to interested persons:

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. will turn 5 years of age between August 1 and October 15;
- b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. are selected on the basis of testing by professionals trained to administer the assessments that will produce evidence of strength determined by:
  1. Parent Checklist
  2. Preschool Teacher Information/Checklists
  3. Observation Information
  4. Formal Testing including but not limited to the DIAL-4
  5. Kindergarten Visitation

The assessment process will be administered by the School District's professional staff. A rubric scoring system that considers the above mentioned information will be used to determine if the student is eligible for kindergarten enrollment. Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment procedures and the determination of the School District in a timely fashion; not to exceed three weeks after the assessments are completed. Once the assessment process is complete and eligibility is determined, it is final, and no provisions exist for re-evaluation or further testing.

Families who seek early admission of their child into kindergarten must obtain *an Early Entrance to Kindergarten Packet* from the School District Administrative Office. The *Early Entrance to Kindergarten Packet* must be completed and returned to the School District Administrative Office no later than April 15<sup>th</sup> of the spring before fall enrollment to allow time for the assessment to be completed.

Parents are required to complete the enclosed *Written Request for Consideration of Early Kindergarten Entrance* (Form A) and accompanying documents and return to Ron Howard, on or before April 15<sup>th</sup>. If you have any questions about this process, please contact Ron Howard at 286-5600.

Written Request for Consideration of Early Kindergarten Entrance

Form must be submitted by April 15<sup>th</sup>.

This request for consideration of early kindergarten entrance for my child \_\_\_\_\_, whose birth date is \_\_\_\_\_, and resides in the \_\_\_\_\_ school district.

Who do you think your child should be considered for early entrance to kindergarten?

How long does your child maintain interest in a play activity or game?

How does your child respond when he/she tries but can't do something?

What types of reading activities does your child engage in at home?

What kinds of experiences has your child had with writing tools such as crayons, pencils, and markers?

What does your child know about numbers, shapes, and patterns?

How does your child handle transitions and new situations?

How does your child interact with other children? Please describe how your child shares, takes turns, and cooperates with peers.

I am also providing the following information (check those included):

- \_\_\_\_\_ Official Birth Certificate
- \_\_\_\_\_ Written Request for Consideration of Early Entrance (Form A)
- \_\_\_\_\_ Parent Checklist for Early Kindergarten Entrance (Form B)
- \_\_\_\_\_ Information & Checklist from Preschool/Childcare or Other Individual Knowledgeable About the Child for Early Kindergarten Entrance (Form C.1 & C.2)
- \_\_\_\_\_ Written Request for Early Kindergarten Entrance Assessment (Form D)

Parent Name (Print): \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Kindergarten Early Entrance Parent Checklist

Name of Student: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Person Completing Checklist: \_\_\_\_\_

ACADEMICS:

Student is able to write first and last name	YES	NO
Student is able to identify the letters in their name	YES	NO
Student can identify numbers 1-10 when presented	YES	NO
Student has book handling skills such as opening the book the right direction	YES	NO
Student can draw a person with a head, arms, legs, and facial parts	YES	NO
Student knows and can identify the difference between numbers and letters	YES	NO
Student knows the basic colors and shapes	YES	NO
Student can tell a short story about a set of pictures and sequence the story appropriately	YES	NO
Student can answer simple comprehension questions about a story read aloud	YES	NO
Student can complete AB patterning	YES	NO
Student demonstrates a good understanding of basic concepts such as up/down, in/out, etc.	YES	NO
Student knows left and right	YES	NO

SOCIAL-EMOTIONAL SKILLS:

Student can separate from parent without crying or asking for them throughout the day	YES	NO
Student can manage a variety of emotions appropriately	YES	NO
Student can follow daily routines and transitions when required	YES	NO
Student can attend to a task/activity for at least 10 minutes independently	YES	NO
Student can accept authority in charge and follow directions	YES	NO
Student is able to make a mistake and not have a 'melt-down'	YES	NO
Student can interact in a group situation with other children	YES	NO

**EXECUTIVE FUNCTION/APPROACHES TO LEARNING:**

Student will attempt new tasks and take risks in a safe environment	YES	NO
Student will try new activities independently	YES	NO
Student is able to show self-restraint and control impulsivities	YES	NO

**SELF-CARE SKILLS:**

Student can handle bathroom needs independently	YES	NO
Student can blow own nose independently	YES	NO
Student can tie shoes independently	YES	NO
Student can carry lunch tray and eat using utensil independently	YES	NO
Student can dress themselves including buttoning and zipping	YES	NO

**MOTOR SKILLS/PHYSICAL DEVELOPMENT**

Student can hop with 2 feet	YES	NO
Student can skip	YES	NO
Student can run backwards	YES	NO
Student can cut basic shapes accurately	YES	NO
Student can stand on one leg for at least 5 seconds	YES	NO
Student uses a proper pencil grip	YES	NO
Student can catch a ball when thrown to them	YES	NO

Information from Preschool/Childcare or other Individual Knowledgeable about  
the Child for Early Kindergarten Admission

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Directions to Individual Completing This Form:

This form is to be completed by an individual, other than a family member, who has worked with or knows the child in learning situations (e.g., preschool, childcare, etc.). Please provide a summary of information related to this child's learning and development in the following areas: social and emotional skills, fine and gross motor skill, language, learning and academic readiness skills.

Language Skills

Learning and Academic Readiness Skills

Social and Emotional Skills

Fine and Gross Motor Skills

Signature: \_\_\_\_\_

Relationship to Child: \_\_\_\_\_

Date: \_\_\_\_\_

This form may be returned to the parent or school district at Hayes Center Public Schools, P.O. Box 8, Hayes Center, NE 69032.

## Kindergarten Early Entrance Preschool/Childcare Checklist

Name of Student: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Person Completing Checklist: \_\_\_\_\_

## ACADEMICS:

Student is able to write first and last name	YES	NO
Student is able to identify the letters in their name	YES	NO
Student can identify numbers 1-10 when presented	YES	NO
Student has book handling skills such as opening the book the right direction	YES	NO
Student can draw a person with a head, arms, legs, and facial parts	YES	NO
Student knows and can identify the difference between numbers and letters	YES	NO
Student knows the basic colors and shapes	YES	NO
Student can tell a short story about a set of pictures and sequence the story appropriately	YES	NO
Student can answer simple comprehension questions about a story read aloud	YES	NO
Student can complete AB patterning	YES	NO
Student demonstrates a good understanding of basic concepts such as up/down, in/out, etc.	YES	NO
Student knows left and right	YES	NO

## SOCIAL-EMOTIONAL SKILLS:

Student can separate from parent without crying or asking for them throughout the day	YES	NO
Student can manage a variety of emotions appropriately	YES	NO
Student can follow daily routines and transitions when required	YES	NO
Student can attend to a task/activity for at least 10 minutes independently	YES	NO
Student can accept authority in charge and follow directions	YES	NO
Student is able to make a mistake and not have a 'melt-down'	YES	NO
Student can interact in a group situation with other children	YES	NO

**EXECUTIVE FUNCTION/APPROACHES TO LEARNING:**

Student will attempt new tasks and take risks in a safe environment	YES	NO
Student will try new activities independently	YES	NO
Student is able to show self-restraint and control impulsivities	YES	NO

**SELF-CARE SKILLS:**

Student can handle bathroom needs independently	YES	NO
Student can blow own nose independently	YES	NO
Student can tie shoes independently	YES	NO
Student can carry lunch tray and eat using utensil independently	YES	NO
Student can dress themselves including buttoning and zipping	YES	NO

**MOTOR SKILLS/PHYSICAL DEVELOPMENT**

Student can hop with 2 feet	YES	NO
Student can skip	YES	NO
Student can run backwards	YES	NO
Student can cut basic shapes accurately	YES	NO
Student can stand on one leg for at least 5 seconds	YES	NO
Student uses a proper pencil grip	YES	NO
Student can catch a ball when thrown to them	YES	NO

ESU 15 SCHOOL DISTRICTS  
Written Request for Early Kindergarten Entrance Assessment

I request an assessment to determine if my child qualifies for early entrance into kindergarten. I am aware there is no provision for reevaluation, retest, or appeal of the district's decision.

Child's Name (Print): \_\_\_\_\_ Birth date: \_\_\_\_\_

Parent Name (Print): \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

INSTRUCTIONAL ARRANGEMENTS

LEARNING ENVIRONMENT ..... 5030

The administration and teaching staff are to make such arrangements for use of facilities, materials, personnel, time, and other resources as well, in the staff's professional judgment, provide the most favorable learning environment for students.

The Board of Education welcomes recommendations as to ways it may assist in improving instructional arrangements.

INSTRUCTIONAL ARRANGEMENTS

FIELD TRIPS/OVERNIGHT TRIPS ..... 5030.1

EDUCATIONAL study trips are considered a vital part of the curriculum. Educational field trips should normally be conducted within the school day. All field trips and school activities must be approved by the building principal prior to publicity or development of plans for the trip.

School transportation vehicles will be furnished for all sponsored educational trips. School employees will make provisions for supervision. Parents will also be permitted to assist in such supervision.

Overnight trips for student groups are not encouraged. The Board of Education will consider such requests only when all of the following conditions are met:

- A. It is necessary in order for a group to attend an activity required as a part of the school's participation in a statewide program of which they are a regular part; or the educational value of the activity is not available through a one-day trip.
- B. The itinerary is well planned and detailed, and a copy will be provided to the office and each parent.
- C. There are adequate chaperones – minimum of one adult for eight students.
- D. All expenses necessary are the responsibility of the group and such expenses are not such as to prohibit any member from participating.
- E. The school may require each pupil participating in the trip to present a permission slip signed by the parent or legal guardian to the teacher in charge, granting the pupil permission to make the trip.



INSTRUCTIONAL ARRANGEMENTS

HOMEWORK ..... 5030.2

Homework is a learning activity related to the experience within the school. Its purposes are to supplement and to enrich work done in the classroom; to provide the individual interests; and to promote competency in skills; to use resource materials; to integrate learning and to teach the proper budgeting of time. Homework should be assigned at the discretion of the classroom teacher.

## INSTRUCTIONAL ARRANGEMENTS

### RULES AND REGULATIONS FOR HOMEWORK . . . . . 5030.2A

No hard and fast rules concerning homework can be made. Some generally accepted principles should govern the teacher in the assignment of homework.

1. There should be flexibility and differences in the assignments to individual students. These should stem from real needs and the consideration of the total educational background of the individual student.
2. Homework should serve a definite purpose; to provide drill or practice on a principle or skill already taught; to provide real-life application of the matter in hand; to develop appreciation for, or knowledge of community resources; or to develop the personal culture of the student.
3. Homework should be used as a technique for learning. "Busy work" does not further learning.
4. Homework should not be ordinarily assigned as punishment.
5. Homework should be reasonable in view of the student's situation. Health, housing conditions, outside work or responsibility, leisure-time activity, and conflicting demands of home and school should not be allowed to become a frustrating and damaging combination for the student.
6. Homework should not be used to replace or reduce supervised study, which should take place during school hours. This type of study usually achieves better results than homework.
7. Homework is more effective if a conference with the parent results in understanding of purpose and ways in which help at home can best be offered.
8. Responsibility for homework in the elementary school will normally increase for grades one through six. Elementary teachers should explain that parents can supplement school instruction by helping students drill on their spelling words, number combination, encouraging them to read at home and working with other assigned activities. Homework in the junior high school will normally increase from seventh to twelfth grade.
9. There should be a cooperative effort on the part of teachers to coordinate homework assignments so that students are not overburdened with excessive quantities of homework.
10. Each teacher should teach students what to study and how to study.
11. Homework should be checked by the teacher and mistakes of students indicated for correction with individual comments wherever indicated or possible.

INSTRUCTIONAL ARRANGEMENTS

TESTING ..... 5030.3

A standardized basic testing program, which can be used, communicated and interpreted by school and by district, will be maintained. The program shall meet all the requirements of the Nebraska Department of Education.

The program will lend itself to:

1. A qualitative assessment of the educational program of the district for purposes of reporting the overall status of the district and charting the growth of pupils, grades, and subject matter areas from year to year.
2. Appropriate reports to the board.
3. Interpretation and use by the teacher, counselors and administrators so that the test findings will influence the guidance and counseling of individual children, and the improvement of curriculum.
4. The program will include both norm-referenced and criterion referenced testing.

The guidance department shall be responsible for the organizing and implementation of the K-12 testing program.

Current information about types of tests given and schedules for them are available in the counselor's office.

INSTRUCTIONAL ARRANGEMENTS

HEALTH SERVICES ..... 5030.4

The purpose of health services shall be to develop in each student a sense of responsibility for his/her own health.

The health services shall include:

1. Periodic health screening.
2. Daily observations of the child's health.
3. Maintaining a health record on each student.
4. Attending to emergency situations.

It shall not be the function of health services to practice medicine or dentistry, rather to inform the family of health problems requiring remedial attention.

INSTRUCTIONAL ARRANGEMENTS

HEALTH REGULATIONS ..... 5030.4A

Physical Screening

All students, elementary and secondary, are required to undergo a physical screening by a school physician or nurse each year. Parents are to be encouraged to take the child to their family physician or dentist if a defect is found. Any medical costs other than those school screenings will not be paid by the school district.

Onset of Illness or Accident in School

If any pupil develops symptoms of illness or is injured at school, the parent or guardian or some other person designated on the pupils enrollment card by the parent shall be notified immediately and if deemed advisable by the school, such person shall be requested to come to the school and get the child. If this is not possible, a school employee shall take the child to his home or the home of such other person. Unless the parent or guardian expressly forbids in a case of dire emergency, the school may call the physician for administration of temporary relief or aid.

Instruction

Activities

Concussions .....5030.4B

1. Training.

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury to all coaches of school athletic teams.

2. Education.

The Superintendent or designee shall require that concussion and brain injury information be provided on an annual basis to students and the students' parents or guardians prior to such students initiating practice or competition. The information provided to students and the students' parents or guardians shall include, but need not be limited to:

- a. the signs and symptoms of a concussion;
- b. the risks posed by sustaining a concussion; and
- c. the actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

3. Response to Concussions.

a. Removal. A student who participates on a school athletic team shall be removed from a practice or game when he or she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school.

b. Return-to-Play. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury student shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student: (i) has been evaluated by a licensed health care professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed health care professional, and (iii) has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

The coach or administration may require that the student's return to full activities be on a stepwise progression back to full participation, or otherwise establish conditions for return to participation that are more restrictive than those defined

by the licensed health care professional if the coach or an administrator reasonably deems such to be appropriate.

The signature of an individual who represents that he or she is a licensed health care professional on a written clearance to resume participation that is provided to the school shall be deemed to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school is not required to determine or verify the individual's qualifications.

- c. Parent Notification. If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity per the preceding paragraph, the parent or guardian of the student shall be notified by the Superintendent or designee of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.

4. Responsibility of Coaches.

Coaches shall comply with this policy and apply their safety and injury prevention training. A coach who fails to do is subject to disciplinary action, including but not limited to termination of employment.

5. Students and Parents.

It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.

6. Effective Date.

This policy becomes operative on July 1, 2012. The administration may, but shall not be required to, implement provisions of this policy prior to such date as it determines appropriate.

Legal Reference:      Laws 2011, LB 260

Date of Adoption:     February 13, 2012

INSTRUCTIONAL ARRANGEMENTS

MEDIA CENTERS ..... 5030.5

The media centers shall provide materials that will enrich and support the curriculum, considering the varied interests, abilities, and maturity levels of the students served.

Materials shall be provided that stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

Cooperative procedures involving teachers, administrators, media center personnel and pupils are to be utilized in the selection of instructional media for curriculum related areas.



INSTRUCTIONAL ARRANGEMENTS

MEDIA CENTER SELECTION ..... 5030.5A

I. PHILOSOPHY OF SELECTION

Hayes Center Public Schools media center hereby declares its policy of selection is to provide a wide range of instructional materials that will exist primarily for educational purposes and will support the curriculum on all levels of cognitive difficulty with diversity and appeal. Selections will present different points of view and a review of allegedly inappropriate materials, through established procedures will be included.

Other materials are provided to attract students, faculty and staff to reading, viewing and listening as sources of enjoyment and recreation over and above the needed subject content.

Our fundamental principle is that it is the right and responsibility of the student and their family to determine and enforce what is appropriate for their personal selection of materials. It is not their right to force their views and standards on other students or families.

The Hayes Center Public Schools will abide by all policy and procedures established by the video and film companies in their contract agreement with the Educational Service Unit #15, which acts as the lending agency.

II. RESPONSIBILITY

The Board of Education is legally responsible for the selection and approval of all materials because it is the policy making and governing body of the school district.

Selection of materials involves many people – administrators, all faculties, students and the media specialist. The responsibility for coordinating the selection of media center materials and making recommendations for purchase is delegated to the professionally trained media personnel.

Media as used in this selection policy may be defined as: print, audiovisual and accompanying technology and other materials to support and enrich the school’s curriculum.

III. OBJECTIVES FOR SELECTION

The objectives of selection for this media center are:

1. To provide materials that will enrich and support the 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 students to make intelligent judgments in their daily lives;
4. To provide materials on both sides of a controversial issue so that users may develop, under guidance, the practice of critical analysis;
5. To provide materials which are realistically representative of the many religious, ethnic and cultural groups and reflect the contributions made by these groups and individuals to our 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;

#### IV. AIDS TO SELECTION

The use of reputable reviews, bibliographies, catalogs, professional journals and finding lists can help the media professional limit the search for materials.

#### V. CRITERIA FOR SELECTION

Materials selected will:

1. Be based on the overall educational goals of the local school district;
2. Be based on requests by administrators, faculty and students;
3. Be chosen in relation to existing materials;
4. Include a wide variety of materials;
5. Be of superior format;
6. Stimulate learning and creativity in the user;
7. Be current and relevant to the world today;
8. Represent a wide range of artistic, historic and literary qualities;
9. Reflect problems, attitudes, hopes and ideas of the society;
10. Be appropriate to the level of the user;
11. Represent different viewpoints on controversial issues;

12. Be of acceptable technical quality with clear sound and narration, synchronized picture and sounds and readable and well balanced.

## VI. GIFT STATEMENT

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

No gift material shall be accepted without the understanding that the use, placement, and future of these gift materials depends on the practices of the Media Coordinator.

## VII. WEEDING

Out-of-date or no longer useful materials are withdrawn from the collection to save space, improve access and make room for new materials. Specific weeding criteria are listed below.

1. If an item is a duplicate and worn out, past use of the item and whether or not it is possible to find a replacement, if required, may be considered when determining if the item should be discarded.
2. Physical condition will be one of the factors in weeding. If an item is in poor condition, this may be the result of overuse rather than nonuse and replacement may be considered.
3. Qualitative and quantitative worth is another factor.
4. Other considerations are based on:
  - a. The value of a title as subject matter;
  - b. Item's importance historically;
  - c. Availability of other editions/replacements;
  - d. Availability of other materials on the subject;
  - e. Use of the item
  - f. Year of publication and relativity to current society;
  - g. Recency of copyright;
  - h. Bias;
  - i. Author reputation;
  - j. Presentation;
  - k. Binding.
5. Clientele may also be consulted to determine if an item will be weeded.
6. Periodicals will be kept three years and then placed in a "cutting" box.

## VIII. PROCEDURE FOR RECONSIDERATION OF MATERIALS

Occasional objections to the materials in the media center will be made, despite the quality of the selection process.

If a complaint is made, procedures outlined in board policy 5020.7 should be followed.

## IX. COPYRIGHT POLICY

It is the intent of the Hayes Center Public Schools media center to adhere to the provisions of the current copyright laws and congressional guidelines.

All Hayes Center Public Schools employees shall adhere to all provisions of Title 17 of the United States Code, entitled "Copyrights", and other relative federal legislation and guidelines related to the duplication, retention, use, and disposal of copyrighted materials.

## FIRST AMENDMENT OF THE CONSTITUTION OF THE UNITED STATES

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

## STATEMENT ON INTELLECTUAL FREEDOM

The First Amendment of the Constitution of the United States is a cornerstone of our liberty, supporting our rights and responsibilities regarding free speech, both written and oral.

INSTRUCTIONAL ARRANGEMENTS

PRE-SCHOOL PROGRAMS ..... 5030.6

The school district shall not be required to accept financial responsibility for the education of pre-school children except as required by law.

Instruction

Curriculum – Assessments .....5030.7

1. State Assessments.

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

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

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

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

2. Achieving Valid Assessments

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

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

The following specific assessment expectations and rules apply:

- a. Integrity of the Assessment Instrument. The integrity of the assessment instrument is to be maintained.
  - i. Standardized Assessments. Standardized assessment instruments are not to be made available to students at any time before the student takes the

assessment. The assessment instrument is to be maintained in a secure manner.

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

b. Teaching for Success on Assessments.

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

- i. Teach the Content. Educators are to prepare students to do well on assessments by teaching the subject content. Educators are not to “teach to the test” by teaching based solely on the content of the assessment. The content is to be taught to the students over an appropriate amount of time prior to the assessment. “Cramming” assessment content just before the assessment is to be taken is not appropriate. Review of content previously taught is appropriate.
- ii. Practice Tests. Educators are to prepare students by teaching test taking skills independent of the subject matter being assessed. Educators are not to conduct reviews (drills) using earlier (no longer published) versions of the same test, using alternate (parallel) forms of the same published test, or using actual items from the current form of a standardized test that will be administered to students. Educators are not to conduct reviews (drills) using items of identical format (for example, multiple choice) to the exclusion of other formats.

c. Conditions for Successful Assessments.

- i. Communications. Educators are to communicate to students and parents when assessments will be administered, the purpose of the assessment and how the assessment results will be used. Educators are to motivate students to do their best on assessments. Educators are to read and be familiar with assessment administration directions in advance and communicate the rules to students accurately and clearly.
- ii. Climate. Educators are to have sufficient assessment materials available (e.g., No. 2 pencils, if needed). The classroom is to be arranged to allow comfortable seating. Distractions are to be eliminated. Educators in

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

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

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



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

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

Date of Adoption: February 13, 2012

INSTRUCTIONAL ARRANGEMENTS

NONDISCRIMINATION IN EDUCATION PROGRAMS

AND ACTIVITIES ..... 5030.8

- A. It is the policy of the Hayes Center Public Schools not to discriminate on the basis of race, national origin, creed, age, marital status, sex, or disability in its educational programs, activities, or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, the Federal Rehabilitation Act of 1973 and the Nebraska Equal Opportunity in Education Act.
  
- B. Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity in violation of this policy may grieve such matters using the adopted grievance procedures of this district. Such procedures shall provide for prompt and equitable resolution of complaints alleging acts of discrimination.
  
- C. Inquiries regarding compliance with Title IX, the Nebraska Equal Opportunity in Education Act or Title VI may be directed to the Superintendent of Schools, P.O. Box 8, Hayes Center, Nebraska, Telephone 286-3211 or in the case of Title IX and the Rehabilitation Act to:

Regional Civil Rights Director  
U.S. Department of Education  
Office for Civil Rights, Region VII  
P.O. Box 901381  
10220 N. Executive Hills Blvd., 8<sup>th</sup> Floor  
Kansas City, MO 64190-1381  
Telephone (816) 891-8026

INSTRUCTIONAL ARRANGEMENTS

REQUESTS TO CONTACT PUPILS ..... 5030.9

Any person other than a school employee who comes to the school to talk to or take a pupil with him must obtain permission of the Superintendent or the Principal prior to contacting the pupil. The Superintendent or Principal shall not grant such permission unless the person has a clearly valid and proper reason for contacting one pupil. Ordinarily such contacts shall be restricted to parents of the pupil, or close friend of the family when a dire emergency exists. Law enforcement officers should be urged to contact pupils outside the school whenever possible.

INSTRUCTIONAL ARRANGEMENTS

LOAN TEXTBOOKS TO PRIVATE SCHOOL STUDENTS . . . . . 5030.10

The Hayes Center Public Schools Board of Education will purchase and loan textbooks to students attending private schools to the extent that funds are provided for the purchase of such textbooks by the Nebraska Department of Education. The Superintendent shall develop regulations and procedures for the lending of such textbooks to the parent or legal guardian of children attending private schools in accordance with the Nebraska statutes and the rules and regulations promulgated by the State Department of Education.

INSTRUCTIONAL ARRANGEMENTS

LOAN TEXTBOOKS TO PRIVATE SCHOOL STUDENTS . . . . . 5030.10A

Rules and Regulations for Implementing Board Policy #5030.10 – Loan of Textbooks to Private School Student

Definitions:

Private School Children – resident child of the School District of Hayes Center Public Schools who are enrolled in Kindergarten to grade 12 of a private school which is approved for continued legal operation under Title 92, Nebraska Administrative Code (NAC), Chapter 10.

Textbooks – a book, which is used in classroom instruction as the principal source of student material, in Kindergarten through grade 12 in the public schools of the district. Library books, workbooks, and other similar materials are not considered textbooks.

Procedures:

1. The Hayes Center Public Schools shall make available, by December 1 of each year, a list of textbooks, which will be used in the district during the next school year. The list shall also include any new textbooks that the district has determined, as of December 1, shall be used during the next school year.

A copy of the list of textbooks shall be made available at the Superintendent’s office, Post Office Box 8, Hayes Center, Nebraska. Copies of the list will be available upon request at a reasonable cost, which shall be at least the cost of reproduction.

2. Applications by a parent or guardian for the loan of textbooks shall be made to the Superintendent’s office at P.O. Box 8, Hayes Center, Nebraska, on behalf of an individual child who resides in the District. Application shall be made on or before January 15<sup>th</sup> for the following school year and shall be made on the designated form “application FOR loan of Textbook”.
3. The Board of Education shall make application to the Department of Education by February 15 for funds to purchase textbooks.
4. If the district is unable to provide all the textbooks for which applications have been made due to prorate reduction by the Department of Education, then the board shall use their best judgment in selecting the textbooks, which shall be purchased. If, after exercising such judgment, there are not enough textbooks of a particular subject and grade level to fill all of the individual requests, then textbooks shall be distributed on the basis of a random drawing.
5. The Board of Education shall, at least ten days prior to the beginning of classes in the Hayes Center Public Schools, notify in writing the parent or legal guardian of each private school student who made application for textbooks, the status of their

application. Such notice shall be sent to the address provided in the application and shall indicate if they qualified for textbooks, and where and when the textbooks that have been purchased for them will be made available.

6. The parent or legal guardian or each private school student shall be required to sign a receipt at the time the textbooks are picked up on the form, "Receipt for textbooks for Private School Child".
7. The parent or legal guardian is responsible for returning the textbooks to the Superintendent's office, P.O. Box 8, Hayes Center, Nebraska, within 15 days after the close of classes in the Hayes Center Public Schools.
8. Failure to return a textbook or return of a textbook damaged beyond ordinary wear and tear shall require reimbursing the school district for the lost book or for the damage. The school district may refuse to loan textbooks to parents or legal guardians who fail to reimburse the district for lost or damaged books.

All requirements of NDE Rule 4 as it related to the administration of this program will be followed.

EXHIBIT A

**APPLICATION FOR LOAN OF TEXTBOOKS**

To: Hayes Center Public Schools  
P.O. Box 8  
Hayes Center, Nebraska 69032

Application is hereby made, pursuant to Neb. Rev. Stat. 7904, 118(2) and the rules and regulations promulgated thereunder, that you loan my child or ward the following textbook(s) that are designated for use in your school district:

My child or ward is a student at \_\_\_\_\_, which is a private school, approved for continued legal operation under 92 NAC 10.

My child or ward's name is \_\_\_\_\_. He or she will be in the \_\_\_\_\_ grade beginning in the fall of the next school year, and resides at \_\_\_\_\_.

DATED: \_\_\_\_\_

\_\_\_\_\_  
(Print and then Sign Name of Parents or Guardian and Designate Which)

\_\_\_\_\_

\_\_\_\_\_  
Address of Parent or Guardian

\_\_\_\_\_

\_\_\_\_\_  
Phone Number of Parent or Guardian

(This application must be received on or before January 15.)

**HAYES CENTER PUBLIC SCHOOLS  
Hayes Center, Nebraska 69032**

RECEIPT FOR TEXTBOOK FOR PRIVATE SCHOOL CHILD

The undersigned parent or guardian hereby acknowledges the receipt of text books specified on the list attached hereto, and agrees that they are in good condition and will be returned in the same condition, normal wear excepted, within 15 days after the last day of public school classes. The undersigned agrees that if the textbooks specified in the list are damaged, lost, stolen or not returned, that he or she will pay the school district the reasonable cost of repair or replacement.

\_\_\_\_\_

Date

\_\_\_\_\_

Signature of Parent or Guardian

\_\_\_\_\_

Address of Parent or Guardian

\_\_\_\_\_

\_\_\_\_\_

Phone Number of Parent or Guardian



INSTRUCTIONAL ARRANGEMENTS

STUDENTS MARITAL STATUS ..... 5030.11

MARRIED STUDENTS

Students who marry before the completion of their high school education will not be denied the opportunity of completing secondary school education, providing their behavior is not a disturbing influence on the other members of the student body.

PREGNANT STUDENTS

1. The Board of Education of Hayes Center Public Schools believes that the student and her parents should make decisions concerning the educational future of a pregnant student after consultation with a licensed physician, school guidance counselor and school administrator.
2. Should she decide to remain in school, either temporarily or throughout the pregnancy, a written statement of approval from a licensed physician should be submitted along with a student and parental waiver of school responsibility for pregnancy-related injuries or diseases.
3. If the student decides not to remain in school, then the school will provide for homebound tutoring, correspondence courses or other courses of instruction.
4. Upon submission of a written statement of approval from a licensed physician, the student will be re-admitted to school after the pregnancy.

Adopted: June 9, 1975

PUPIL PROGRESS

REPORTING PROGRESS OF STUDENT'S ATTENDANCE  
AND ACADEMIC ACHIEVEMENT ..... 5040.1

A written record of students' academic progress and attendance shall be provided to parent/guardians on a quarterly basis.

Other reports to parent/guardians are also encouraged, if in the opinion of school personnel issuing such reports would be beneficial to student progress and/or promote better understanding of the parent/guardian.

PUPIL PROGRESS

PROMOTION/RETENTION ..... 5040.2

Students shall normally progress from one grade to the next higher grade once a year through annual promotion.

The professional staff shall make retentions after consultation with the Principal and the parents.

Promotion or retention is considered annually in terms of the best interest of the individual student. Acceptance of the placement of an individual should have the approval and support of those who are vitally concerned with the student's educational improvement, the teacher, the Principal, and the parents.

Retention is advocated when it is agreed that the student would benefit from additional experiences at the same grade level. If the parents and school personnel cannot reach agreement, school personnel will render the final decision.

PUPIL PROGRESS

GRADUATION REQUIREMENTS – HIGH SCHOOL . . . . . 5040.3

Students differ widely in what they bring to the school and in what they expect from it. Therefore the following are stated as minimums to allow flexibility in the planning of individual programs. However on the assumption that there are some elements that should be shared by all educated persons, these uniform minimum requirements are established for graduation from the Hayes Center Public Schools:

<u>COURSE</u>	<u>YEARS</u>	<u>HOURS</u>
English	4 years	40 Hrs (Must include 9 <sup>th</sup> & 10 <sup>th</sup> )
Social Science	3 years	30 Hrs (A. Hist.,W. Hist., A. Gov. or W. Geog.)
Mathematics	4 years	40 Hrs (Must include Beginning Algebra)
Science	3 years	30 Hrs (Must include Physical Sci. & Biology)
Ag. Ed	1 year	10 Hrs
Physical Education/Health	1 year	10 Hrs (Must be Physical Education/Health)
Drivers Ed	½ year	5 Hrs
Speech	½ year	5 Hrs
Computers	½ year	5 Hrs
Electives	6 ½ years	<u>65 Hrs</u> 240 Hrs
Foreign Language	2 years is <u>Highly Recommended</u> as 4 year colleges require	

A minimum of 240 hours shall be completed for graduation.

Each student must be in attendance 8 periods and enrolled in seven classes. If a student is not capable of carrying seven classes, or has a medical excuse limited class participation, the requirement may be reduced.

Students qualifying for special education through testing procedures approved by the Nebraska Department of Education shall be required to successfully complete the course of study prescribed in their individualized education plan.

Students

Dating Violence ..... 5420

Hayes Center Public Schools strives to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the educational program and are required of all students and staff. Dating violence will not be tolerated.

For purposes of this policy “dating violence” means a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. “Dating partner” means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long term.

Incidents of dating violence involving students at school will be addressed as the administration determines appropriate, within the scope and subject to the limits of the District’s authority.

Staff training on dating violence shall be provided as deemed appropriate by the administration. The dating violence training shall include, but need not be limited to, basic awareness of dating violence, warning signs of dating violence, and the District's dating violence policy.

Dating violence education that is age-appropriate shall be incorporated into the school program. Dating violence education shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

The administration will be responsible for ensuring that this dating violence policy is published in the school district’s student-parent handbook or an equivalent such publication. Parents and legal guardians shall be informed of the dating violence policy by such other means as the administration determines appropriate. If requested, parents or legal guardians shall be provided a copy of the dating violence policy and relevant information.

Legal Reference: Neb. Rev. Stat. §§ 79-2,139 to 79-2,142

Date of Adoption: May 10, 2010