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<tr>
<td>Limited Open Forum</td>
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INSTRUCTIONAL PROGRAM

Purpose

Through the instructional program, the Lincoln Board of Education makes its most important contribution to education in our community. The Board establishes the direction, monitors staff efforts and provides resources to improve the quality of the instructional program for students.

Specifically, the Board will do the following:

1. Adopt educational goals and objectives,
2. Set requirements for promotion and graduation,
3. Set guidelines for instructional decisions,
4. Establish criteria for student activities,
5. Establish guidelines on school organization, and
6. Set expectations for program assessment.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Organizational Structure of the Schools

The organizational structure of the schools in the District is preschool/elementary school (K-5), middle school (6-8), and high school (9-12). Exceptions to this plan shall be approved by the Lincoln Board of Education.
INSTRUCTIONAL PROGRAM

Size of Schools

General parameters for the size of each school at the three organizational levels are as follows:

- **Elementary:** 50 to 125 students per grade/age level group,
- **Middle School:** 200 to 300 students per grade/age level group, and
- **High School:** 350 to 500 students per grade/age level group.

These parameters allow for effective and efficient use of resources. At the elementary level, they represent a minimum of two teachers per grade level. At the middle school level, they represent a minimum of two teams per grade level. At the high school level, they permit the scheduling of specialized elective courses.

The total number of grades in a building shall be considered in determining the most appropriate number of students per grade.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations: 3920.1
Legal Reference:
INSTRUCTIONAL PROGRAM

Schedules

Within the requirements of state law and regulations and within the limitations of school facilities, the Lincoln Board of Education will establish the school calendar and the length of the school day so as to offer the most educationally productive time schedule.

By February 15, the Superintendent of Schools shall submit to the Board a proposed school calendar for the following year. Before submitting the calendar to the Board, the Superintendent should give School District employees an opportunity to review and react to it.

By March 15, the Board should adopt the school calendar for the following year.
INSTRUCTIONAL PROGRAM

Student Calendar

The school calendar shall provide at least the following number of hours of instructional time per school year:

Kindergarten through grade five  1,043
Grades six through twelve        1,091

Instructional time is defined as the period of time between the start of the school day for students and the end of the school day for students, excluding lunchtime.

Instructional time includes time spent in the supervised Out-of-School Learning Program, time required for students to move from one learning activity to another and, in elementary schools, up to 30 minutes per day of supervised recess activity.

Faculty-sponsored school activities (e.g., clubs, contests, interscholastic sports) shall not occur during instructional time, except as authorized by the Superintendent or designee.
INSTRUCTIONAL PROGRAM

Instructional Decisions

Summer School

The District may offer a voluntary summer school program which provides the following:

1. An opportunity for students to continue their learning during the summer.

2. An opportunity for high school students (grades 9-12) to earn additional credit during the summer.

Minimum course enrollments will be established; a course offering which does not have the minimum enrollment will be canceled.
INSTRUCTIONAL PROGRAM

Summer School

The plan for summer school is based on these features:

1. The summer school offerings may include the following:
   a. Elementary and secondary courses offered during the school year,
   b. Elementary and secondary courses for students in special education, and
   c. Elementary and secondary enrichment courses;

2. Minimum course enrollments will be established; a course offering which does not have minimum enrollment will be canceled; and

3. Tuition fees will partially cover costs of the program.

Credit offered during summer school shall be consistent with that offered during the regular school year.

Reviewed and Remains in Effect as Written: 2019-02-12
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Program for Students

Elementary and middle school students shall be enrolled for instruction for the full normal school day.

High school students shall be enrolled for the normal school day which may include not more than one supervised study period.

The Superintendent or his/her designee is authorized to reduce an individual student’s course load:

1. To meet provisions of an Individual Education Plan (IEP),
2. To provide for a student’s best interests where experience shows that the full normal day schedule interferes with the student’s opportunity for successful learning, and
3. To permit a Lincoln Public Schools student to complete graduation requirements after he/she has completed three years at the high school level.

Students enrolled in non-public schools or in home schools may enroll in Lincoln Public Schools less than full-time for specific classes with the written approval of the Associate Superintendent for Instruction or designee.
INSTRUCTIONAL PROGRAM

Program for Students

Middle School Course of Study

Grades Six, Seven and Eight

Students during grades six, seven and eight will have 364 minutes of instruction per day. The courses they are expected to complete successfully include the following:

- **English/Language Arts** - Seven semesters.
- **Social Studies** - Six semesters.
- **Mathematics** - Six semesters.
- **Science** - Six semesters.
- **Physical Education** - One semester during grades six, seven and eight.
- **Health** - Incorporated in nine-week course Healthy Living in grade six. One semester during grades seven and eight.
- **Reading and Math Intervention** - Students who have not met District reading and math criteria will be required to take additional reading and math until the criteria are met.
- **Academic Connections** - Students will participate in nine- and 18-week classes, unless waived for academic support, that align with college and career-ready standards. (Classes may include Skilled and Technical Sciences, Family and Consumer Science, Art, Vocal Music, World Languages, Computing Skills.) Instrumental music during grade six will be offered as a pull-out program.

Students will participate in nine- and 18-week classes during grade seven, unless waived for academic support or instrumental music, that align with college and career-ready standards. (Classes may include Vocal Music, Art, Family Consumer Science, Skilled Technical Sciences, World Languages, Business, Computer 7.)
INSTRUCTIONAL PROGRAM

Program for Students

Middle School Course of Study (Continued)

Electives - Four semesters (two class periods each semester) during grade eight that align with college and career-ready standards. (Classes may include Art, Vocal Music, Skilled Technical Sciences, Family Consumer Science, World Languages, Business, Computer, Drama, Speech, Journalism, Instrumental Music.)

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2015-03-24
Original Adoption or Oldest Version: 2015-03-24
Related Policies and Regulations:
Legal Reference:
## INSTRUCTIONAL PROGRAM

### Program for Students

### Requirements for Graduation, Beginning with the Graduating Class of 2015

#### Part 1: Required Areas of Study

Graduation from Lincoln Public Schools will require the accumulation of 245 credit hours in grades 9-12, subject to the following:

Within the 245-credit expectation for graduation from high school (grades 9-12), designated areas of study totaling 182.5 credit hours will be required of students. The credits listed are to be earned by taking courses.

<table>
<thead>
<tr>
<th>Graduation Requirement Area</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Career and Technical Education (CTE)</strong></td>
<td>20, at least 5 credits of Fine Arts and 5 credits of CTE</td>
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<tr>
<td>business, family and consumer sciences, industrial technology</td>
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<tr>
<td>and</td>
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<tr>
<td><strong>Fine Arts</strong></td>
<td>5</td>
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<tr>
<td>dance, dramatic arts, music and visual arts</td>
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</tr>
<tr>
<td><strong>Career and Educational Planning/Personal Finance</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>English including Oral Communication</strong></td>
<td>40</td>
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<tr>
<td><strong>Human Behavior</strong></td>
<td>5</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td>30</td>
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<tr>
<td>Including the completion of Algebra and Geometry</td>
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<tr>
<td><strong>Physical Education</strong></td>
<td>10</td>
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<tr>
<td><strong>Health</strong></td>
<td>2.5</td>
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<tr>
<td><strong>Science</strong></td>
<td>30</td>
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<tr>
<td>Including 5 hours of earth, physical (physics and chemistry)</td>
<td>and life science</td>
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<tr>
<td><strong>Social Studies</strong></td>
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<tr>
<td>Civics</td>
<td>5</td>
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<tr>
<td><strong>Introduction to Geography</strong></td>
<td>5</td>
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<tr>
<td><strong>Government and Politics</strong></td>
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<tr>
<td><strong>World History</strong></td>
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<td><strong>US History</strong></td>
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<tr>
<td><strong>Technology</strong></td>
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INSTRUCTIONAL PROGRAM

Program for Students

Requirements for Graduation, Beginning with the Graduating Class of 2015 (Continued)

Part 2: Required Areas of Study

In addition to accumulating the required number of credit hours, students will also be required to demonstrate that they have necessary reading and writing skills. Demonstrations and standards for successful completion of these skill areas will be developed. Demonstrations may be completed in a particular class and/or independent of a class, depending upon how the demonstration is developed. Demonstrations will not grant credit.

<table>
<thead>
<tr>
<th>Area</th>
<th>12th Grade Graduation Demonstrations</th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Students must demonstrate the ability to read and comprehend newspapers such as the Lincoln Journal Star and Omaha World-Herald.</td>
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<tr>
<td><strong>Writing</strong></td>
<td>Students must demonstrate the knowledge and skills necessary to write a narrative and an expository essay consistent with state standard.</td>
</tr>
</tbody>
</table>

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2010-11-09
Original Adoption or Oldest Version: 2010-11-09
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

High School Graduation Requirements

Waiver of Graduation Requirements

The Associate Superintendent for Instruction is authorized to make decisions about granting exceptions to the graduation requirements when circumstances such as unresolvable course schedule conflicts or admission to the Lincoln Public Schools late in the high school years occur.

Reviewed and Remains in Effect as Written: 2019-02-12
Original Adoption: 2015-08-25
Related Policies and Regulations: 
Legal Reference:
INSTRUCTIONAL PROGRAM

Course Credit for High School Courses

Course credit in secondary schools during the regular school year shall be defined as follows:

1. Courses which meet a minimum of 30 clock hours may grant 2.5 credit hours upon successful demonstration of knowledge and/or skill proficiency. Normally, these courses will meet daily for one quarter of the school year.

2. Courses which meet a minimum of 60 clock hours may grant 5.0 credit hours upon successful demonstration of knowledge and/or skill proficiency. Normally, these courses will meet daily for one semester of the school year.

3. Courses which meet a minimum of 120 clock hours may grant 10.0 credit hours upon successful demonstration of knowledge and/or skill proficiency. Normally, these courses will meet daily for both semesters of the school year.

Course credit is granted only for the satisfactory completion of learning experiences which are organized, supervised and/or administered by the staff of the Lincoln Public Schools, except that credit which is earned at an accredited college or university may be transferred to Lincoln Public Schools. Course credit can be granted for a course taken in middle school if the course has the same curriculum content, textbook and assessments as a high school course.

Credit is also granted for successful completion of courses that are organized by an educational organization recognized by the District administration and taught by staff members of the Lincoln Public Schools. Such organizations include, but are not limited to, Junior Achievement, the College Board, International Baccalaureate, accredited colleges and universities and Junior Reserve Officer Training Corps. District administration is authorized to investigate and determine which courses would be included in the District curriculum and how much credit would be awarded for each course.
INSTRUCTIONAL PROGRAM

Activities

Concussions

1. **Training.**
   
The Superintendent or designee shall make available training 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 and certified athletic trainer.

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 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 trained in concussion management 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.
INSTRUCTIONAL PROGRAM

Activities

Concussions (Continued)

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, certified athletic trainer 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.

d. Return to Learn. The Superintendent or designee shall develop a return to learn protocol for students who have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum and monitoring by medical or academic staff until the student is fully recovered.


Coaches shall comply with this policy and apply their safety and injury prevention training. A coach who fails to do so 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 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 whether or not such injury happened during a school activity or an activity or incident outside of school.
INSTRUCTIONAL PROGRAM

Activities

Concussions (Continued)

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.
INSTRUCTIONAL PROGRAM

Gifted Program

The Lincoln Board of Education recognizes that the student population includes students with exceptional academic abilities. These students have a need for educational services which are consistent with their ability levels and learning characteristics such as thinking abstractly, having the ability to study a topic in depth and learning rapidly. These students shall be provided appropriately challenging curricula and instruction which are congruent with their learning abilities and styles and which shall be provided in classes composed of these students, taught by teachers trained to recognize and meet the needs of these students. Requests for exceptions to “classes” must be submitted to the Gifted Steering Committee and may be approved in an elementary or middle school when based on the presence of an insufficient number of gifted students to form a differentiated class. Each school shall prepare a plan for delivery of services to gifted students, and the plan shall be approved by the Gifted Steering Committee.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Referral, Identification and Placement of Students in the Gifted Program

Efforts to refer and identify students for the gifted program will be made at each grade level. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary. Outstanding abilities are present in students from all cultural groups and across all economic strata. Students will be placed in the gifted program congruent with their identified needs.
INSTRUCTIONAL PROGRAM

Referral, Identification and Placement Criteria for Gifted Program

A. Referral Process

A student may be referred by parent/guardian, staff member, community member, peer or by self-nomination.

A student may be referred for consideration based on any of the following:

1. Student products of high quality
2. Evidence of outstanding performance
3. Evidence of high ability, as determined by use of differentiated characteristics checklists
4. Standardized group aptitude test scores in the 9th stanine
5. Standardized achievement test scores in the 9th stanine

B. Data Gathering Team, Building Based

Each school will establish a data gathering team, consisting of a building administrator, building facilitator, classroom teacher(s) and others. The make up of this group may change depending on the students who are being considered. It will be the responsibility of this team to facilitate the referral and identification of gifted students in the building.

C. Identification and Placement Criteria for Gifted Services

The criteria to be followed by the school data gathering team for identification and placement of students for gifted services and the differentiated curriculum are:

1. Meet district criterion on at least two of the following:
   - Standardized achievement score(s) in 9th stanine on total reading, total math, total language, and/or total battery
   - Student products or evidence of outstanding performance with supporting data, submitted by staff, parent/guardian, peers, self and/or community members
   - Outstanding records of past performance (e.g., grades, performance in class)
   - Evidence of ability as indicated on the differentiated characteristics checklists

or
INSTRUCTIONAL PROGRAM

Referral, Identification and Placement Criteria for Gifted Program
(Continued)

Students may also qualify based on additional criteria including:

Score two standard deviations above the norm or above on an approved individual intellectual test, as follows:

- Stanford-Binet V
  Full scale score of 130 or above or
  Verbal of 130 or above and a Full Scale score of 120 or above, or
  Nonverbal IQ of 130 or above and a Full Scale score of 120 or above
- Wechsler V
  General Ability Index score of 130 or above, or
  Verbal Comprehension Index score of 130 and a General Ability Index score of 120 or above, or
  Visual Spatial Index score of 130 and a General Ability Index score of 120 or above
  Fluid Reasoning Index score of 130 and a General Ability Index score of 120 or above

2. Identified students who transfer to schools or articulate within the district and identified students who enroll from out of district will be provided gifted program services.

D. Identification and Placement Criteria for Highly Gifted Services

The criteria used for identification and placement of students in the highly gifted program are:

1. Score three standard deviations above the norm on any of the following approved individual intellectual test as follows:

   - Stanford-Binet V, full scale score of 145 or above
   - Stanford-Binet V, Verbal IQ of 145 or above and a Full Scale score of 130 or above
   - Stanford-Binet V, Nonverbal IQ of 145 or above and a Full Scale score of 130 or above
   - Wechsler V, General Ability Index score of 145 or above
INSTRUCTIONAL PROGRAM

Referral, Identification and Placement Criteria for Gifted Program
(Continued)

- Wechsler V, Verbal Comprehension Index score of 145 or above and a General Ability Index score of 130 or above
- Wechsler V Perceptual Reasoning Index score of 145 or above.
- Wechsler V, Visual Spatial Index score of 145 or above and a General Ability Index score of 130 or above
- Wechsler V, Fluid Reasoning Index score of 145 and a General Ability Index score of 130 or above

E. Identification by District Administrative Steering Committee for the Gifted and Highly Gifted Program

If a student does not meet the specified criteria for identification and gifted program services seem warranted, then staff members, the student, and/or parents/guardians may submit data to the District Steering Committee for the Gifted Program.

The District Administrative Steering Committee for the Gifted Program will consider the following information on which to base decisions for providing gifted program services:

- Demonstrated accomplishment(s),
- Expert testimony or reports
- Outstanding scores on objective tests
- Other evidence

F. Facilitating School Experiences for Students with High Ability and Low Achievement

Students who have abilities that would qualify them for the gifted program and who achieve at a low level will be referred to the data gathering team who, working with parents/guardians, will determine the school experiences that best meet the student’s needs. This referral will result in identifying the student for the gifted program and placing the student in gifted program services unless parents/guardians and staff determine that such identification and/or placement will not meet student needs. Student progress will be reviewed annually by the data gathering team.
INSTRUCTIONAL PROGRAM

Communications with Students in the Gifted Program and Their Parents about Referral, Identification and Placement Criteria and Procedures

At the beginning of each school year, the District will provide written information to parents/guardians about gifted program referrals, identification and procedures, including ways parents/guardians or students may facilitate the referral and identification process. In addition, information regarding the functions of the District Steering Committee, the alternate criteria for identifying students and the appeal process will be made available to parents/guardians.

At the beginning of each year and/or when a student enrolls, the principal/designee will provide parents/guardians with a brochure or school newsletter, information describing the school’s gifted program, gifted program referral, identification and procedures, including ways parents/guardians or students may facilitate the referral and the identification process.

Reviewed and Remains in Effect as Written: 2019-02-12
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Differentiated Curriculum and Instruction

Program services in curricula and instruction will be designed to accommodate the student’s ability levels and learning characteristics, such as thinking abstractly, having the ability to study a topic in depth and learning rapidly. The program services may differ depending on the needs of the student and the gifted or highly gifted designation. Program services include:

1. Differentiated curricula and instruction
2. Acceleration
3. Flexible grouping which will include homogeneous grouping
4. Mentoring
5. Providing appropriate courses and activities, including those at local state-supported colleges and universities
6. Personal Learning Plans

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Last Revision: 2009-11-24
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Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Differentiated Curriculum and Instruction

The services that will be provided by the District for students who are placed in the gifted program are:

A. Differentiation of curricula and instructional strategies

Curricula and instruction will be differentiated in the following ways:

1. The content objectives taught
2. The processes, appropriate instructional strategies and resources used in teaching
3. The expectations (activities and experiences) required of students
4. The products and assessments required of students
5. The learning environment

Differentiated English/Language Arts and Mathematics curriculum will be available to kindergarten through sixth grade students.

Differentiated English, Mathematics, Social Studies and Science curriculum will be available to seventh and eighth grade students.

B. Acceleration

Modifications in curriculum and instruction will be made in accordance with individual student needs. Options available are:

1. Move rapidly through a sequence of objectives at a pace consistent with the learning ability of the student that will likely be beyond grade level
2. Receive a compacted version of a course, unit or activity. Compacting in District curriculum will provide modifications in the regular curriculum materials by reorganizing and combining similar objectives to provide economical and effective use of instructional and practice time
3. Advance (skip) an elementary or middle school grade(s)
INSTRUCTIONAL PROGRAM

Differentiated Curriculum and Instruction (Continued)

4. Apply for a waiver for a middle school or high school course(s). A transitional plan will be put in place to devise a waiver process

5. Exemptions can be brought before the steering committee

The principal, in consultation with the curriculum specialist, appropriate department chair, building facilitator, and the gifted consultant, will approve grade level advancements, waivers, grades, and credits earned.

C. Grouping

Student grouping will be flexible, except for the purpose of instruction in the differentiated curricula and/or acceleration, at which time students will be grouped with other gifted students.

D. Mentoring

A mentor will be offered for highly gifted students who have exceptional academic needs (including those who are under-achieving) that cannot be met through the standard curriculum and instructional options. Up to five hours per week of individual instruction will be offered in lieu of class instruction during the time the class meets, as part of the school day, at the school site. Mentors will be offered in the disciplines of: English/language arts, foreign language, mathematics, science and social studies. Any variation of the above must be approved by the steering committee.

E. Appropriate Courses and Activities

In grades 9-12, core curricular areas required for graduation (English, math, science, social studies) will offer differentiated and/or advanced placement classes. Differentiated sections of electives may be offered at the discretion of the school.

Highly gifted students, with permission from the principal/designee in consultation with the gifted consultant and the curriculum specialist, may: take appropriate courses in other buildings; and/or take up to 12 credit hours per calendar year of local, state-supported college or university course work. Any variation of the above must be approved by the steering committee.
INSTRUCTIONAL PROGRAM

Differentiated Curriculum and Instruction (Continued)

Tuition will be paid by the District. Students will purchase materials needed for the class; they may submit the receipts for reimbursement by the District. If the student receives District reimbursement, the materials become the property of the District. Materials purchased by the District become the property of the District. Students wishing to keep the materials may purchase them. Transportation will be provided by the student.

Post-secondary courses may be used as credit toward graduation at the rate of five high school credit hours for every three college credit hours completed. Courses will be included on the student’s high school transcript.

F. A Personal Learning Plan (PLP) will be written for students who:

1. Are advanced (skip) an elementary or middle school grade
2. Are granted a waiver for a middle level and/or high school course(s)
3. Qualify for a mentor
4. Take a course at another administrative level (i.e., an elementary student taking a middle level course)
5. Are participating in post-secondary course work
6. Demonstrate competence in elementary social studies or science
7. Have instructional needs in elementary English/language arts and mathematics that cannot be met through the differentiated curricula

The principal/designee will be the PLP manager and the PLP will be reviewed annually by the principal, designee and/or the building program design team.

G. Each school will establish a gifted program design team whose purpose will be to:

1. Determine the procedure for referral and identification
2. Plan program services in curriculum, instruction and guidance/counseling
3. Plan professional development options for certified staff
INSTRUCTIONAL PROGRAM

Differentiated Curriculum and Instruction (Continued)

4. Plan the evaluation procedures for determining the success of program services

5. Communicate the building plan to parents

H. Articulation

The District will create procedures to ensure smooth articulation between administrative levels.
INSTRUCTIONAL PROGRAM

Guidance/Counseling Services for Gifted Program

A. Guidance/counseling staff will provide services to:
   1. Students in the gifted program
   2. Students with high ability and low achievement
   3. Parents/guardians of students in the program
   4. Staff members who work with students in the program

B. The services to be provided will be adapted to be consistent with the needs and learning characteristics of students in the gifted program and will focus on:
   1. Academic and educational planning
   2. Career planning
   3. Personal-social growth

C. Guidance/counseling staff will deliver services related to these three areas of emphasis by:
   1. Counseling with individual students and groups of students in the gifted program
   2. Communicating with parents/guardians of students in the gifted program in group or individual sessions
   3. Consulting with staff members
   4. Providing, in cooperation with principals and gifted program facilitators, workshops for staff and for parents/guardians of students in the gifted program

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Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Staff Selection and Assignment for Gifted Program

The selection and recruitment of personnel to work with gifted students in the differentiated curriculum will be based on criteria that includes:

1. Knowledge and skills related to gifted education
2. Knowledge of the content to be taught
3. Interest in working with students in the gifted program.

A teaching endorsement in gifted education is preferred.

The principal will assign staff members to teach and counsel students in the gifted program. Only qualified teachers, trained in the differentiated curricula, will be assigned to teach the differentiated curricula.

The role of the administrator is to monitor the training of staff and assess the performance of qualified staff assigned to instruct students in the gifted program.

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Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Staff Development Services for Gifted Program

The district will implement a comprehensive system of staff development offerings for teachers, counselors, facilitators, media specialists, psychologists and administrators. New staff members must complete Level One outcomes, which are included in the tenure requirement courses.

A two-tiered, outcome-based staff development program will be provided for all staff to be completed within a designated period of time. Level One outcomes are expected of program design teams, data-gathering teams and all other certified staff. Level Two outcomes are expected of the gifted program supervisor, consulting teachers, itinerant teachers, teachers of the differentiated curriculum and gifted program facilitators.

Level One and Two outcomes may be waived based on successful experience and coursework.

Level One outcomes will be incorporated into the existing tenure requirements for instructional practices.
INSTRUCTIONAL PROGRAM

Support Committees to the Gifted Program

A District Administrative Steering Committee will serve in an advocacy role, ensure process, and advise the supervisor for the gifted program. A Community Review Committee will review gifted program services and facilitate parent and school communication.

Reviewed and Affirmed by the Board: 2019-02-12
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Related Policies and Regulations: 
INSTRUCTIONAL PROGRAM

District Administrative Steering Committee for the Gifted Program

The District Administrative Steering Committee serves in an advocacy role, ensures due process and advises the consultant for the gifted program.

The Steering Committee has the following functions:

1. Review individual student cases and recommend action when mutual agreement cannot be reached at the building level
2. Advise and review procedures for the gifted program
3. Review topics suggested for and assist in planning the agendas for meetings of the Community Review Committee
4. Approve exceptions to classes as stated in Policy 6300

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Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Community Review Committee

The Community Review Committee has the following functions:

1. To be knowledgeable about the policies and procedures used to administer the District’s gifted program

2. To review, recommend and submit ideas to the Consultant for the Gifted Program, the Director of Curriculum and the Director of Student Services the workability of the services currently being provided to gifted students and the services being proposed in the areas of curriculum, counseling, referral, identification and placement

3. To facilitate parent and school communication

4. To plan Parent Forums

Reviewed and Remains in Effect as Written: 2019-02-12
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Curriculum Decisions

The Superintendent, with involvement of the community and the instructional staff, shall develop and periodically update a statement which reflects the community’s purposes for its schools. These purposes shall be described as broad goals which state what the District expects students to know and be able to do as a result of their education. This statement, which will be called “Lincoln Public Schools Goals for Students,” will be used by staff to develop curriculum and course objectives and to plan instructional programs and projects for students.

This statement shall be approved by the Lincoln Board of Education.

Subject to any overriding federal or state curriculum directives, the District shall retain complete authority, control and discretion in the establishment and regulation of its curriculum. As such, District classrooms or other instructional areas are not open or public forums. District classrooms or other instructional areas are reserved for the intended purpose of teaching the prescribed curriculum. Curriculum includes the range of courses or instructional programs that the District makes available to students; the course of study, the sequence of study, course objectives, course content, textbooks, all classroom or other instructional area materials and displays, the use of outside or supplemental materials, teaching methods, instructional practices, instructional plans, testing, testing protocols, assessment of student achievement, classroom assessment, the District assessment program, assessment of learning climate, the school improvement process (SIP), District research, student grading and student progress reports, graduation and promotion requirements; and, the totality of activities, materials, procedures and instructional resources used throughout the District.

Staff shall follow the District curriculum. The Associate Superintendent for Instruction or a designee shall approve all modifications to District curriculum. Staff shall also follow all administrative curriculum directives.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference: NDE 10
INSTRUCTIONAL PROGRAM

Lincoln Public Schools Goals for Students

The students in the Lincoln Public Schools enter school with diverse talents, interests and needs. Throughout the course of their public school education, students will have the opportunity to develop to their greatest potential. It is the intention of the Lincoln Public Schools that all students will achieve the following:

1. Demonstrate competence and fluency in the essential skills of reading, writing, speaking and listening, in the English language, and mathematics.

2. Think critically and creatively, using higher order thinking skills to make decisions, solve problems and create new perspectives and possibilities.

3. Understand the important ideas from the arts, humanities, sciences and mathematics and understand the relationships among them.

4. Demonstrate the knowledge, skills and attitudes essential for living in a democracy and becoming a contributing member of society.

5. Understand and celebrate the diversity and interdependence of our pluralistic, multicultural community, nation and world.

6. Respect and care for themselves and others.

7. Respect and care for the natural environment.

8. Work with others productively and cooperatively.

9. Develop the skills and attitudes essential to enter the work force.

10. Become a lifelong learner.

11. Demonstrate the knowledge and skills essential for achieving lifelong health.

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Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference: NDE 10
INSTRUCTIONAL PROGRAM

Safe Schools

Lincoln Public Schools shall provide safe, secure and welcoming facilities for its students, staff and the community. Safety is a priority and policies and procedures are to be established and implemented as reasonable and appropriate to assure safety of students, staff and others within the school community. The implementation of this policy shall include the establishment of an approved District-wide safety and security plan, which includes the use of site-based emergency incident plans.

An annual review by an outside source shall be conducted to analyze plans, policies, procedures and practices. The Superintendent or designee will develop a plan for analysis and implementation of recommendations made within the annual review.

Training and educational programs for staff, students, parents and volunteers shall include identification of safety risk issues in school, on school grounds and at school activities and skill development to avoid or prevent unsafe activities. Programs will include emergency preparedness and response, bullying and hazing identification and prevention, conflict resolution and development of positive relationships.
Regulation
6411.1

INSTRUCTIONAL PROGRAM

Safe Schools

To insure safe and secure environments:

1. Emergency incident plans shall be developed in every building or other facility owned or under the control of the District using a District-approved format. The individualized plans may allow for alterations to meet each facility’s needs.

2. Every facility emergency incident plan shall be submitted to and approved by the Department of Student Services prior to the start of each school year.

3. Building principals shall organize and execute a practice of the emergency incident plan at least twice each school year. The designated individual in other facilities shall, to the extent feasible, organize and execute a practice at least once each school year.

4. A District safety committee composed of school and District staff, parents and community shall provide advisory assistance to the District on safety issues and plans.

5. An annual review by an outside source shall be conducted to analyze plans, policies, procedures and practices. A District Security Committee, composed of District and building administrators, shall analyze any recommendations or suggestions made in such annual review and, considering the overall educational program, exercise and perform discretionary functions and duties to determine which measures are to be implemented. The building principals and appropriate District staff shall be responsible for implementing recommendations contained in the annual review that the District Security Committee directs to be made, including, without limitation, measures to comply with Board Policy, building entry measures, emergency incident plan modifications and implementation and communication measures (such as building user identification, visitor signage and intercoms). The District Security Committee shall make an annual report to the Lincoln Board of Education.

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Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
1410, 2135, 2500, 2500.1, 2500.2, 2500.3, 2500.4, 3210, 3210.1, 3730, 3730.1, 3920, 3920.4, 3970, 3970.1, 3971, 3971.1, 3971.2, 3971.3, 3971.4, 3980, 3980.1, 3980.2, 3980.4, 3980.5, 3980.6, 3980.7, 3995, 4200, 4241, 4241.1, 4600.7, 4600.8, 4770, 4770.1, 4785, 4785.1, 4790, 4790.1, 4830, 4830.1, 4830.2, 4830.3, 4830.4, 4890, 4900.1, 4900.2, 5114, 5115, 5400, 5400.1, 5400.2, 5410, 5410.1, 5420, 5420.1, 5420.2, 5420.3, 5420.4, 5420.5, 5420.6, 5420.7, 5420.8, 5420.9, 5430, 5431, 5431.1, 5440, 5450, 5460, 5461, 5461.1, 5470, 5480, 5481, 5481.1, 5500, 5500.1, 5500.2, 5500.3, 5500.4, 5501, 5502, 5503, 5504, 5504.1, 5510, 5510.1, 5511, 6443, 6525, 6601, 6601.1, 6610, 6610.1, 6740, 6740.1
Legal Reference: 92 NAC 10; Section 011
INSTRUCTIONAL PROGRAM

Identification

All staff, visitors to Lincoln Public Schools facilities and high school students will be required to have and display district-issued identification. The Superintendent or designee will develop a plan for the implementation of this requirement.

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Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations: 1250, 1250.1, 4810, 5420.5, 5420.6, 5500.2, 5511, 5511.1, 5480
Legal Reference: 92 NAC 10; Section 011
INSTRUCTIONAL PROGRAM

Identification

All staff, visitors and high school students will be required to have District-issued identification.

1. All employed staff shall be issued official Lincoln Public Schools staff identification badges, including a picture of the employee. Staff shall be required to visibly display their staff identification badges at all times when in the school facilities. When on duty in a place other than a school facility, staff shall wear the badges at such other times as directed by an administrator or supervisor. If a staff identification badge is lost, the employee to whom it is assigned shall immediately notify his/her immediate supervisor and complete a “Request for ID Replacement” form and submit it to the District Communications Department in order to receive a replacement. The employee may be made responsible for the replacement cost. Until the badge is replaced, the employee must sign in and secure a Visitor Badge upon entering a school facility. Upon the end of the employment, the staff identification badge must be turned in to the school office.

2. Visitors to the school facilities during the school day must report to the office and sign in, giving full name and reason for being in the school. Visitors approved to be in the school facility are to be issued a District Standard Visitor Badge. Visitors must display the Visitor Badge at all times when in the school facility. Visitors not complying will be asked to leave the school facility. Upon the conclusion of the visit to school, the visitor shall be required to turn in the Visitor Badge to the school office and sign out. Exceptions to the requirement for a visible visitor badge may be made for programs or events that are attended by large numbers of visitors during the school day.

3. Students are expected to identify themselves when asked to do so by any school official, and high school students shall be required to display official Lincoln Public Schools student identification cards while on school premises and at school activities at all times during the school day. At any time outside the school day, students shall be required to show Lincoln Public Schools student identification upon request of a staff member or as required by building rules while on school grounds or at school activities. The identification badges will include a picture of the student, full name and school attending. Students without their student identification cards for the day are to report to the office upon arrival at school to receive a temporary student identification badge. Exceptions to visible identification may be made, for example, in classes requiring uniforms, costumes, musical instruments and mechanical equipment.
INSTRUCTIONAL PROGRAM

Identification (Continued)

4. Fraudulently obtaining Lincoln Public Schools identification badges or cards, or altering or misusing badges or cards, or participation in such, will lead to disciplinary action when engaged in by staff or students. Visitors who engage in such conduct will have limitations placed on access to school facilities and school activities, including, as appropriate, a total ban from campus. Identification badges and cards may not be altered in any fashion with drawings, stickers or other added items.

5. The building administrator or designee is authorized to enforce this regulation.
INSTRUCTIONAL PROGRAM

Curriculum Design

The curriculum provides the structure through which the “Lincoln Public Schools Goals for Students” are implemented by instructional administrators and teaching staff.

The District curriculum stated in objectives ordinarily will be organized by either subject area and/or interdisciplinary topics or themes. It will be documented in curriculum guides which provide an articulated scope and sequence of objectives. The objectives will be described in terms of content to be taught to students and suggested indicators of student performance.

A set of major objectives in each content area will govern the selection or development of curriculum materials and the delivery of instruction. These objectives will be formally approved by the Lincoln Board of Education and will be subject to periodic review and reaffirmation by that body.

The District curriculum may include courses that are organized by an educational organization recognized by the District administration and that are taught by staff members of the Lincoln Public Schools. Such organizations include, but are not limited to, Junior Achievement, the College Board, International Baccalaureate, accredited colleges and universities and Junior Reserve Officer Training Corps. District administration is authorized to investigate and determine if such courses should be included in the District curriculum. Courses selected will be consistent with Lincoln Public Schools Goals for Students and with District curriculum design standards. Courses may not have as their purpose the promotion of, or recruitment for, a particular religion, political group or organization.

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Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations: 6420.1, 6450
Legal Reference:
INSTRUCTIONAL PROGRAM

Curriculum Objectives Design Criteria

The following criteria will be used by staff in the development of District curriculum objectives:

1. To provide the most appropriate education possible for students in the Lincoln Public Schools, curriculum objective revision, selection and development will have community input;

2. Curriculum objectives which are selected or developed will meet the District’s equity and multicultural policies;

3. Curriculum objectives will incorporate technology  a) which assists staff in managing instruction and b) which prepare students for life and work;

4. Curriculum planning will call for the use of a variety of learning materials. Such resources will be used to accommodate the differing learning needs of students and to encourage the use of multiple resources in decision making and data gathering;

5. Levels of thinking skills will be identified;

6. Curriculum objectives will state a) what a student should know and be able to do and b) what the student will do to demonstrate that he/she has learned it;

7. Curriculum objectives will be arranged in a logical way which contributes to effective teaching, monitoring or student progress and good communication with students and parents. Some curricula will follow a necessary sequence, while some will be organized around topics or units of study;

8. Each major objective will be analyzed to determine what small objectives or sub-learnings should be met before the major objective can be met. This list of sub-learnings should make it possible for students to work at the proper level of difficulty in the curriculum and insure that they accomplish the objectives at an appropriate rate;

9. Curriculum objectives which are identical or similar but found in more than one content area will be correlated wherever possible to reinforce learning, avoid duplication, make better use of student learning time and transfer learning effectively from one situation to another;
INSTRUCTIONAL PROGRAM

Curriculum Objectives Design Criteria (Continued)

10. Curriculum objectives will be organized so that student progress may be readily recorded, retrieved and used at all levels;

11. Assessment procedures will be recommended in the following areas: District program, classroom, student.

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Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

State Board of Education Academic Content Standards

Lincoln Public Schools Board of Education by this policy hereby adopts the academic content standards of the State Board of Education (“State Board”). All academic content standards adopted by the State Board shall be included in the district curriculum.

This policy does not supersede the existing standards adopted by the Lincoln Public Schools Board of Education in the content areas for which the State Board has not adopted academic content standards. Those standards shall remain in effect until the State Board adopts standards in those areas. On the effective date that the State Board adopts standards in one or more of such areas, the existing standards adopted by the Lincoln Public Schools Board of Education shall be superseded and the State Board academic content standards shall be adopted.

All academic content standards as are adopted by this policy and as are currently in effect in the Lincoln Public Schools at all times and from time to time are hereby incorporated herein and made a part hereof by this reference as though set forth in full, and shall be on file with official district records that are available upon request.

Nothing in this policy shall prohibit the District from adopting standards or developing courses or learning opportunities that exceed or are in addition to the state academic content standards.

The administration shall be responsible for implementing assessments of 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.

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Last Revision: 2016-08-09
Original Adoption or Oldest Version: 2011-06-14
Related Policies and Regulations: 
Legal Reference: Neb. Rev. Stat. §§ 79-760 to 79-760.05
INSTRUCTIONAL PROGRAM

Curriculum Improvement

The Lincoln Board of Education views improvement of curriculum as a continuous process. The purposes of the process are to maintain and/or increase student achievement and to make modifications consistent with new knowledge and community values.

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Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Curriculum Decisions

Curriculum Improvement Cycle

The instructional division will use a long-range process for reviewing a) curricula and instructional practices and b) program/services studies such as media, special education and counseling. Additionally, other important components of the curriculum and instruction program such as accreditation studies, graduation and promotion requirements, grading and student progress reports will be periodically reviewed and revised as needed. This long-range schedule shall be reviewed annually by the instructional division directors with necessary modifications being made to insure an orderly, responsive and economically feasible process.

The curriculum improvement cycle allows the District to upgrade curriculum and instruction to meet the needs of students.

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Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Curriculum Specialists Council

Curriculum specialists, the director of curriculum and other central office resource persons concerned with instruction meet regularly as a council to maintain communications with one another and coordinate planning for the improvement of instruction.

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INSTRUCTIONAL PROGRAM

Community Curriculum Council

The Community Curriculum Council serves as a channel for direct communication between the parent or community groups and the division of instructional services.

The functions of the Community Curriculum Council are:

1. Request and receive reports on topics of interest,
2. Identify curriculum issues and problems for study, and
3. Advise on pending curriculum decisions.

The Council holds four to six meetings during the school year. Some meetings are devoted to general problem identification sessions, others to reports and discussions of designated topics. Meetings are chaired by the Associate Superintendent for Instruction.

Members include one or more representatives from each school-parent group, community organization or advisory committee which chooses to appoint them.

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Legal Reference:
INSTRUCTIONAL PROGRAM

Curriculum Specialists’ Advisory Committee

Each curriculum specialist is encouraged to establish a standing internal advisory committee which may perform the following or similar functions:

1. Assess adequacy of the current curriculum and recommend needed changes,

2. Advise on suitability of curriculum guides, television programs and other resources currently in use,

3. Evaluate new instructional materials,

4. Identify instructional problems for study,

5. Discuss correlation with other subjects and articulation between levels,

6. Identify in-service needs and help plan in-service meetings, and

7. Provide feedback to the curriculum specialist on the adequacy of the curriculum specialist’s services.

Advisory committees are composed primarily of teachers but may include administrators, counselors or school librarians. Membership should be as broadly representative as possible of grade levels, experience and geographical areas of the city, but for good communication should usually be 12 or less. For K-12 the committee there should be equal representation of elementary and secondary schools. The length of each member’s term of service and the method of selecting a replacement should be clearly understood. For continuity, members should serve two- or three-year terms with some being replaced each year.

Meetings should be scheduled regularly, preferably monthly, although some meetings may be subcommittee meetings (for example, elementary only). Some meetings may be scheduled with groups of students, parents or administrators to request their views.

Advisory committees will generally meet during the years the curriculum area is in the study and implementation phases.

Reviewed and Remains in Effect as Written: 2019-02-12
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Career and Technical Education Community Advisory Committee

Instructional programs that include student preparation for occupations as instructional goals have continuing need for current and accurate information about conditions in employment. Employers and others in the community who have knowledge of occupations serve as members of the Community Advisory Committee for Career and Technical Education. This committee provides advice and recommendations to members of the Department of Curriculum.

Standing Advisory Committee

This committee represents the business, family consumer sciences and industrial technology education programs. Functions of this committee include:

1. Being informed about existing programs, interpreting them to others and serving as advocates in the community for these instructional programs.

2. Providing information about the occupations (curriculum content/technology/equipment/job descriptions/employment opportunities) and recommending appropriate changes in the instructional programs.

3. Providing information about present and future employment needs, advancement opportunities, on-site training agreements and cooperative education experiences.

4. Reviewing and analyzing the results of follow-up surveys and other program assessment data.

5. Recommending additional programs and instruction to reflect employment needs and trends and to meet the needs of a diverse workforce.

6. Encouraging the integration of secondary school program curriculum and instruction.

7. Encouraging articulation opportunities and advanced placement agreements for students who continue their education and training.

8. Recommending ad hoc committees to complete specific tasks, such as conducting periodic curriculum studies and marketing the programs to students, parents, staff, business and industry and the community.

9. Being informed and supportive of school policies, such as the policies for multicultural, equity, sexual harassment, inclusion and special education.
INSTRUCTIONAL PROGRAM

Career and Technical Education Advisory Committee

Standing Advisory Committee (Continued)

10. Understanding federal and state opportunities for receiving funds in the district.

11. Being knowledgeable about proposals and grants written to capture funding from outside sources.

The Standing Advisory Committee has approximately 28 members selected for their expertise and interest in career and technical education.

An Executive Committee, representing the Standing Advisory Committee, includes the chairperson of the committee, three members of the committee and the curriculum specialist in career and technical education. This committee identifies and recommends new members for the committee, determines and develops a schedule of tasks to be completed during a school year, and schedules meetings.

Ad Hoc Committees

These committees are appointed by the Executive Committee and report to members of the Community Advisory Committee. The size and composition of each ad hoc committee is determined by the task(s) to be completed.

Ad hoc committees function as long as is necessary to complete specific assignments.

Reviewed and Remains in Effect as Written: 2019-02-12
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Curriculum Decisions

The Lincoln Board of Education authorizes the Superintendent to establish procedures to provide schools with the classroom and school library materials, supplies and equipment for implementing the District curriculum.

Classroom and school library materials that support the curriculum and promote the stated goals of instruction will be made available to the extent resources permit. Adoption of instructional programs shall take into account the availability of appropriate materials and the capability of the Lincoln Public Schools to supply them in sufficient quantity for the curriculum and instruction to be successful.

The Lincoln Public Schools will support the Curriculum and Instruction program by providing classroom and school library materials which meet the following expectations:

1. Stimulate growth of students in knowledge, literacy appreciation, aesthetic values and ethical standards,
2. Enable students to make informed decisions in their daily lives,
3. Reflects a variety of views on issues and topics to encourage critical reading and thinking, and
4. Are representative of the many religious, ethnic and cultural groups and their contribution to our American heritage.
INSTRUCTIONAL PROGRAM

Curriculum Decisions

Criteria for Selection of Curriculum Materials and Resources

Curriculum materials shall be selected in accordance with District procedures and criteria noted in 6420.1.

Selection shall be based upon personal inspection and/or preview of new materials and on information obtained from standard selection catalogs, book and nonprint reviews and/or selected bibliographies.

Selection is a cooperative process involving, as much as feasible, those who will use the materials. When basic textbooks or other major items are to be chosen, representative committees usually are established to review and evaluate available materials.

Preview of Curriculum Materials

The Curriculum Department is responsible for the review of textbooks and related classroom materials purchased with district funds.

The Library Media Services Department previews print and nonprint library media and supplementary classroom materials.

Instructional Considerations

1. **Reliability.** The author/artist/composer/editor is reputable, qualified and experienced, and the publisher responsible.

2. **Currency.** Content should be up-to-date and reflect the most recent information available on the topic.

3. **Appropriateness.** Media, subject matter, vocabulary, and approach should be suitable for experience and maturity of the intended learners and for intended use of the materials. There should be balanced treatment of controversial matters.

4. **Correlation of Curriculum Objectives.** The material should support curriculum objectives for instructional purposes, including personal reading needs.

5. **Style.** Style of presentation should be clear, understandable, creative and stimulating.

6. **Accuracy.** Facts should be distinguished from opinions and accurately presented.
INSTRUCTIONAL PROGRAM

Curriculum Decisions

Instructional Considerations (Continued)

7. **Organization.** Presentation should be well-organized, logical and easy to follow. Illustrations, charts and graphs should be used to present data where needed. Index, footnotes, glossary and references should be adequate.

8. **Teaching strategy.** Educational philosophy should be acceptable. Objectives should be clearly defined and consistent with local goals. Learning activities should be interesting, challenging and productive. Materials should be suitable for individualization.

9. **Teaching/learning styles.** Materials should represent a variety of teaching and learning styles in order to meet the needs of diverse learners.

10. **Effectiveness.** Evaluation reports should provide evidence of effectiveness or professional reviews should be positive.

11. **Teaching aids.** Teachers’ manuals and supplementary materials should be adequate.

12. **Provisions for student evaluation.** Tests and other provisions to evaluate student learning should be adequate.

13. **Literary value.** Materials should foster appreciation of literature and aesthetic values.

14. **Creativity.** Material should encourage self-instruction and provide a stimulus to creativity.

Technical Considerations

1. Printing, production, manufacturing, construction, design, format and presentation should be high quality and cost-effective.

2. Format should be appealing.

3. Design should be appropriate and easy to use.

Social and Equity Considerations

1. Illustrations in books and supplementary materials should be representative of the cultural/racial diversity as well as the traditional and nontraditional roles open to both men and women in today’s society.

2. Persons with disabilities should be represented.
INSTRUCTIONAL PROGRAM

Curriculum Decisions

Social and Equity Considerations (Continued)

3. Women and men, diverse cultural/racial groups and persons with disabilities should be in both active and passive roles.

4. Books and supplementary materials should be free of ethnocentric, sexist language or stereotypes which may make implications about persons or groups solely based upon their culture, race, gender, religion, sexual orientation or disability.

5. Books and supplementary materials should include units/activities which explore the importance of curriculum skills in broadening career opportunities and enhancing future earning capacity.

6. Examples, word problems and stories should be representative of the cultural/racial diversity in today’s society.

Reviewed and Remains in Effect as Written: 2019-02-12
Original Regulation or Oldest Version: 2015-08-25
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Curriculum Decisions

Supplies and Equipment

Equipment

Equipment for instructional program use shall be subject to the following regulations.

1. Buildings shall be provided an equipment allocation on the basis of District-wide standardized equitable distributions;

2. Principals shall be responsible for requesting additional equipment in accordance with procedures outlined by the Office of Business Affairs;

3. Equipment shall be the property of the District, rather than the building, and shall be subject to transfer from building to building according to the following:
   a. Transfer shall be in accordance with approved District-wide plans, and
   b. Inventory records shall be properly corrected; and

4. Equipment shall not be removed from the school or district without proper authorization from the Office of Business Affairs.

Supplies

Supplies for instructional use in buildings shall be requisitioned by building principals in accordance with procedures adopted by the Office of Business Affairs.

Each building will receive an equitable supply budget. Principals shall be responsible for management, distribution and utilization of supplies within their buildings.

Care of Equipment and Supplies

Principals are responsible for establishing and implementing procedures for the reasonable care and inventory of equipment while assigned and utilized in their buildings. These procedures should specify that staff members are responsible for instructing students in the proper care of equipment, materials and supplies.
INSTRUCTIONAL PROGRAM

Curriculum Decisions

Supplies and Equipment

Care of Equipment and Supplies (Continued)

Teachers and principals have the responsibility to implement procedures which limit destruction or loss and recover damages when appropriate.
INSTRUCTIONAL PROGRAM

Curriculum Decisions

Approval for Use of Curriculum Materials

The curriculum director shall be responsible for recommending, through the Associate Superintendent for Instruction, approval of the basic and supplementary curriculum materials for each subject area.

1. The materials and resources which are a) supportive of District curriculum objectives and b) approved for use in the classroom will be identified in curriculum guides or otherwise given written approval by the curriculum director. All such materials will be evaluated in accordance with district criteria for the selection of curriculum materials.

2. These approved resources will be identified as basic or supplementary. All schools are expected to use the basic resources unless the principal, in conjunction with the curriculum director, makes other arrangements. Supplementary resources are those which may be used by schools as additional references in the classroom.

Staff members selecting resources not currently on approved lists shall, prior to use, review these resources to insure they support District curriculum and fulfill District criteria for the selection of curriculum materials. If, as a part of this review, questions are raised about the appropriateness of the materials, staff members are expected to discuss these concerns with their principal or his/her designee. Principals, in turn, are encouraged to consult with the curriculum director or the respective subject area curriculum specialist.

Reviewed and Remains in Effect as Written: 2019-02-12
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations: 6430.2, 6440.1
Legal Reference:
INSTRUCTIONAL PROGRAM

Objections to the Use of Curriculum Material

Objections to materials currently in use shall be handled at the school level, if possible, according to the following procedures:

1. If an individual has a complaint and the building administration cannot resolve the issue, the administrator should invite the complainant to meet with the school personnel involved with the complaint;

2. If a complaint is in writing, the letter should be acknowledged promptly, including an invitation to the complainant to a conference at the school;

3. If the matter cannot be resolved satisfactorily at the school level, the principal shall:
   a. Ask for a “Citizen’s Request for Reconsideration of Instructional Materials” form from the office of the Associate Superintendent for Instruction.
   b. Offer to send the “Request for Reconsideration” form describing the situation to the associate superintendent for instruction.
   c. Send a brief written statement describing the situation to the associate superintendent for instruction.
   d. Assure the complainant that he/she will be contacted promptly by the associate superintendent for instruction.
   e. Explain that the materials will not be withdrawn while a decision is pending;

4. Upon receipt of the “Request for Reconsideration” form, the Associate Superintendent for Instruction shall take appropriate action to see that the material is reviewed. If warranted, a meeting of a curriculum advisory committee shall be called.
   a. Committee members shall review the material in advance of the meeting.
   b. Committee members shall report their findings to the Associate Superintendent for Instruction;

5. Upon receiving the advisory committee’s report, the Associate Superintendent for Instruction shall make a decision, notify the complainant by letter and explain any appeal procedures.

Reviewed and Remains in Effect as Written: 2019-02-12
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations: 
Legal Reference:
INSTRUCTIONAL PROGRAM

Technology Resources and Internet Safety Policy

Lincoln Public Schools adopts and shall enforce a policy of making technology resources available only to advance educational and organizational goals and objectives, supplement instruction and further school purposes. The operation and use of such technology resources by students, staff and the community shall be consistent with this policy. Technology resources includes, without limitation, computing devices and related technology equipment, all forms of social media, email or electronic communication and the internet. The implementation of this policy shall include technology protection measures with respect to computers with internet access, consistent with district standards, the Nebraska Student Online Personal Protection Act, Children’s Online Privacy Protection Act, Children’s Internet Protection Act and other law. The District will endeavor to take all reasonable and necessary steps to protect the online privacy of all students. Students shall be educated in digital citizenship with social networks and cyberbullying awareness and response. The Superintendent or the Superintendent’s designees are authorized and directed, as part of the administration of this District, to establish and enforce regulations, forms, procedures, guidelines and specific District standards to implement this policy. The use of cell phones or any social media by students or staff in a manner that adversely impacts or otherwise interferes with school purposes as determined in the sole discretion of the District is prohibited and may result in disciplinary action including expulsion or dismissal.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2016-04-26
Original Adoption or Oldest Version: 2015-05-12
Related Policies and Regulations:
Legal Reference:

15 USC § 6501 (Children’s Online Privacy Protection Act)
47 USC § 254 (Children’s Internet Protection Act)
47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)
§ 49-14.101.01 (Political Accountability and Disclosure Act)
INSTRUCTIONAL PROGRAM

Acceptable Use of Computers, Network, Internet and Websites

School computers, networks and other technology resources including, without limitation, computers and related technology equipment or networks, all forms of email or electronic communication, websites and all access to the internet, including all on-site or remote access thereto through school accounts, hereinafter referred to singly or collectively as “Computer Use,” and all files or information stored therein or thereon are the property of Lincoln Public Schools and shall be regulated by Lincoln Public Schools. Any Minor, Student, Adult, Staff Member or other person who engages in Computer Use as defined herein, is a “Computer User.” Computer Users have no privacy rights or expectations of privacy when using the same. Computer Use and all files or information stored therein, thereon or linked thereto may be monitored, tracked, logged, copied, reviewed and accessed at any time without prior notice. Lincoln Public Schools has complete authority to regulate all Computer Use and Computer Users. Computer Use is a privilege and not a property right. Computer Use is not a public forum. Computer Use is made available subject to all Board policy and regulations, these regulations, building guidelines, use agreements, handbook provisions and all administrative orders or directives as issued from time to time to time. Computer Use is limited to current Lincoln Public Schools employees and students and Lincoln Public Schools business uses only. Computer Use shall not be permitted for personal reasons or for purposes that are contrary to the mission of the building site or the Lincoln Public Schools, unless deemed incidental, intermittent or occasional. The administration in its sole and absolute discretion shall determine what personal use may be permitted as incidental, intermittent or occasional. Any Computer Use for profit is strictly prohibited. All Computer Users are hereby notified that any Computer Use as defined herein shall constitute an agreement by the Computer User to be bound by all Lincoln Public Schools policies and regulations, these regulations, building guidelines, use agreements, handbook provisions, and all administrative orders or directives as issued from time to time.

A. Definitions

1. Computer Use — Shall mean and include the use of school computers and networks and other technology resources including, without limitation, computers and related technology equipment or networks, all forms of email or electronic communication, websites and the internet including onsite or remote access thereto through school accounts, as well as any use which involves visual depictions, audio, video or text, in any form.

2. Computer User — Shall mean and include any Minor, Student, Adult, Staff Member or other person who engages in Computer Use as defined herein.

3. Access to the Internet — A computer shall be considered to have access to the internet if such computer is equipped with a modem or is connected to a computer network which has access to the internet, or which accesses the internet by remote access using a school internet account.
INSTRUCTIONAL PROGRAM

Acceptable Use of Computers, Network, Internet and Websites (Continued)

4. Minor — Shall mean an individual who has not attained the age of 19.

5. Student — Shall mean an individual, regardless of age, including a Minor who is receiving educational services and is enrolled in Lincoln Public Schools.

6. Obscene — Shall have the meaning given such term in Section 1460 of Title 18, United States Code.

7. Child Pornography — Shall have the meaning given such term in Section 2256 of Title 18, United States Code.

8. Harmful to Minors — Shall mean any picture, image, graphic image file or other visual depiction that:
   a. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
   b. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual sexual act or sexual contact, actual normal or perverted sexual acts or a lewd exhibition of the genitals; and
   c. taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

9. Hacking — Shall mean Computer Use or using the internet to attempt to gain unauthorized access to proprietary computer systems.

10. Technology Protection Measure — Shall mean and refer to a proxy server managed by Lincoln Public Schools that blocks and/or filters internet access.

11. Authorized Adult Staff Member — Shall mean and refer to an adult staff member of Lincoln Public Schools.

12. Adult — Shall mean and refer to all Lincoln Public Schools employees or staff members and any other individual, whether an employee of Lincoln Public Schools or not, age 19 or older, except a Student as defined herein, who is a user of school computers or engages in Computer Use.
INSTRUCTIONAL PROGRAM

Acceptable Use of Computers, Network, Internet and Websites (Continued)

B. Computer Use and Access to Internet by Minors or Students

Minors or students accessing internet services or engaging in Computer Use as defined herein shall be subject to the following rules and regulations, along with any additional building guidelines, use agreements, handbook provisions and all administrative orders or directives as issued from time to time:

1. Minors or students shall not access information or material that is obscene, child pornography, harmful to minors or students or otherwise inappropriate matter for educational or school-related uses.

2. Minors or students shall not engage in Computer Use which involves hacking or attempts to otherwise compromise any proprietary computer system’s security or other unlawful activities by minors or students online or otherwise.

3. Minors or students shall not use electronic mail, social media and other forms of direct electronic or computer communications without approval of an authorized adult staff member.

4. Minors or students shall not disclose, use or disseminate personal identification information or personally identifiable information of themselves or others while engaging in Computer Use or while otherwise using or on the school account, computer, network or internet. The District shall obtain verifiable parental consent before allowing third parties to collect personal information online from students.

5. Minors or students shall not engage in illegal activities on the internet.

C. Computer Use and Access to Internet by Adults

Adults accessing internet services or engaging in Computer Use as defined herein shall be subject to the following rules and regulations, along with any additional building guidelines, use agreements, handbook provisions and all administrative orders or directives as issued from time to time:

1. Adults shall not access material that is obscene, child pornography or otherwise inappropriate matter for educational or work-related uses or contrary to the School’s mission.

2. Adults shall not engage in Computer Use which involves hacking or attempts to otherwise compromise any proprietary computer system’s security or other unlawful activities by Adults online or otherwise.

3. Adults shall not engage in illegal activities on the internet.
INSTRUCTIONAL PROGRAM

Acceptable Use of Computers, Network, Internet and Websites (Continued)

D. Technology Protection Measure

Lincoln Public Schools shall use a technology protection measure that blocks and/or filters internet access to prevent access to internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, Lincoln Public Schools may also use other technology protection measures or procedures as deemed appropriate.

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

2. An authorized staff member may override the technology protection measure that blocks and/or filters internet access for a minor to access a site for bona fide research or other lawful purposes during which time the minor will be monitored directly by the authorized staff member or his/her designee.

E. Adult or Minor Websites

Lincoln Public Schools has complete authority to regulate school property websites along with all content and posted link therein. This includes authority to shut down or remove any such website or posted link therein. All school property websites are bound by and must comply with all Lincoln Public Schools policies and regulations, these regulations, building guidelines, use agreements, handbook provisions and all administrative orders or directives as issued from time to time.

F. Violations of Rules

Any violation of Lincoln Public Schools policies and regulations, these regulations, building guidelines, use agreements, handbook provisions or administrative orders or directives as issued from time to time on Computer Use by any Computer User as defined herein, including access to the internet may result in removal of privileges, reporting to law enforcement agencies and additional disciplinary action, including possible expulsion for minors or students or termination of employment for staff members or employees.
INSTRUCTIONAL PROGRAM

Acceptable Use of Computers, Network, Internet and Websites (Continued)

G. Objections

Objections to technology protection measures or related matters shall be handled under Regulation 6440.4 using the same procedures as are used for objections to the use of curriculum materials.

H. Severability

If any portion of this regulation or any section, sentence or word is held invalid for any reason, the remainder shall not be affected thereby.
INSTRUCTIONAL PROGRAM

Plagiarism, Copyrights and Patents

Plagiarism

Plagiarism by staff or students is considered academic dishonesty, is prohibited and may result in disciplinary action including termination from employment or expulsion from school. Plagiarism is the use or close imitation of the work, language or ideas of another and the representation of them as one’s own original work. All staff shall be responsible for informing themselves and reviewing relevant information pertaining to plagiarism and the harms of copyright piracy. Teachers will instruct students in appropriate research and citation practices and the harms of copyright piracy.

Copyrights and Patents

It is the intent of the Lincoln Public Schools to adhere to the provisions of U.S. Copyright Law and the Patent Act. All parties, including administrators, teachers, other staff members and students are prohibited from using, copying or transmitting materials not specifically allowed by fair use, copyright or patent law, licenses or contractual agreements or permission. All staff shall be responsible for informing themselves and reviewing relevant information pertaining to copyright and patent rules, fair use, District licenses or contractual agreements and permissions. Anyone who disregards this copyright and patent policy is in violation, assumes all responsibility for infringement, including possible civil liability and criminal prosecution and may be subject to disciplinary action including termination from employment. The District does not assume any legal responsibility for any infringement of copyrights, patents or other proprietary rights. Copyright and patent information will be provided to assist employees so that they can perform their duties within the intent of the law. The District departments of Library Media Services or Computing Services should be contacted with any questions.

All staff shall also respect the copyright, patent and proprietary rights of any materials accessed through the District’s network system or technology resources. Staff may not use or duplicate copyrighted or patented materials, graphics, software (including District-owned or –licensed software) or other proprietary materials without permission from the copyright or patent holder, unless the use falls within fair use parameters, licenses or contractual agreements or permissions, whether for personal use or for the use of others.

The following notice shall be placed on or near equipment capable of duplicating or transmitting copyrighted materials:

“The copyright laws of the United States govern the duplication, retention, transmittal and use of copyrighted material. Anyone using this equipment is responsible for compliance with the law.”
INSTRUCTIONAL PROGRAM

Plagiarism, Copyrights and Patents

Copyrights and Patents (Continued)

Persons who secure permission, licenses or other contractual agreements shall maintain adequate records regarding the use of copyrighted or patented materials.
INSTRUCTIONAL PROGRAM

Parental and Family Engagement Policy

The written District Parent and Family Engagement Policy has been developed jointly with, updated periodically and distributed to, parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child’s school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.

- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.

- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement and to revise the Parent and Family Engagement Policy.

- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.

- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities and/or materials and training to help parents work with their children to improve their children’s academic achievement in a format and, when feasible, in a language the parents and family members can understand.

- Educate teachers, specialized instructional support personnel, principals and other school leaders with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
INSTRUCTIONAL PROGRAM

Parental and Family Engagement Policy (Continued)

- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

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Last Revision: 2018-10-09
Original Adoption or Oldest Version: 2014-10-14
Related Policies and Regulations: 1210, 1220, 1230, 1230.1, 1235, 1235.1, 1250,
1250.1, 1430, 1430.2, 5200, 5300, 5330, 5330.1,
5330.2, 5340, 5340.1, 5340.2, 5340.3, 5350,
5350.1, 5350.2, 5360, 6220.1, 6350.2, 6430.5,
6430.6, 6430.7, 6430.8, 6430.9, 6440.1, 6440.2,
6440.3, 6440.4, 6443.1, 6450, 6500, 6522,
6530.1, 6560.1, 6570, 6570.4, 6580, 6600,
6600.1, 6600.2, 6600.3, 6601, 6601.1, 6602,
6602.1, 6610, 6610.1, 6620, 6620.1, 6621,
6621.1
Legal Reference: 20 U.S.C. §§6318 and 7801(32)
INSTRUCTIONAL PROGRAM

Parental and Family Engagement in Title I Programs

The policies set forth in this regulation apply to parents and family members of students in Title I programs and have been established in order to implement programs, activities and procedures for the involvement of parents and families in Title I programs consistent with the Title I laws. Such programs, activities and procedures shall be planned and implemented with meaningful consultation with parents and family members of participating children.

Expectations for Parental and Family Engagement

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

A. Involving parents and family members in the joint development of the District’s Title I plan and the processes of school review and school improvement.

B. Providing coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parental and family engagement activities to improve student academic achievement and school performance.

C. Building the schools’, parents’ and family capacity for strong parental and family engagement.

D. Coordinating and integrating parental and family engagement strategies under Title I with parental and family engagement strategies under other programs.

Conducting, with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parental and family engagement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents and family members in Title I programs, with particular attention to parents and families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background, and use the
INSTRUCTIONAL PROGRAM

Parental and Family Engagement in Title I Programs

Expectations for Parental and Family Engagement (Continued)

findings of such evaluation to design strategies for more effective and family engagement involvement and to revise, if necessary, the parental engagement policies of the District.

E. Involving parents and family members in the activities of the schools served under Title I.

Policy Engagement

Each school served under the Title I program shall:

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

B. Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the District may assist parental and family engagement in such meetings by offering transportation, child care or home visits.

C. Involve parents and family members, in an organized, ongoing and timely way, in the planning, review and improvement of Title I programs.

D. Provide parents and family members of participating children (1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and (3) if requested by parents and family members, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible.

E. If the District operates a school-wide program under Title I and such plan is not satisfactory to the parents and family members of participating children, submit any parental or family members’ comments on the plan when the school makes the plan available to the District.
INSTRUCTIONAL PROGRAM

Parental and Family Engagement in Title I Programs (Continued)

Shared Responsibilities for High Student Academic Achievement

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

Building Capacity for Engagement

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

Parental and Family Engagement in Title I Programs

Building Capacity for Engagement (Continued)

public preschool and other programs and conduct other activities, such as parent resource centers, that encourage and support parents and family members in more fully participating in the education of their children; (5) shall ensure that information related to school, parent and family member programs, meetings and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and family members can understand; (6) may involve parents and family members in the development of training for teachers, principal and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental and family member involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents and family members to enhance the engagement of other parents and family members; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents and family members who are unable to attend such conferences at school, in order to maximize parental and family engagement and participation; (11) may adopt and implement model approaches to improving parental and family engagement; (12) may establish a district-wide parent and family advisory council to provide advice on all matters related to parental and family engagement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent and family engagement activities; and (14) shall provide such other reasonable support for parental and family engagement activities under Title I as parents and family members may request.

Accessibility

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

Parental and Family Engagement in Title I Programs (Continued)

Use, Distribution and Updating of this Policy

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

Date of Last Revision: 2019-08-27
Original Regulation or Oldest Version: 2012-05-22
Related Policies and Regulations: 1210, 1220, 1230, 1230.1, 1235, 1235.1, 1250, 1250.1, 1430, 1430.2, 5200, 5300, 5330, 5330.1, 5330.2, 5340, 5340.1, 5340.2, 5340.3, 5350, 5350.1, 5350.2, 5360, 6220.1, 6350.2, 6430.5, 6430.6, 6430.7, 6430.8, 6430.9, 6440.1, 6440.2, 6440.3, 6440.4, 6443, 6450, 6500, 6522, 6530.1, 6560.1, 6570, 6570.4, 6580, 6600, 6600.1, 6600.2, 6600.3, 6601, 6601.1, 6602, 6602.1, 6610, 6610.1, 6620, 6620.1, 6621, 6621.1

INSTRUCTIONAL PROGRAM

Loan of Textbooks to Private School Students

The Lincoln Board of Education will purchase and lend 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 or the Superintendent’s designee 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.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2015-10-27
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations: 79-4,118 (2) NDE Rule 4
Legal Reference: 79-4,118 (2) NDE Rule 4
INSTRUCTIONAL PROGRAM

Purchase and Distribution of Loaned Textbooks to Private School Students

The Associate Superintendent for Instruction will be responsible for purchasing textbooks from funds made available by the Nebraska Department of Education and for lending those textbooks to private school students in accordance with state statutes and regulations promulgated by the Nebraska Department of Education.

1. On or before November 15 a list shall be prepared of textbooks designated for use in Lincoln Public Schools during the current year and any new textbooks that the district has determined by December 1 to be used during the next school year. Textbook shall mean a book which is designated for use in classroom instruction as the principal source of study material and which is distributed to all students in a classroom. Library books, workbooks and other similar materials are not to be considered textbooks.

2. A copy of the list shall be available for inspection and posting at the Lincoln Public Schools District Office building in the Department of Library Media Services. Reproduction of the list may be provided upon request and payment of ten (10) cents per page.

3. Application by a parent or legal guardian for the loan of textbooks shall be made in the office of the Library Media Services Department of the Lincoln Public Schools at the Lincoln Public Schools District Office building on or before January 15 for the following school year on behalf of each individual child on the form or forms from time to time designated by the Nebraska Department of Education.

4. Prior to February 15 of each year, the District will file an application with the Department of Education on its designated forms requesting funding for the requested books.

5. Textbooks for which application has been made will be purchased from the funds made available by the Nebraska Department of Education. The following course and grade priorities are established to select the textbooks that will be purchased if, after the distribution of funds, the School District will be unable to purchase all of the textbooks for which applications have been made due to a pro-rata reduction in the funds by the Nebraska Department of Education.
INSTRUCTIONAL PROGRAM

Purchase and Distribution of Loaned Textbooks to Private School Students
(Continued)

<table>
<thead>
<tr>
<th>Priority</th>
<th>Course and Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Elementary Reading texts by grade K-6</td>
</tr>
<tr>
<td>2</td>
<td>Elementary Math texts by grade K-6</td>
</tr>
<tr>
<td>3</td>
<td>Elementary Science texts by grade K-6</td>
</tr>
<tr>
<td>4</td>
<td>Elementary Social Studies texts by grade K-6</td>
</tr>
<tr>
<td>5</td>
<td>All other elementary texts by grade K-6</td>
</tr>
<tr>
<td>6</td>
<td>Secondary English texts by grade 7-12</td>
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<tr>
<td>7</td>
<td>Secondary Math texts by grade 7-12</td>
</tr>
<tr>
<td>8</td>
<td>Secondary Science texts by grade 7-12</td>
</tr>
<tr>
<td>9</td>
<td>Secondary Social Studies texts by grade 7-12</td>
</tr>
<tr>
<td>10</td>
<td>All other secondary texts by grade 7-12</td>
</tr>
</tbody>
</table>

6. If it is necessary to use grade level to establish priorities to select the textbooks that will be purchased and loaned, students in the lowest grade level will receive the highest priority. In the event that there are not enough textbooks for a particular subject and grade level to fill all of the individual requests, textbooks will be distributed on the basis of a random drawing.

7. The School District shall limit the loan each year to ten (10) textbooks per student in grades K-6 and to eight (8) textbooks per student in grades 7-12.

8. A notice shall be published at least ten (10) days prior to the beginning of public school classes outlining the procedure and dates for distribution and return of textbooks.

9. A separate inventory of textbooks available for loan shall be maintained.

Return of Textbooks

A parent or legal guardian of a private school student shall return textbooks to the Library Media Services Department within fifteen (15) days after the close of the public school year classes.
INSTRUCTIONAL PROGRAM

Purchase and Distribution of Loaned Textbooks to Private School Students
(Continued)

Damaged or Lost Textbooks

The parent or legal guardian of each private school student receiving textbooks shall sign a receipt at the time the textbooks are picked up on the form designated by the Nebraska Department of Education. It shall be the responsibility of the parent or legal guardian to reimburse the school district for the replacement value of any damaged or lost loaned textbooks. Parents or legal guardians who have failed to reimburse the school district for lost or damaged textbooks will not be loaned textbooks in the future until such reimbursement has been made.
INSTRUCTIONAL PROGRAM

Curriculum Decisions

Controversial Issues

A controversial issue involves a problem about which different individuals and groups urge conflicting courses of action. It is an issue for which society has not found consensus, and it is of sufficient significance that each proposed way of dealing with it is objectionable to some sector of the citizenry and arouses protest.

Public schools have a responsibility to develop critical-thinking skills in students. This includes objectives and resources related to controversial issues in appropriate curriculum areas and grade levels and in classrooms and library media centers. Controversial issues are included in the curriculum to help students develop the knowledge and skills necessary to become an informed citizen in preparation for adulthood.

Through the discussion of controversial issues, teachers can help students analyze issues, investigate and consider various positions, keep an open mind and weigh alternatives, organize and present arguments and draw intelligent conclusions.

Public schools, as an educational institution, and the individual classroom teacher have a responsibility to provide the student:

1. Opportunities to study controversial issues which have political, economic or social significance about which they will begin to have an opinion,
2. Competent instruction balancing the various and/or conflicting points of view in an atmosphere free from bias and prejudice, and
3. The right to form, identify and express his/her own opinions on controversial issues as long as a balanced presentation is made of conflicting positions.

Teachers should notify parents far enough in advance that when controversial issues are to be a part of the curriculum, they can provide students alternative learning activities if the students and/or the student’s parents object to the controversial issue being studied.

Unplanned topics may arise during a class that may be considered controversial (i.e., discussion of current events). Teachers may proceed with addressing the topics, helping students analyze issues with open minds, investigate and consider various positions, weigh alternative viewpoints, organize and present arguments and draw intelligent conclusions.
INSTRUCTIONAL PROGRAM

Curriculum Decisions (Continued)

Politicians in the Classroom

The District encourages interaction between students and politicians. The procedures established in this policy and the regulation dealing with resource speakers are created to guide teachers in conducting this interaction.

If a candidate for a political office is invited to speak at a school, attempts should be made to invite all candidates seeking the office. Candidates being invited to speak should be informed that all candidates are being invited. Since all candidates are not always available, the Lincoln Board of Education does not automatically interpret a classroom visit by one candidate in a race for a political office as promoting partisan politics.

Candidates for national office who speak in classrooms or for larger student groups shall not be construed as promoting partisan politics, but schools/teachers shall follow all guidelines established in this policy and in the regulation (6530.1) dealing with resource speakers in arranging such a presentation.

Teachers who provide student learning opportunities consistent with approved curriculum objectives, and according to the intent of this policy and within administrative guidelines and procedures will be protected by the district from unjust charges, harassment and attack by every means at its disposal, including legal.

The Board’s position in this matter applies to the regular curricular program of the schools and to other school-sponsored student activities held within the school building or outside the school. The Board must reserve the right assigned it under the law to give or withhold consent for sponsoring any school activity according to its judgment as to whether or not the activity is in the best interest of the District and the pupils of the District.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2016-04-26
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations: 3970.1, 6450.2, 6530, 6530.1
Legal Reference:
INSTRUCTIONAL PROGRAM

Curriculum Decisions

Controversial Issues to be Studied in Classroom

Guidelines for the selection of controversial issues to be studied in the classroom shall include the following:

1. The issue should contribute toward helping students develop techniques for examining other controversial issues;

2. The issue should be suitable for students of the maturity and background represented in the class, and

3. The issue should be included in District curriculum and should help achieve course objectives.

4. A balanced collection of resources should be available in the library media center.

Reviewed and Remains in Effect as Written: 2019-02-12
Date of Last Revision: 2009-11-24
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Instructional Decisions

Decisions about the way students are taught (instruction) are as important as decisions about what students are taught (curriculum). To facilitate student success in school, instructional staff are expected to make effective use of research-based learning/teaching principles and follow such instructional practices.

Staff shall also follow all administrative directives relating to teaching methods, instructional practices, instructional plans and the totality of instruction activities, materials, procedures and resources used throughout the District.
INSTRUCTIONAL PROGRAM

Curriculum Decisions

Instructional Practices

The instructional practices model creates a common language for teachers and administrators to use as they discuss instructional and assessment practice and provides a framework for evaluation as administrators conduct classroom observations. The instructional practices model is used to identify instructional and assessment needs which are addressed through professional development, to support curriculum implementation and to supervise individual performance within the classroom.

Instructional practices focus on research-based strategies that impact student learning and improve overall student achievement. Strategies addressing the 1) individual learning needs of all students, 2) multicultural and equity needs of all students, 3) monitoring of student performance and 4) establishment of high expectations are offered to all staff. Emphasis is placed on continual learning for all staff and the appropriate implementation of these instructional strategies into the design of their daily lessons.

Reviewed and Remains in Effect as Written: 2019-02-12
Date of Last Revision: 2009-11-24
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Staffing for Instruction

The Superintendent annually shall submit to the Lincoln Board of Education recommendations for staffing as a part of the general fund budget recommendations.

Principals are responsible for organizing the staff within their respective schools according to the staffing guidelines provided by the Superintendent’s office.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2015-10-27
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Instructional Decisions

Staffing for Instruction

Staff allocations are assigned by a point system. All teachers shall have the opportunity to contribute to decisions regarding the utilization of staffing resources within their respective schools.

Principals are responsible for organizing and assigning staff members within their respective buildings according to the staffing plan approved by the Superintendent’s office. Principals are also responsible for developing plans and procedures which facilitate instructional staff in the delivery of instruction.

Principals are encouraged to develop staffing plans designed to bring the most effective and efficient instruction to students.

1. Alternative staffing plans shall be approved on the following basis:

   A. The plan should provide a better learning experience for students, enhance the possibility for individualization of instruction, promote more flexible grouping, and encourage team teaching,

   B. The plan should provide a more functional use of staff,

   C. The plan should free professionals from non-professional duties, and/or

   D. The plan should result in utilization of resources as effectively as alternative plans.

2. Changes in staff plans should be accomplished with cooperation and understanding of staff in the school.

Reviewed and Remains in Effect as Written: 2019-02-12
Date of Last Revision: 2009-11-24
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Instructional Arrangements

The Lincoln Board of Education directs the Superintendent to manage facilities, materials, time and other resources in a way that will provide the most favorable and equitable learning environment for students.
INSTRUCTIONAL PROGRAM

Instructional Decisions

Individualization of Instruction

Instruction in the Lincoln Public Schools shall be individualized as much as possible. Instruction is considered individualized a) when students progress through District curricula at learning rates commensurate with their ability levels and b) when instruction is specifically designed to be different for different students based on their individual characteristics, such as learning styles and previous learning.

Individualized instruction does not necessarily require that students learn by themselves. Most instruction will be in group settings, with students grouped and regrouped, as needed, to permit them to progress at learning rates commensurate with their ability levels and classroom performance.

Reviewed and Affirmed by the Board: 2019-02-12
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Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Instructional Decisions

Grouping Students for Instruction

Students shall be grouped for instruction consistent with District program requirements and in ways that enhance their opportunities for achieving success in their learning. Student assignments to instructional groups shall be based upon multiple criteria such as teacher judgment, student performance in class, student test scores, student interests and parent requests. Teaching assignments shall consider the characteristics of both the teachers and the students. Grouping requirements in District programs will be developed by the Superintendent or designee.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Instructional Decisions

Provision of Supplies to Students

Minimum supplies and instructional materials necessary to meet basic course objectives shall be provided without charge to students except as follows:

Students are expected to provide their own raw materials for projects in classes (e.g., clothing, industrial technology) where the result is an item of some value belonging to the student. A resale program is operated in connection with those classes where students use school supplies to produce products that they take home for their own use (e.g., industrial technology, family consumer science).

Students are expected to have certain personal items such as appropriate clothing and shoes for physical education classes.

Students who voluntarily undertake independent study activities or optional experiences which go beyond basic course objectives are expected to pay for additional or unusual materials involved, except in those few instances in which the student and the school agree in advance that the school is to retain the resulting product. Students shall not be pressured to select optional activities involving personal expense. Teachers shall restrict required assignments to those for which necessary supplies are provided by the school.

There shall be periodic review of optional experiences involving expense to students to determine whether or not any should be included in the basic program and funds allocated for their support.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations: 3630
Legal Reference:
INSTRUCTIONAL PROGRAM

Instructional Decisions

Student Production of Services and Materials

Students may provide services and produce materials/products in the schools only when such activity furthers their educational development.

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

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2015-10-27
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations: 1350
Legal Reference:
INSTRUCTIONAL PROGRAM

Trips

The Lincoln Board of Education endorses the use of educational field trips related to curriculum objectives and other trips which provide students with positive experiences that cannot be had without travel.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2014-07-07
Original Adoption or Oldest Version: 2014-07-07
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Trips

Approval of School-Sponsored Trips

The expenses for student participation in school-sponsored trips must conform to Policy 5520 Student Fees.

All school-sponsored trips that include one of the following elements must have approval of the superintendent or the superintendent’s designee:

1. Overnight stay
2. Non-district provided transportation
3. Outside of the district location
4. Non-district funding
5. Non-routine trips

Routine Field Trips

A routine field trip is a school-sponsored activity that involves travel outside of the school building, is related to the curriculum and is conducted during the school day. Though departure may occur prior to regular school hours or the return time may be after regular school hours, there is no overnight stay on a routine field trip.

Field trips are arranged by the teacher. Prior written notification is to be given by the teacher to the principal’s office. Field trips outside the city of Lincoln must be approved by the principal or the principal’s designee.

Staff members who conduct field trips are responsible for appropriate supervision of students.

Routine field trips may not involve any expense to the student or their parents. Students may not be required to “donate” money to participate in the trip.

Extracurricular Activity Trips

An extracurricular activity trip is an activity that involves travel outside of the school district for those students identified in Regulation 6730.6.

Coaches and sponsors who participate in extracurricular activity trips are responsible for appropriate supervision of students.

Any expenses associated with extracurricular activity trips must comply with Policy 5520 Student Fees.
INSTRUCTIONAL PROGRAM

Trips

Non-Routine Trips

A school-sponsored trip is classified as a non-routine trip if it is sponsored by the school and does not meet the definition of a routine field trip or an extracurricular activity trip.

Prior written notification is to be given by the staff responsible for the trip to the principal’s office. All non-routine trips must be approved by the principal or the principal’s designee. Considerations for granting or denying approval are to include, but not be limited to, the following:

1. the length of absences from the classroom, if any;
2. the educational value of the trip to the students;
3. the ability to protect staff and student participants from harm;
4. other opportunities to participate in trips that have been or will be available to students in the program or building;
5. the financial cost of the trip to both the District and families; and
6. the amount of time to prepare financially, organizationally and programmatically between the submission of the request and the dates of the trip.

All non-routine trips must be submitted for approval of the superintendent or designee at least 60 days prior to the event. Considerations for granting or denying approval will include the same criteria as set forth above for the principals to consider.

Due to the potential costs to the District and families, the Associate Superintendent for Instruction may impose limits on the number of such trips that may occur within each building or program within established time periods.

Coaches and sponsors who participate in non-routine trips are responsible for appropriate supervision of students.

Any expenses associated with non-routine trips must comply with Policy 5520 Student Fees. Students may be required to pay for expenses associated with non-routine trips and may be required to participate in fundraising.
INSTRUCTIONAL PROGRAM

Trips (Continued)

Non-School-Sponsored Trips

Trips that are not school-sponsored trips are not the responsibility of Lincoln Public Schools. Any staff member who arranges or is involved in arranging a trip that is not school sponsored has the responsibility to clearly communicate in all meetings, publications and postings, published electronically or graphically, that the District is not responsible for the trip. Students are sometimes given the opportunity to participate in trips that have an apparent connection to the District but which, in fact, are not school sponsored. Some examples: (1) travel with a club sport team, where the team is coached by the student’s high school coach; (2) a band travelling to an out-of-state band contest that is arranged by a Booster Club; or (3) a foreign language teacher taking students abroad during the summer.

These opportunities are often worthwhile and beneficial to students. However, these opportunities are not school-sponsored activities. All arrangements for such trips, including costs, travel, supervision and safety, are the responsibility of the group or person making the trip available to the students. Lincoln Public Schools has no responsibility for such trips.

Anyone who is uncertain as to whether or not a particular opportunity is school-sponsored should contact the building principal or building athletic director. Employees who are involved in such trips have the responsibility to ensure that parents and students are aware that the activity is not school-sponsored.

Reviewed and Remains in Effect as Written: 2019-02-12
Date of Last Revision: 2014-07-07
Original Regulation or Oldest Version: 2014-07-07
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Student Participation in Public Performances, Contests, Fairs, Exhibits and Other Public Activities

Participation in community celebrations, patriotic observations or other special events by instrumental groups, choral groups, athletic teams or other student groups is supported by the Lincoln Board of Education as a means of promoting positive relations between the schools and the community as well as for its instructional value.

School groups are not to be used to promote partisan politics, sectarian religious views or commercial enterprises. The Board does not interpret that participation in a holiday observance that has religious overtones as automatically a promotion of a sectarian religious view. However, no student shall be required to participate in any religious holiday observance and shall not have any grade lowered or be otherwise punished for exercising the right of non-participation.
INSTRUCTIONAL PROGRAM

Student Participation in Public Performances, Contests, Fairs, Exhibits and Other Public Activities

Administrators are authorized to permit students to participate in those public performances, contests, fairs, exhibits and other activities a) governed by District policies and regulations for student activities or b) approved by the Associate Superintendent for Instruction or his/her designee.

The following guidelines will be included in the criteria used to grant approval:

1. Participation will not interfere with the delivery of the instructional program (e.g., consistent with District goals for students; no lengthy absences from school; avoidance of undue burden on students, teachers or school facilities);

2. Participation is beneficial to the intellectual, physical and/or social development of students;

3. Rules and requirements for participation permit students of every race, religion, nationality or social status to participate; and

4. Students and staff who participate are not used to promote partisan politics, sectarian religious views or commercial enterprises.

Reviewed and Remains in Effect as Written: 2019-02-12
Date of Last Revision: 2009-11-24
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Resource Persons

The Lincoln Board of Education supports the responsible use of resource persons to help achieve District goals. Procedures for using resource persons who will speak to or work directly with students should specify a) the responsibilities of staff who make arrangements for the use of resource people and b) the options that students have when the presentation deals with a controversial issue.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations: 
Legal Reference:
INSTRUCTIONAL PROGRAM

Community Resources

Procedures for Use of Resource Persons in the Classroom

Resource persons may be called upon to serve in roles such as giving a convocation address, speaking to a class on a specified topic or working with an individual student on a project. Resource people are usually brought into the classroom because of specific expertise or interest in a topic. Parents, politicians, community residents and visitors from other countries are examples of people who may be asked to serve as resource persons.

To enhance the quality of the resource person’s time with students, the following procedures are established for staff use:

1. Preplan the activity with the resource person. The following steps identify some essential actions to take when making arrangements:
   
   A. Inform the resource person of the objectives which he/she is being asked to help achieve and, if appropriate, the unit objectives,
   
   B. Inform the resource person of the District policy regarding commercialism,
   
   C. Provide assistance which will help the resource person make an effective presentation to the age, grade, interest and knowledge level of the students,
   
   D. Clarify details about date, time and place, and

2. Inform the administration of resource person’s visit.

   The building administration should be aware, in advance, of any visit by a resource person and must be notified if the teacher considers the resource speaker or the topic to be controversial. Notification includes the date, class(es) to be visited, and the topic to be addressed. When a resource speaker is scheduled into a classroom, the teacher will ask him/her to report to the office when entering the building.

3. Inform students of resource person’s visit. Students need to be prepared for an activity involving a resource person.

   A. Identify the objectives that the resource person will be addressing,

   B. If appropriate, provide students with background on the topic and opportunities for them to develop questions to facilitate interaction, and
INSTRUCTIONAL PROGRAM

Community Resources

Procedures for Use of Resource Persons in the Classroom (Continued)

   C. If the topic is controversial, explain to parents and students their options for an alternative activity.

   4. Maintain responsibility for the resource person’s presentation (i.e., the teacher maintains ultimate responsibility for instruction).

      A. Retain management responsibility for the activity; be present during the interaction, and

      B. Clarify, raise questions, and interrupt, as needed, if the resource person presents information which conflicts with course objectives or needs clarification.

   5. Provide appropriate follow-up and debriefing activities to enhance student understanding of the topic.

If the resource person is a politician (currently holding office or seeking office), teachers should review the procedures in the policy regarding controversial issues.

Reviewed and Remains in Effect as Written: 2019-02-12
Date of Last Revision: 2015-08-25
Original Regulation or Oldest Version: 2015-08-25
Related Policies and Regulations: 3970.1, 6450, 6530
Legal Reference:
INSTRUCTIONAL PROGRAM

Instructional Decisions

Homework

School homework should be related to the curricular objectives and be consistent with research guidelines. The assignment of homework is encouraged to aid student learning.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Student Report Cards

Student progress will be made available formally to parents/guardians at least four times each year. Communicating student progress to parents shall be the responsibility of the building administrator and the classroom teacher(s). Written reports of student progress will be made available to parents at the conclusion of each quarter. It is recommended that two parent-teacher conferences or acceptable substitutes be held in both the elementary and secondary school each year.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2016-08-09
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Instructional Decisions

Student Report Cards — Elementary

Information about student progress is reported in two areas:

1. Progress through District content area standards.

2. Use of work/study habits.

Student report cards are written to be congruent with District standards in each content area. The district standards for each area are derived from the District curriculum objectives. There is a report card for each grade level.

Reviewed and Remains in Effect as Written: 2019-02-12
Date of Last Revision: 2009-11-24
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Instructional Decisions

Student Progress Reports — High School

The marks used for reporting student progress in high school are as follows:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Grade</th>
<th>Description</th>
<th>Mark</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Superior</td>
<td>Inc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Conditional</td>
<td>Con</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Withdrew</td>
<td>W</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Satisfactory</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Unsatisfactory</td>
<td>U</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Passing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The preceding marks are expected to be used according to the following guidelines:

1. No other marks than those shown above are to be used on official records or reports.

2. The marks “failing” and “unsatisfactory” are equivalent terms, indicating that student performance does not meet the minimum requirements established for the course. A final mark of “failing” or “unsatisfactory” in a credit-bearing course means that credit hours will not be granted.

3. The mark given at the end of each reporting period is considered an evaluation of the student’s status at the time (for example, the final mark in a semester course is an evaluation of the student’s status as of the close of the semester; not an average of two nine-week marks).

4. Teachers may exercise professional judgment in distributing marks. Marks are not expected to be distributed on a normal curve.

5. A student may withdraw from a 9th-12th grade semester or quarter class during weeks one through three without notation. If a student withdraws during weeks four through 11 of a semester class (weeks four through five in a quarter class), a “W” will be placed on the student record. If a student withdraws during weeks 12 through 18 of a semester class (weeks six through nine in a quarter class), an “F” will be placed on the student record unless approval is granted for either a “W” or an “INC” to be placed on the student record. Approval is granted by the principal or designee.
INSTRUCTIONAL PROGRAM

Instructional Decisions

Student Progress Reports — High School (Continued)

Weighted Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5.0</td>
</tr>
<tr>
<td>B+</td>
<td>4.5</td>
</tr>
<tr>
<td>B</td>
<td>4.0</td>
</tr>
<tr>
<td>C+</td>
<td>3.5</td>
</tr>
<tr>
<td>C</td>
<td>3.0</td>
</tr>
<tr>
<td>D</td>
<td>No weighting</td>
</tr>
<tr>
<td>F</td>
<td>No weighting</td>
</tr>
</tbody>
</table>

Weighted grades are given for identified, district-wide high school courses. Courses that offer weighted grades are selected by a district committee. Criteria used to decide if a course should offer weighted grades will include:

1. **Is the course rigorous?** Rigor includes:
   A. The amount of time needed to prepare for the class each day.
   B. The level, type and amount of reading and writing.
   C. The complexity of class projects and products.
   D. The degree of critical thinking required.
   E. The pace of the class.
   F. Other similar criteria related to the expectations of students in the class.

2. **Have the course objectives been altered to meet the needs of students who learn quickly** (e.g., differentiated classes)?

3. **Does the class offer students the opportunity to receive college credit** (e.g., Advanced Placement classes)?

All curriculum areas may submit courses for grade weighting.

Classes that weight grades are open to all students.

Only a grade of “C” and above is weighted.

The grade point average on a student’s transcript will carry both a “regular” GPA and a weighted GPA.

Each school will communicate the weighting system to parents on a regular basis.
INSTRUCTIONAL PROGRAM

Instructional Decisions

Student Progress Reports — High School (Continued)

Class Rank (This section remains in effect for all students entering high school by the fall semester of 2016 and graduating by the end of the spring semester of 2020)

Class rank points will be used to determine class rank. Students will receive class rank points for each course that they are enrolled in based on the grade that was received in the course. Weighted courses will receive additional class rank points. Class rank points will be calculated for all students. The class rank points will be listed from highest to lowest and a rank will be assigned to each student. The maximum number of hours that will be considered for the purpose of calculating class rank will be as follows:

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>35</td>
</tr>
<tr>
<td>10th Grade</td>
<td>105</td>
</tr>
<tr>
<td>11th Grade</td>
<td>175</td>
</tr>
<tr>
<td>12th Grade</td>
<td>245</td>
</tr>
</tbody>
</table>

If a student has more than the designated hours, the courses with the lowest grades and hours will be dropped. Class rank points will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Regular Points</th>
<th>Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>4.5</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>3.5</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>D+</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
INSTRUCTIONAL PROGRAM

Instructional Decisions

Student Progress Reports — High School

Class Rank (Continued)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Regular Points</th>
<th>Weighted Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>B+</td>
<td>1.75</td>
<td>2.25</td>
</tr>
<tr>
<td>B</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>C+</td>
<td>1.25</td>
<td>1.75</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>D+</td>
<td>.75</td>
<td>.75</td>
</tr>
<tr>
<td>D</td>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Academic Recognition and Graduation Honors

A. Effective for the class of 2021, the Laude Latin model will be used to recognize academic excellence at the conclusion of a student’s high school career. Students will work to compete against the criterion for academic honors – rather than other students.

B. A student’s final cumulative weighted GPA will be used to determine the level of honor on a student’s high school transcript, diploma, and for academic recognition at commencement exercises. The following three levels of academic honors will be used:

1. SUMMA CUM LAUDE “with highest distinction”: Students with cumulative weighted GPA of 4.250 and above on a 4.00 weighted scale.
2. MAGNA CUM LAUDE “with great distinction”: Students with cumulative weighted GPA of 4.000 to 4.249 on a 4.00 weighted scale.
3. CUM LAUDE “with distinction”: Students with cumulative weighted GPA of 3.750 to 3.999 on a 4.00 weighted scale.

   a. The cumulative weighted GPA will be used to calculate all academic honors.
   b. This model will replace the practice of using class rank on all official LPS documents.
   c. In the event that a miscalculation occurs honors may be awarded after the fact, but honors mistakenly awarded will not be retracted.
INSTRUCTIONAL PROGRAM

Instructional Decisions

Student Progress Reports — High School

Academic Recognition and Graduation Honors (Continued)

C. Honor roll academic recognition will occur at the end of each semester. Four categories of academic achievement will be recognized on honor roll:

1. Honor Roll: Students with a 3.5 or higher weighted GPA on the previous semester’s coursework, including at least 30 graded credits (not included S/U) in a block school and 25 graded credits (not included S/U) in a non-block school.

2. Honor Roll with Distinction: Students with cumulative weighted GPA of 3.750 to 3.999 on a 4.00 weighted scale.

3. Honor Roll with High Distinction: Students with cumulative weighted GPA of 4.000 to 4.249 on a 4.00 weighted scale.

4. Honor Roll with Highest Distinction: Students with cumulative weighted GPA of 4.250 and above on a 4.00 weighted scale.

Graduation honors will be determined following the second to last semester of high school, and the student is required to graduate by the end of the next semester.

The District will provide documentation of class rank based on cumulative weighted GPA for students if needed for a post-secondary institution’s application process.

Date of Last Revision: 2019-10-25
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Instructional Decisions

Student Progress Reports — High School (Satisfactory- Unsatisfactory Student Evaluation)

The marks of S (satisfactory) and U (unsatisfactory) may be used instead of the usual four-point scale under the following conditions:

1. Individual option

Secondary students may elect to have part of their work evaluated with a mark of S (satisfactory) or U (unsatisfactory) as follows:

A. Requests for S/U marks which are approved in writing by the student’s counselor and parent and which are filed in the school office by the beginning of the 12th week of the semester in which the course is taken shall be honored. (The request forms shall indicate that some colleges and universities might not accept credits marked satisfactory.)

B. Requests for marks to be reversed from S/U to A-F shall be honored anytime during the current grading period.

C. Courses taken for marks of S and U shall not be included when computing honor roll or class rank, and

D. Each individual shall be limited to elect an S/U mark for ten credit points of course work in any one semester and to thirty credit points of course work in grades nine through twelve.

2. Class option

Teachers may use the marks of S (satisfactory) and U (unsatisfactory) to evaluate the work of all students in certain courses in grades nine through twelve under the following conditions:

A. The evaluation system to be used is specifically approved in advance by the building principal,

B. Parents and students are informed early in the term about the system to be used, and
INSTRUCTIONAL PROGRAM

Instructional Decisions

Student Progress Reports — High School (Satisfactory- Unsatisfactory Student Evaluation) (Continued)

C. Supplementary reports are used to provide additional information to parents about the student’s progress.

Marks from these courses are not included in the thirty credit points to which individuals are limited.

Reviewed and Remains in Effect as Written: 2019-02-12
Date of Last Revision: 2009-11-24
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Instructional Decisions

Student Report Cards — Middle School

The marks used for reporting academic performance, work/study habits and social behavioral skills in middle school are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark</th>
<th>Description</th>
<th>Curriculum/Standards/Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Superior</td>
<td>CSO</td>
</tr>
<tr>
<td>B+</td>
<td>3.5</td>
<td>Individual</td>
<td>Ind</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Incomplete</td>
<td>Inc</td>
</tr>
<tr>
<td>C+</td>
<td>2.5</td>
<td>Commendable</td>
<td>Com</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Satisfactory</td>
<td>S</td>
</tr>
<tr>
<td>D+</td>
<td>1.5</td>
<td>Needs Improvement</td>
<td>N</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>Passing</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failing</td>
<td></td>
</tr>
</tbody>
</table>

The preceding marks are expected to be used according to the following guidelines:

1. No other marks than those shown above are to be used on official records or reports.

2. The mark given at the end of each reporting period is considered an evaluation of the pupil’s status at the time (for example, the final mark in a semester course is an evaluation of the pupil’s status as of the close of the semester; not an average of two nine-week marks).

3. Teachers may exercise professional judgment in distributing marks. Marks are not expected to be distributed on a normal curve.

4. Academic Connection courses (sixth and seventh grade) and Math Intervention receive the marks of Commendable (Com), Satisfactory (S), and Needs Improvement (N) instead of letter grades.

Reviewed and Remains in Effect as Written: 2019-02-12
Date of Last Revision: 2009-11-24
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Student Progress Reports and Grades

Reconsideration of Grades/Marks

The grades designated by teachers within their assignment will not be changed unilaterally by any administrator or other staff member. Questions raised concerning duly assigned grades will be resolved cooperatively in a conference which includes the teacher(s) involved and the principal. In the event a grade is questioned by parents or students, the parents/guardians and/or student may be included in the conference.

Failure to resolve the issue will result in a second conference involving the Director of Student Services and the participants in the initial conference described above. Subsequently the issue may be referred to the Superintendent or designee.

Reviewed and Remains in Effect as Written: 2019-02-12
Date of Last Revision: 2009-11-24
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Instructional Decisions

Parent-Teacher Conference — Time in Calendar

The Lincoln Board of Education provides several days in each year’s school calendar for the purpose of parent-teacher conferences. The conferences need not be scheduled on those days; they should be scheduled at times which allow teacher and parent adequate time for an effective conference.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Assessment of Student Achievement

The District will conduct annual assessments of student achievement, and the results of the assessments will be reported to the Lincoln Board of Education, parents of children attending the Lincoln Public Schools and to residents of the District.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference: NDE Rule 10
INSTRUCTIONAL PROGRAM

District Assessment Program

The District shall maintain an assessment program designed to provide current, accurate and pertinent information about student performance. Such information shall be stored in a way that may be readily retrieved and analyzed by District and school staffs.

District, school and student level reports of results shall be produced and distributed to support decision-making at the teacher, school and District levels and support school improvement efforts. The results shall be used to:

1. Provide the Lincoln Board of Education with accurate information about the academic progress of students.
2. Inform the public about the academic progress of students in the Lincoln Public Schools,
3. Support District efforts to evaluate the effectiveness of District curriculum,
4. Inform principals and school improvement teams about the academic progress of students in their building,
5. Plan and schedule courses for students,
6. Support teacher efforts to evaluate the effectiveness of their instruction,
7. Communicate with parents about the academic progress of their children and support parent and student educational planning, and
8. Meet federal and state reporting requirements.
INSTRUCTIONAL PROGRAM

Assessment of Student Achievement

The Lincoln Public Schools assessment program will include national norm-referenced achievement tests, criterion-referenced assessments of student progress in the District curriculum and other tests and assessments required by state and/or federal statutes or agencies.

The results of assessments will be reported annually to the Lincoln Board of Education and the community.
INSTRUCTIONAL PROGRAM

Classroom Assessment

The Lincoln Public Schools recognizes that classroom assessment is an integral component of the District’s assessment system and that effective classroom assessment can provide teachers with the information on student achievement they need when they need it. Therefore, the District assessment program should include support of effective classroom assessment. The support shall include, but not be limited to, professional development in assessment for teachers and building administrators.

Reviewed and Remains in Effect as Written: 2019-02-12
Date of Last Revision: 2009-11-24
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference: NDE Rule 10
INSTRUCTIONAL PROGRAM

Assessment of Learning Climate

The District shall assess the learning climate of the schools and community. The results shall be reported to the Lincoln Board of Education and to the residents of the District.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations: NDE Rule 10
Legal Reference: NDE Rule 10
INSTRUCTIONAL PROGRAM

Assessment of Learning Climate

The District shall conduct an assessment of learning climate every year. The information shall be gathered and stored in such a way that it is readily retrieved and analyzed by school and District staff. The information shall be collected on a school basis and it shall be aggregated across all schools for District-wide reporting by elementary, middle, and high school levels.

Reviewed and Remains in Effect as Written: 2019-02-12
Date of Last Revision: 2009-11-24
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference: NDE Rule 10
INSTRUCTIONAL PROGRAM

Follow-up Study of High School Graduates

The District will conduct a follow-up study of high school graduates at least once every three years. The results will be reported to the Lincoln Board of Education and to the residents of the District.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations: 
Legal Reference: NDE Rule 10
INSTRUCTIONAL PROGRAM

Follow-up Study of High School Graduates

The District will conduct a follow-up study of high school graduates at least once every three years. The purpose of the follow-up studies includes the following:

1. To determine graduates’ perceptions of their school experiences.

2. To determine the successes and difficulties of graduates in making transitions from high school to post-high school years and in achieving the post-secondary options they desire.

3. To collect and report data useful to the district for program evaluation and improvement, policy analysis, public relations and accountability.

A sample of students will be identified in their senior year in high school. These students will be surveyed two times: two to three years and five to six years following graduation.
INSTRUCTIONAL PROGRAM

State Assessments

The Lincoln 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 all District-wide assessments, including the assessment of state standards.

In working with students, 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 being assessed 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 an accurate assessment of whether or not students are meeting the targets outlined by the content standards.

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

Achieving Valid Assessments

Educators are responsible for maintaining the integrity of the assessments to ensure that assessments provide valid measures 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 large-scale standardized assessments and classroom assessments. Large-scale standardized assessments would include state NSCAS assessments, norm-referenced tests and evaluations conducted for special education eligibility. Classroom assessments are tools designed to gather information about what students know and/or are able to do as a result of classroom instruction. These tools can use a variety of assessment methods including selected response, constructed response and personal communication. The results of classroom assessments can be used formatively or summatively as deemed appropriate.

The following specific assessment expectations and rules apply:

A. Integrity of the Assessment Instrument

The integrity of the assessment instrument is to be maintained.
INSTRUCTIONAL PROGRAM

State Assessments

Achieving Valid Assessments (Continued)

1. **Large-Scale 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.

2. **Classroom Assessments.** Classroom assessment instruments are to be periodically modified to ensure alignment with current curriculum and instruction.

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 that the assessment results accurately reflect the students’ knowledge and skill and are not simply an artifact of test preparation.

1. **Teach the curriculum.** Educators are to prepare students to do well on assessments by teaching the curriculum. Educators are not to “teach to the test” by teaching based solely on the content of the assessment. The curriculum is to be delivered to the students over an appropriate amount of time prior to the assessment. Review of the curriculum previously taught before assessment is to be taken is appropriate. Compacting delivery of curriculum just before the assessment is to be taken is not appropriate.

2. **Practice Tests.** Educators are to prepare students by teaching appropriate test-taking skills in a manner that is integrated with regular classroom instruction. Classroom assessments, particularly those whose primary purpose is formative, can be used as an opportunity to discuss and model test-taking strategies. Educators are not to conduct reviews (drills) using earlier versions of the same test, using parallel forms of the same test or using actual items from the current version of a test that will be administered to students. Reviews will be most effective when a variety of assessment methods are employed (for example – using both selected and constructed response).
INSTRUCTIONAL PROGRAM

State Assessments

Achieving Valid Assessments (Continued)

C. Conditions for Successful Assessments

1. 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.

2. Administration Conditions. Educators are to have sufficient assessment materials available on the day of administration. The classroom and surrounding environment is to be arranged to minimize distractions and decrease the likelihood of cheating.

3. 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 every effort to have all eligible students take the assessments including the provision of appropriate make-up opportunities.

E. Assistance During Assessments

1. Large-Scale Standardized Assessments. Educators are only to provide assistance that is consistent with test administration guidelines for a particular test. Educators are not to provide hints or clues about correct/best responses including access to materials that are not allowed. Educators should implement the allowable accommodations that are outlined in a student’s IEP or 504 Plan. Educators should also implement appropriate accommodations for English Language Learners.

2. Classroom Assessments. Students should be allowed access to materials or resources that are deemed appropriate and consistent with the stated purpose of the assessment in question.
INSTRUCTIONAL PROGRAM

State Assessments

Achieving Valid Assessments (Continued)

All employees are to adhere to Nebraska’s NSCAS Security Procedures and report breaches in security to the Superintendent, the Superintendent’s designee or the building principal 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 expectation.
INSTRUCTIONAL PROGRAM

Reading Instruction and Improvement

The District shall develop its curriculum to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia. In doing so, the District will ensure that all teachers for kindergarten through grade three should be effective reading teachers as evidenced by (a) evaluations based on classroom observations and student improvement on reading assessments or (b) specialized training in reading improvement. Each student and his or her parents or guardians will be informed of the student’s reading progress. It is the District’s intent that each student in the District be able to read at or above grade level by third grade.

For school year 2019-2020 and each school year thereafter, the District shall administer an approved reading assessment three times during the school year to all students in kindergarten through grade three, except for any student receiving specialized instruction for limited English proficiency who has been receiving such instruction for less than two years, any student receiving special education services for whom such assessment would conflict with the individualized education plan and any student receiving services under a plan pursuant to the requirements of Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act for whom such assessment would conflict with such section 504 or Title II plan. The first administration of such assessment for each such school year shall occur within the first 30 days of the school year.

Any student in kindergarten, grade one, grade two or grade three shall be identified as having a reading deficiency if such student performs below the threshold level determined pursuant to the Reading Intervention Act. A student who is identified as having a reading deficiency pursuant to the Reading Intervention Act shall remain identified as having a reading deficiency until the student performs at or above the threshold level on an approved reading assessment. Nothing in the Nebraska Reading Improvement Act shall prohibit the District from identifying any other student as having a reading deficiency.

The District will provide a supplemental reading intervention program for the purpose of ensuring that students can read at or above grade level at the end of third grade. The District may work collaboratively with a reading specialist at the State Department of Education, with educational service units, with learning communities or through interlocal agreements to develop and provide such supplemental reading intervention programs.

A. Each supplemental reading intervention program shall:

   1. Be provided to any student identified as having a reading deficiency;
   2. Be implemented during regular school hours in addition to regularly scheduled reading instruction unless otherwise agreed to by a parent or guardian; and
INSTRUCTIONAL PROGRAM

Reading Instruction and Improvement (Continued)

3. Make available a summer reading program each summer for any student who has been enrolled in grade one or higher and is identified as continuing to have a reading deficiency at the conclusion of the school year preceding such summer reading program. Such summer reading program may be held in conjunction with existing summer programs in the school district or in a community reading program not affiliated with the school district or may be offered online.

B. The supplemental reading intervention program may also include:

1. Reading intervention techniques that are based on scientific research and best practices;
2. Diagnostic assessments to frequently monitor student progress throughout the school year and adjust instruction accordingly;
3. Intensive intervention using strategies to match the weaknesses identified in the diagnostic assessment:
   a. Development in phonemic awareness, phonics, fluency, vocabulary and reading comprehension;
   b. Explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice and opportunities for error corrections and feedback; or
   c. Daily targeted individual or small-group reading intervention based on student needs as determined by diagnostic assessment data subject to planned extracurricular school activities;
4. Strategies and resources to assist with reading skills at home, including parent-training workshops and suggestions for parent-guided home reading; or
5. Access to before-school or after-school supplemental reading intervention with a teacher or tutor who has specialized training in reading intervention.

The school of any student who is identified as having a reading deficiency shall notify such student’s parents or guardians either in writing or by electronic communication no later than 15 working days after the identification of the reading deficiency that the student has been identified as having a reading deficiency and that an individual reading improvement plan will be established and shared with the parents or guardians.

Any student who is identified as having a reading deficiency shall receive an individual reading improvement plan no later than 30 days after the identification of such reading deficiency. The reading improvement plan may be created by the teacher, the principal, other pertinent school personnel and the parents or guardians of the student and shall describe the reading intervention services the student will receive through the supplemental reading intervention program pursuant
INSTRUCTIONAL PROGRAM

Reading Instruction and Improvement (Continued)

to this Policy. Each such student shall receive reading intervention services through the supplemental reading intervention program pursuant to this Policy until the student is no longer identified as having a reading deficiency.

Reviewed and Affirmed by the Board: 2019-02-12
Original Adoption: 2018-10-09
Related Policies and Regulations: 
Legal Reference: Nebraska Reading Intervention Act
INSTRUCTIONAL PROGRAM

School Improvement Process (SIP)

The school improvement process focuses on improving student learning. It is conducted through a systematic and site-based building level process. The planning process is multiyear, continuous and based on shared decision-making processes. Decisions regarding the student targets are based on student and school assessment data.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

School Improvement Process (SIP)

Funds for the School Improvement Process are allocated from the office of Staff Development. These funds are used to support the resources and personnel needs outlined in the School Improvement Plan.

Guidelines for preparation of the School Improvement Plan are as follows:

1. Describe the assessment information which identified the need for the student targets.

2. State the student targets that were identified.

3. Briefly describe the interventions and strategies that were developed to meet the student targets.

4. Identify the costs for resource personnel, substitutes, hourly pay/stipends, professional travel, and instructional materials.

   a. Stipends may be paid to teachers at the currently approved rate for time spent outside the regular school day. Teachers may also be paid on the basis of a contract which is mutually agreed on by the teacher and administrator.

   b. Teacher professional travel expense and teacher registrations necessary for local, regional or national conferences and workshops are not to exceed 20 percent of the total amount of the SIP.

5. Although plans for the school improvement may cover one fiscal year or 12-month period, it is recommended that plans be written in a multiyear schedule to insure accomplishment of SIP goals.

6. Each year, buildings will use student data to evaluate progress toward their School Improvement Goals. Updates to School Improvement Plans, including specific action steps, will be submitted to the director of continuous improvement and professional learning by the last day in September.

7. School Improvement Plans should integrate to the degree possible the additional goals that are being addressed at the district and school levels.
8. School Improvement Plans should integrate to the degree possible the additional goals that are being addressed at the school site.
INSTRUCTIONAL PROGRAM

District Research

The primary mission of the Lincoln Public Schools is to educate children. The Lincoln Public Schools supports a program of evaluation and research to improve educational practices within the district. The Lincoln Public Schools does not support, authorize, approve or condone any program of District evaluation and research that is not in accordance with state and federal laws and regulations. All studies undertaken as part of the District program of research and evaluation shall be conducted in a manner that is in accordance with state and federal laws and regulations, and that protects the rights of students and parents, protects the time of teachers and administrators and minimizes the impact on classroom instruction.

Reviewed and Affirmed by the Board: 2019-02-12
Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations: 1430, 1430.2, 5300, 5310, 5320, 5330, 5330.1, 5330.2, 5340, 5340.1, 5340.2, 5340.3, 5350, 5350.1, 5350.2, 5360, 6443, 6621
INSTRUCTIONAL PROGRAM

District Research

District research includes all research conducted by Lincoln Public Schools employees in the performance of, or related to, assigned responsibilities; research conducted by ESU 18 or external agencies on behalf of the Lincoln Public Schools; and research agreed to by the Lincoln Board of Education or the Superintendent.

Schools and staff are expected to participate in District research unless participation is designated as voluntary by the individual conducting the research.

District research will be conducted in a manner that protects the rights of students, parents and staff; involves consultation with parents; protects the time of teachers and administrators; and minimizes the impact on classroom instruction. Prior written consent of a parent or legal guardian will be required in research and evaluation studies that include the collection of information concerning the following protected areas (“protected information survey”) if the survey is funded in whole or part by a program of the U.S. Department of Education (ED):

1. political affiliation or beliefs of the student or the student’s parent;
2. mental and psychological problems of the student or the student’s family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom the student has close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations or beliefs of the student or the student’s parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents/guardians and students shall be informed of their right to opt out or not to participate in other district research and evaluation studies that concern:

1. A protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings or any physical exam or screening permitted or required under State law; and
District Research (Continued)

3. Activities involving collection, disclosure or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

All surveys, questionnaires, opinionnaires, interviews and other assessments administered during such evaluation and research studies will be available for review by parents/legal guardians. The approximate dates of research and evaluation activities shall be throughout the school year. A schedule of known dates of activity shall be made available to students and parents and can be obtained at each school building or from the Director of Evaluation Services or the director’s designee (Phone: (402) 436-1000 or Director of Evaluation Services, 5901 “O” Street, Lincoln, Nebraska 68510).

Staff conducting District research will take necessary steps to assure confidentiality of information about individual students. Such information will not be included in reports on District research that are made public without the written consent of a parent or legal guardian.

Questions regarding requirements for conducting internal research will be referred to the Director of Evaluation Services or the director’s designee.
INSTRUCTIONAL PROGRAM

External Research

The Lincoln Public Schools believes in the importance of research and the importance of cooperating with other educational agencies and institutions. However, the District also recognizes that its primary mission is to educate students and that it has special responsibilities to students and their parents/guardians. Therefore, the Director of Evaluation Services or the director’s designee will review all proposals to conduct external research to determine the extent to which the research would interfere with instruction or the operation of the school and whether the rights of students, parents and staff are adequately protected. Only proposals that do not unduly interfere with instruction or the operation of the school and make adequate provisions to protect the rights of participants will be approved. The Lincoln Public Schools does not support, authorize, approve or condone any program of external evaluation and research that is not in accordance with state and federal laws and regulations. Lincoln Public Schools staff will not participate in external research unless the proposal has been approved by the Director of Evaluation Services or the director’s designee. All studies undertaken as part of an external program of research and evaluation shall be conducted in a manner that is in accordance with state and federal laws and regulations.

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Related Policies and Regulations: 1430, 1430.2, 1520, 4220, 4740, 5300, 5310, 5320, 5330, 5330.1, 5330.2, 5340, 5340.1, 5340.2, 5340.3, 5350, 5350.1, 5350.2, 5360, 6220, 6443
INSTRUCTIONAL PROGRAM

External Research

The Director of Evaluation Services or the director’s designee will be responsible for reviewing and approving requests to conduct external research in the Lincoln Public Schools. A Lincoln Public Schools Research Review Committee will be established to assist in the review process. The purpose of the review is to insure that external research proposals do not unduly interfere with instruction or the operation of the school and that the rights of students, parents and staff are adequately protected. In the review process, priority will be given to research that is of interest to Lincoln Public Schools staff or that has direct application for the improvement of educational practice. Based on the review, the proposal will either be approved or disapproved.

External research is defined as research being conducted by individuals or by institutions other than the Lincoln Public Schools or Educational Service Unit 18 on behalf of the Lincoln Public Schools. Research conducted by District employees as part of their job responsibilities is considered to be District research and is not covered by this policy. However, research conducted by employees to meet course or graduation requirements of an institution of higher education is classified as external research.

Participation in research is defined as using instructional time on research-related activities including the collection of data; providing information about Lincoln Public Schools students, the District or a school; the completion of surveys distributed through school channels; and interviews conducted during the school day. It does not include the completion of surveys received through the U.S. mail by individual teachers or administrators or interviews conducted after normal school hours.

Participation of schools and individual staff in approved external research is voluntary. The building principal can decide whether or not his/her building and staff will participate in an approved external research project.

Requests to conduct research in the Lincoln Public Schools must be submitted in writing to the Director of Evaluation Services or the director’s designee at least 30 days before the study is scheduled to begin. The request must include (1) the name, address, telephone number, agency affiliation (if there is one) and signature of the primary investigator(s); (2) a brief description of the study that addresses objectives, rationale, procedures, and timelines; (3) detailed information on what is expected of the Lincoln Public Schools; (4) copies of all data collection instruments, parent/guardian/participant consent forms, and materials to be used with students.
INSTRUCTIONAL PROGRAM

External Research (Continued)

Prior written consent of a parent or legal guardian will be required for student surveys, evaluations, questionnaires, opinionnaires, interviews or other assessments which include one or more questions regarding, or which may reveal information concerning the following protected areas (“protected information survey”) if the survey is funded in whole or part by a program of the U.S. Department of Education (ED):

1. political affiliation or beliefs of the student or the student’s parent;
2. mental and psychological problems of the student or the student’s family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating or demeaning behavior;
5. critical appraisals of other individuals with whom the student has close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations or beliefs of the student or the student’s parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents/guardians and students shall be given notice of their right to opt out or not participate in other external research studies that concern:

1. A protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

All surveys, questionnaires, opinionnaires, interviews and other assessments administered during such evaluation and external research studies will be available for review by parents/legal guardians, and in the consent forms and annually in the same manner parents/guardians and students are informed of rights under the Family Educational Rights and Privacy Act.
INSTRUCTIONAL PROGRAM

External Research (Continued)

All such external surveys, assessments and other data collection instruments shall be made available to parents and legal guardians for review prior to their use with students. The instruments will also be available for review for a reasonable period of time following their use with students. The researcher shall be required to make the instruments available to parents and legal guardians upon the school’s request.

The approximate dates of research and evaluation activities shall be throughout the school year. A schedule of known dates of activity shall be made available to students and parents and can be obtained at each school building or from the Director of Evaluation Services or the director’s designee (Phone: (402) 436-1000 or Director of Evaluation Services, 5901 “O” Street, Lincoln, Nebraska 68510).

Upon completion of the study, the primary investigator shall provide the Director of Evaluation Services or the director’s designee with a summary of findings and, upon request, provide a complete report of procedures and findings. The primary investigator shall also provide the Director of Evaluation Services or the director’s designee with advance copies of all articles and all presentations at national or regional conferences based on research either conducted exclusively in the district or in which the district is identified.

Reviewed and Remains in Effect as Written: 2019-02-12
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INSTRUCTIONAL PROGRAM

Authorization of Student Activities

The Lincoln Board of Education authorizes Lincoln Public Schools to offer an activity program for students in high schools. The program will include activities which a) enhance student learning related to the District goals and objectives, b) provide opportunities in areas where students have special talents and interests and c) provide opportunity for students to develop societal values such as leadership, sportsmanship and cooperation.

Vocal Ensembles
   Concert Choir
   Swing/Show Choir*
   Mixed Chorus
   Other Select and Non-select Groups*

Instrumental Ensembles
   Marching Band
   Concert Band
   Jazz Band*
   Symphonic Band
   Orchestra*
   Pep Band
   Other Select and Non-select Groups*

Forensics
   Debate*
   Speech

Drama
   School Play
   One-Act Play*
   Broadway Musical

Math Contest

Science Olympiad

Quiz Bowl

AFJROTC

Journalism
   School Newspaper*
   School Yearbook*

Career and Technical Student Organizations
   DECA
   FBLA
   FCCLA
   FEA
   FFA
   HOSA
   Skills USA

NSAA Athletics
   Baseball
   Basketball
   Cross Country
   Football
   Golf
   Soccer
   Softball
   Swimming and Diving
   Tennis
   Track and Field
   Volleyball
   Wrestling

NSAA Unified Sports
   Unified Bowling
   Unified Track

Dance Team

Cheer Squad

Student Council

*Curriculum activities that may include NSAA competition(s).
INSTRUCTIONAL PROGRAM

Authorization of Student Activities (Continued)

Activities offered may vary from school to school, depending on interest and enrollment. Review of programs will be conducted annually by principals, athletic directors and District administrators. Changes to the above list will be approved annually by the Board of Education.

Lincoln Public Schools high schools may be members of the Nebraska Schools Activities Association (NSAA) and will follow rules and guidelines that meet or exceed the standards of the NSAA when participating as a member in those activities.

Last Revision: 2019-11-26
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Authorizing New Activities

When either the middle school or high school activities council votes affirmatively that an activity should be considered to become an authorized activity, information will be gathered to assist the activities council in its deliberation, which may include, but is not limited to, the following:

1. Results from a survey that provides data regarding number of schools participating, student participation numbers, coaches’ availability (salary cost estimate), funding (equipment, uniforms, etc.), site availability, season of sport preferred, etc.
2. Data regarding the positive/negative impact of the addition to the proportionality ranges and activity offerings among District activities.
3. Confirmation from an adequate number of schools in geographical area to complete a schedule.
4. Estimated costs for annual travel.
5. Identification of adequate, accessible and affordable practice and competition sites.
6. Cost estimates per school for start and maintenance of the activity.
7. Verification of officials’ availability, training/certification, fees and other costs.
8. Assessment of safety and liability issues associated with the new activity.

Results from the above described data collection will be reviewed by the Activities Council. If the Activities Council votes affirmatively to recommend the authorization of an emerging activity, it is forwarded to the Superintendent or designee for consideration. If the Superintendent or designee makes a recommendation to the Board to authorize an emerging activity, it will include the following information:

1. Overview of the activity and the benefit of its authorization.
2. Cost estimates for the start-up and ongoing maintenance of the activity.
3. Proposed start date for the activity.
4. Recommendation on whether or not to include the activity in Policy 6700 if the activity is offered in high schools.

Original Adoption: 2009-02-12
Related Policies and Regulations: 6700
Legal Reference:
INSTRUCTIONAL PROGRAM

Competing under School Name in Non-School-Sponsored Events/Trips

Students may receive authorization to compete in the name of Lincoln Public Schools or the name of the LPS school they attend for the purposes of events that are not school-sponsored activities. Request for approval for this authorization must be submitted by a building principal to the High School Activities Council. The High School Activities Council may approve the request by a majority vote.

Such authorization shall be conditioned on the following:

- The student and the student’s parent or guardian must sign a disclaimer to confirm their understanding that the event is not a school-sponsored activity;
- LPS staff attending must sign a disclaimer to confirm their understanding that the event is not a school-sponsored activity;
- LPS shall have no liability for any loss of property or personal injury incurred in connection with the event;
- LPS shall have no financial responsibility for participation in the event, nor will fee waivers apply;
- Participation in the event would have no adverse impact on the school or the student and, as applicable, not be contrary to NSAA activities rules or LPS policies;
- The event involves an activity that is otherwise conducted by the school, the event is at the regional or national level and the participating student(s) completed the activity season of the school-conducted activity in good standing on the team.
- The student(s) still meet(s) the eligibility requirements necessary for competition eligibility during the school activity season.
- Absences for these events shall not be considered school-excused activity absences for students and shall not be considered professional leave for LPS staff.
- The procedures in place for non-school-sponsored trips will apply to trips covered under this regulation.

Original Adoption: 2019-10-30
Related Policies and Regulations: 3710, 3970, 5111, 6525, 6730, 6740
Legal Reference:
INSTRUCTIONAL PROGRAM

Coordination of the Student Activity Program

The Superintendent of Schools or designee has responsibility for the organization and governance of the student activity program.

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Last Revision: 2009-11-24
Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
Regulation
6710.1

INSTRUCTIONAL PROGRAM

Coordination of School and District Activities

Coordination of School Activities

The principal or his/her designee(s) has/have the responsibility for implementing a school activity program which is consistent with District policies and regulations.

Coordination of District Activities

The Superintendent or designee will assign the responsibilities to implement school activities based on the following guidelines:

- The District Director of Athletics/Student Activities will implement NSAA activities.
- Appropriate curriculum specialists will implement those activities that are not NSAA but extend from curriculum experiences in schools.
- When the activities include both NSAA and non-NSAA experiences, the District Director of Athletics/Student Activities and appropriate curriculum specialists will collaborate on implementation.

Implementation includes, but is not limited to, preparing the section of the Student Activity Rules and Procedures Handbook for these activities, finances, trip approval/transportation requests, practice and competition and fee waiver processing.

The Assistant Superintendent for Governmental Relations and General Administration will establish a High School Activity Council and a Middle School Activity Council a) to monitor the implementation of the activity program and b) to make recommendations about revisions in District policies and regulations related to 1) problems or issues which may arise, 2) authorization of new activities and 3) other matters related to the activity program.

The membership of the two Activity Councils will consist of the principals (i.e., high school principals for the High School Activity Council and middle school principals for the Middle School Activity Council) and the District Director of Athletics/Student Activities, with the Director of Secondary Education or designee as an ex-officio member.

The District Director of Athletics/Student Activities will a) assist in the preparation of council meeting agendas and preside at meetings, b) will be responsible for the maintenance and distribution of minutes of meetings to council members, c) draft recommended revisions in policies and regulations and d) submit these recommended revisions to the Assistant Superintendent for Governmental Relations and General Administration. If the District Director of Athletics/Student Activities is not present at a meeting, the Director for Secondary Education or designee shall preside.
INSTRUCTIONAL PROGRAM

Coordination of School and District Activities

Coordination of District Activities (Continued)

The council shall meet monthly and/or meet at the call of the chair or at the request of three members, but at least annually. Each person on the council has one vote. The District Director of Athletics/Student Activities and at least half of the high school principals or half of the middle school principals constitute a quorum on their respective council. Principals may send a designee to represent them at council meetings. School activity directors, athletic directors, faculty sponsors or coaches meet with the council, as necessary, in the development of activity program regulations.
INSTRUCTIONAL PROGRAM

Schedules for Student Activity Program

Except as specifically authorized by the Associate Superintendent for Instruction, in which case special arrangements for chaperoning and/or sponsorship shall be detailed, school activities are conducted only during the regular school year.

High School Interscholastic Schedule

All scheduling for NSAA interscholastic activities shall be consistent with the seasons and contest limitations established by NSAA and the District. In addition, the following guidelines should be observed.

1. Competitions and practices on Sundays are not allowed. Exceptions to this requirement can be requested of the Superintendent’s Executive Committee by the District Director for Athletics and Student Activities.

2. All activities and/or practice for activities shall conclude prior to 10:30 p.m., except that weekend activities may continue until 12:00 midnight. Any extension of those times must be by special permission of the principal.

Student Activity Schedule

Schedules for all school activities will be developed by the school and approved by the principal, appropriate curriculum specialists and the Director of Athletics and Student Activities. Schedules will be made available for public view.

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Original Adoption or Oldest Version: 2009-11-24
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Student Activity Funds and Fundraising

School Activity Funds

The aggregate of all activities shall be self-supported within the receipts generated by the activities, except for specific activities budgeted through the Central Interscholastic Activity Fund for participation in the Nebraska Schools Activities Association.

Each school will maintain an activity fund by which it will account for the receipts and expenditures involved in the activity program. Accounting will be done according to procedures established by the Office of Business Affairs. Any expenditure from the activity accounts must be budgeted or made with the specific approval of the principal or designee.

Any amount remaining in an account which has been inactive for a period of three years may be transferred, at the principal’s discretion, to the building activity account. Activities accounts which are in a deficit position for three continuous years may be discontinued. Deficits of deactivated activities will be paid from the school activity ticket account or from prorated balances of other activity accounts.

All activity accounts are closed at the end of the regular school year and reopened with the opening of school.

Central Interscholastic Activities Funds

The Central Interscholastic Activities Fund (CIAF) is established through a transfer of funds from the General Fund and gate receipts from athletic events. The CIAF is administered by the Director of Athletics/Student Activities. The funds are used to facilitate Nebraska School Activities Association (NSAA) sanctioned interscholastic activities conducted in the senior high schools.

Expenditures from CIAF may be made for the following purposes:

- Athletic directors’ office expenditures such as awards, telephones, office supplies, printing, athletic training room supplies,
- Expenses related to approved interscholastic athletic activities including transportation, equipment and supplies, entry fees, event personnel, video/statistic technology, and District expenditures as listed in the budget of the Director of Athletics/Student Activities...
INSTRUCTIONAL PROGRAM

Student Activity Funds and Fundraising (Continued)

Fundraising

Student participation in fundraising events is governed by Lincoln Board of Education regulation 1112.3.

Date of Last Revision: 2019-02-12
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations: 1112.3
Legal Reference:
INSTRUCTIONAL PROGRAM

High School Student Activity Tickets

Each high school will make available to students an all-purpose activity ticket, the purpose of which is to encourage student participation and provide a base for financing building activities. Schools may develop their own plan for distributing activity ticket receipts.
INSTRUCTIONAL PROGRAM

Payments for Sponsors, Coaches and Officials and Fee Schedules

Paying Sponsors and Coaches

Sponsors, coaches and staff members who work with activities are paid by the District; the amounts they receive are determined by District schedules for salary and/or extra standard service stipends. Sponsors, coaches, staff members and others working with student activities are not permitted to collect or receive receipts for performances, gate receipts, voluntary contributions, gifts or any other form of remuneration. All of the receipts from school-sponsored activities are deposited in the school activity fund.

Fee Schedules

Fee schedules for officials for all activities will be established by the Director of Athletics/Student Activities.
INSTRUCTIONAL PROGRAM

Expense Allowances for Participating in Authorized Out-of-Town Student Activities

Transportation and housing for students competing in high school interscholastic athletic competition and those individuals officially designated as representatives (e.g., athletic trainers, student managers, student aides) will be provided for Nebraska School Activities Association assigned district and state events that are out-of-town overnight trips through funds budgeted in the Activities Transportation budget and Central Interscholastic Activity Fund.

Trips over 250 miles, out-of-state trips or trips requiring overnight lodging shall not be scheduled except with special sanction of the Activity Council.

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Related Policies and Regulations: 
Legal Reference:
INSTRUCTIONAL PROGRAM

Community Activities Using School or District Names

Community activities unilaterally coopting Lincoln Public School District or individual school name(s) and/or identifier(s) as part of their names or organizational structures does not create a relationship with the Lincoln Public Schools nor any of its individual schools nor does it create any special access to district communication systems, students, resources or facilities.

Original Regulation: 2019-02-12
Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

Violation Reporting Procedure for Student Activity Program

Any faculty member who believes there is or has been a violation of District policies and/or regulations for the activity program should report this allegation in writing to the Athletic/Student Activities Director of his or her school. The School Athletic/Student Activities Director will submit a written report of the alleged violation to his/her school principal. The principal shall forward the report to the principal of the school that has allegedly violated the policy/regulation with a copy to the District Director of Athletics/Student Activities.

The principal of the school which has been accused of a violation has a maximum of 10 school days to respond to the school that has initiated the allegation. A copy of the report sent back to the school which alleged the violation should be sent to the District Director of Athletics/Student Activities. The principal of the accused school will determine if, in fact, there has been a violation of policy or regulation and what type of action is necessary.

If anyone directly connected with an allegation believes that inadequate attention has been given to a matter, he/she may request a review by the respective Activity Council. The decision of the Activity Council may be appealed to the Assistant Superintendent for Governmental Relations and General Administration or designee.

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Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations: 
Legal Reference:
INSTRUCTIONAL PROGRAM

Athletics/Student Activity Procedures

The Director of Athletics and Student Activities and appropriate curriculum specialists have responsibility for collaboratively developing and distributing the “Student Activity Rules and Procedures Handbook” for the conduct of the student activities.

The handbook should include the following information for each of the authorized student activities:

1. Name of the activity
2. Goals
3. Eligibility requirements, if any
4. Schedules and/or seasons of participation
5. Financial arrangements
6. Coaching/sponsorship guidelines
7. Other (e.g., awards, expectations of student participants)

Last Revision: 2019-02-12
Original Regulation or Oldest Version: 2009-11-24
Related Policies and Regulations: 6526.2
Legal Reference:
INSTRUCTIONAL PROGRAM

Participation in Student Activity Program

Broad scale participation of students in the activity program is a general goal. Except for standards of eligibility which ensure a fair base for competitive activities and prerequisites which ensure a level of competence, participation is open to all students.

Student eligibility for activities will follow, or may exceed, the standards established by the Nebraska School Activities Association.
INSTRUCTIONAL PROGRAM

Academic Requirements for Students in Grades 9-12 Enrolled in Student Activities and Athletics

All students who participate student activities/athletics listed in Policy 6700 are a) required to have on the school records credit for twenty hours of school work for the immediate preceding semester to participate and b) must be taking twenty credit hours of instruction per week from the Lincoln Public Schools during the semester of participation. In the case of unusual circumstances, the participant, guardian or representative may discuss the matter with the appropriate school personnel and seek a waiver from this regulation.

In the case of an alleged infraction of this regulation, the participant may be suspended from practice, participation in co-curricular activities of a selected class or interscholastic competition. In any case, the procedures for suspension, regulation 6740.1, will be followed.
INSTRUCTIONAL PROGRAM

Middle School Student Competition/Participation with Students Outside the District

Competition and participation of middle school students is limited to contests or performances among Lincoln Public Middle Schools except for those activities listed on the “Approved Middle School Activity Participation List” developed by the Associate Superintendent for Instruction. This list of approved activities will be established annually and circulated to middle school principals who will inform their staff members of the activities in which middle school students may participate.

The Associate Superintendent for Instruction must approve all participation by middle school students in contests or performances outside of the Lincoln Public Schools.

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Related Policies and Regulations:
Legal Reference:
INSTRUCTIONAL PROGRAM

School Attendance on Days of Scheduled Activities

Students are required to attend regularly scheduled classes on the day they participate in a student activity. They may be excused from class to participate in the student activity or they may be excused from class for reasons consistent with District policy and regulation except that students who are absent due to illness may not participate.

Unless specifically excused for an activity or other reasons consistent with District policy and regulation, students are required to attend regularly scheduled classes on the day they participate.

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Related Policies and Regulations: 5140
Legal Reference:
INSTRUCTIONAL PROGRAM

Activity/Athletic Recruiting

Any communication, either written or verbal, directed to a student and/or parent/guardian, in an effort to persuade them to attend a school outside of their attendance area, shall be considered undue influence upon the school selection decision-making process of a student or parent/guardian. Undue influence exerted by any Lincoln Public Schools employee, volunteer sponsor or volunteer coach shall constitute an attempt to recruit.

Any Lincoln Public Schools employee, volunteer sponsor or volunteer coach found to be recruiting will be disciplined accordingly.
INSTRUCTIONAL PROGRAM

Awards for Participation in Student Activities

New District-wide awards are established by proposal of a member of the Activity Council and a majority vote of approval.

Awards for participation in activities (e.g., teams, individuals) will follow or may be more restrictive than those regulations established by the Nebraska School Activities Association.

Awards given to students by individual schools will be at the discretion of the building administration.

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Legal Reference:
INSTRUCTIONAL PROGRAM

Student Activities

Participation in Student Activities - High School Students, Grades 9 Through 12

Eligibility to participate in interscholastic activities is open to any Lincoln Public Schools secondary student, grades 9 through 12, provided he or she meets Nebraska School Activities Association and School District eligibility requirements.
INSTRUCTIONAL PROGRAM

Extracurricular Activities Code of Conduct

This policy is supplemental to Lincoln Public Schools policy 5480 and any action taken hereunder may be in addition to any action taken under 5480.

Purpose of the Code of Conduct. Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants’ conduct and attitudes and how they contribute to our school spirit and community image.

The student participants’ performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the School District’s policies, procedures and rules.

Scope of the Code of Conduct

Activities subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the School District which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school.

Extracurricular activities include, but are not limited to: all activities identified in policy 6700, intramurals and other school-sponsored organizations and activities or those designated as such by the Associate Superintendent for Instruction. The Code of Conduct also applies to participation in school-sponsored activities such as school dances.

A participant means a student who participates in, has participated in or will participate in an extracurricular activity.

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the timeframe which begins with the official starting day of the fall sport season or activity established by the NSAA and extends to the last day of the spring sport or activity season established by the NSAA, if any, whether or not the student is a participant in an activity at the time of such conduct. The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if a student in a Career and Technical Student Organization plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student’s participation under the team selection and playing time guidelines.
INSTRUCTIONAL PROGRAM

Extracurricular Activities Code of Conduct

Scope of the Code of Conduct (Continued)

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled shall not be permitted to participate in activities during the period of the suspension or expulsion and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline. Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self-respect, self-discipline, teamwork, sportsmanship and respect for authority. The following conduct rules have been determined by the Lincoln Board of Education to be reasonably necessary to aid students, further school purposes and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation.

1. Willfully disobeying any reasonable written or oral request of a school staff member or the voicing of disrespect to those in authority.

2. The use of violence, force, coercion, threat, intimidation, hazing, harassment or other conduct done in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.

3. Willfully causing or attempting to cause substantial damage to property, including the setting of a fire of any magnitude, stealing or attempting to steal property of substantial value or repeated damage or theft involving property.

4. Causing or attempting to cause personal injury to any person including, without limitation, any school employee, school volunteer, or student.

5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.

6. Knowingly possessing, handling or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
INSTRUCTIONAL PROGRAM

Extracurricular Activities Code of Conduct

Scope of the Code of Conduct (Continued)

7. Engaging in the selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, inhalant or being under the influence of any of the above; or possession of drug paraphernalia. Tobacco means any tobacco product (including, but not limited to, cigarettes, cigars and chewing tobacco), vapor products (such as e-cigarettes), alternative nicotine products, tobacco product lookalikes and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student’s physician is not a violation. The term “under the influence” has a less strict meaning than it does under criminal law. For school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Engaging in the selling, using, possessing or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes or material represented to be alcohol, narcotics, drugs, controlled substance or inhalant.

9. Truancy or failure to attend assigned classes or assigned activities.

10. Tardiness to school, assigned classes or assigned activities.

11. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon economic status, race, ethnic background, culture, gender, gender identification, sexual orientation, religion, age or ability.

12. Public indecency and sexual conduct.

13. Repeated violation of any of the rules adopted by the School District or the school.

14. Engaging in any unlawful activity which constitutes a danger to other students or interferes with school purposes.
INSTRUCTIONAL PROGRAM

Extracurricular Activities Code of Conduct

Scope of the Code of Conduct (Continued)

15. Dressing or grooming in a manner wherein such dress is dangerous to the student’s health and safety or to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar, or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; or dressing, grooming or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.

16. Willfully violating the behavioral expectations for those students riding Lincoln Public Schools buses.

17. Recording the image or voice of another person with an electronic device, without the express permission of the person recorded, or the failure to promptly delete such a recording following the request of the person recorded.

18. Plagiarism or copyright infringement by students is considered academic dishonesty, is prohibited and may result in disciplinary action including expulsion from school.

19. Violation of technology guidelines.

20. Bullying. Bullying is defined as any ongoing pattern of unwanted aggressive behavior by an individual or a number of individuals which may include physical, verbal or electronic abuse on school grounds, in a vehicle owned, leased or contracted by the school being used for a school purpose by a school employee or designee or at a school-sponsored activity or a school-sponsored athletic event.

21. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense, if a complaint alleging such conduct is filed in a court of competent jurisdiction.

22. Knowingly and intentionally using force in causing or attempting to cause personal injury to a school employee, school volunteer or a student, except if caused by accident, self-defense or on the reasonable belief that the force used was necessary to protect some other person and the extent of the force used was reasonably believed to be necessary.

23. Knowingly and intentionally possessing, using or transmitting a dangerous weapon other than a firearm.
INSTRUCTIONAL PROGRAM

Extracurricular Activities Code of Conduct

Scope of the Code of Conduct (Continued)

24. Knowingly and intentionally possessing, using or transmitting a firearm on school grounds, in a school-owned or -utilized vehicle or during an educational function or event off school grounds or at a school-sponsored activity or athletic event.

“Firearm” means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: “The term ‘firearm’ means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device.”

25. Failure to follow all other reasonable rules or regulations adopted by the coach or supervisor of an extracurricular activity, provided that participants shall be informed by the coach or supervisor of such rules and regulations by written handouts or posting on bulletin boards prior to the beginning of the season.

26. Failure to comply with any rule established by the Nebraska School Activities Association including, but not limited to, rules related to eligibility.

27. Failure to participate in regularly scheduled classes on the day of an athletic activity/event.

28. Failure to attend all scheduled practices and meetings. If circumstances arise to prevent the participant’s attendance, the coach will determine the validity of the reason. Every reasonable effort should be made to notify the coach or supervisor prior to all missed practices or meetings.

29. Failure to observe good sportsmanship during practice sessions and contests.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

Drug, Tobacco and Alcohol Violations

Meaning of Terms

“Use” or “consume” includes any level of consumption or use. Use of a controlled substance in the manner prescribed for the student by the student’s physician is not a violation.
INSTRUCTIONAL PROGRAM

Extracurricular Activities Code of Conduct

Drug, Tobacco and Alcohol Violations

Meaning of Terms (Continued)

“Under the influence” means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.

“Possession” includes having control of the substance and also includes being in the same area where the substance is present and no responsible adult is present and responsible for the substance. Possession includes situations where, for example:

1. Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; or

2. Alcohol is present at a party attended by the student. The student is considered to be in possession if a student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol.

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol.

Determining a Violation has Occurred. A violation of the Code of Conduct will be determined to have occurred:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.

2. When a student is convicted of a criminal offense (conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court).

3. When a student admits to violating one of the standards of the Code of Conduct.

4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.

5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.
INSTRUCTIONAL PROGRAM

Extracurricular Activities Code of Conduct

Drug, Tobacco and Alcohol Violations

Meaning of Terms (Continued)

Self Reporting. A student who violates the Code of Conduct must self-report. A failure to self-report will lead to a longer suspension or other discipline. The self-report must be made to the principal, athletic director or the head coach or sponsor of an activity in which the student participates. The student’s parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made the earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular activity.

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student’s conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely and honestly provide the information and may be disciplined for a failure to be honest and forthright.

Consequences. Students who violate the Code of Conduct or coach or sponsor rules or regulations may be disciplined by suspension for up to one calendar year from the date of the finding or violation.

When Suspensions Begin. All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student. Suspension incurred in one school will be enforced at any subsequent schools if students transfer while under suspension.
Extracurricular Activities Code of Conduct

Drug, Tobacco and Alcohol Violations

Meaning of Terms (Continued)

Letters and Post-Season Honors. A student who commits a Code of Conduct violation is:

1. eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation; provided that the coach/sponsor, with the principal’s approval, may make an exception where the student has self-reported.
INSTRUCTIONAL PROGRAM

Procedures for Suspension

Students may be suspended by the principal or his/her designee from practices or participation in interscholastic competition or participation in co-curricular activities for violation of rules and standards of behavior adopted by the Lincoln Board of Education or the administrative staff of the school.

The following procedure shall be followed with regard to suspension:

1. The party considering the suspension shall make a reasonable investigation of the facts and circumstances. In addition, suspension shall be made only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purpose.

2. Prior to commencement of the suspension, the student shall be given oral or written notice of the charges against the student. The student shall be advised of what the student is accused of having done, and the basis of the accusation, and an explanation of the evidence the authorities have.

3. The student shall be afforded the opportunity to explain the student’s version of the facts to the person effecting the suspension.

4. Within 24 hours or such additional time as is reasonably necessary following suspension, the principal or his/her designee shall send a written statement to the student, student’s parents, or guardian describing the student’s conduct, misconduct or violation of the rule or standard and the reason for the action taken and the right to a hearing upon request on the specified charges.

5. An opportunity shall be afforded the student, parents or guardian of the student to confer with regard to the matter with the principal or administrator ordering the suspension.

6. If the student or student’s parents/guardian are not satisfied with the determination, an appeal may be made to the building principal.

7. If the student or student’s parents/guardian are still not satisfied with the determination, a hearing may be requested before the associate superintendent of instruction or designee. A form or a request for hearing to be signed by such parties and delivered to the associate superintendent of instruction or designee in person or by registered or certified mail. This request must be received by the associate superintendent of instruction within five days of receiving notice of suspension.
INSTRUCTIONAL PROGRAM

Procedures for Suspension (Continued)

8. If a hearing is requested, it shall be held within 10 days of the request and a notice of the time and place of the hearing will be given to the participants, and parents or guardian within five days of receiving the request. There shall be no stay of the penalty imposed pending an appeal.

9. At the hearing, as provided above, should witnesses testify, the participants will be given the opportunity to confront and cross-examine such witnesses. The participant will have the right to have a decision based solely on the evidence presented at the hearing.

10. Upon conclusion of the hearing, a written statement of findings of facts from the hearing will be compiled and a decision rendered within five school days. The statement of finding of fact and decision will be mailed to the participant, parents or guardian. A record of the hearing shall be kept by the school.

11. Nothing contained in this regulation shall prevent the participant, parents, guardian or representative from discussing and settling the matter with the appropriate school personnel at any stage provided herein.

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Related Policies and Regulations: 5480, 5481
Legal Reference:
INSTRUCTIONAL PROGRAM

Alcohol, Tobacco and Drug Violation Consequences

First Offense

Self-Report: The student will be ineligible for 14 calendar days of interscholastic competition/performance with a minimum of the next two competitions/performance dates. During the suspension, the student must schedule a meeting with the school’s School Community Intervention Program (SCIP) coordinator and complete an assigned drug education course.

Non-Report: The student will be ineligible for 21 calendar days of interscholastic competition/performance with a minimum of the next three competitions/performance dates. During the suspension, the student must schedule a meeting with the school’s SCIP coordinator and complete an assigned drug education course.

Second Offense

Self-Report: The student will be ineligible for 28 calendar days of interscholastic competition/performance with a minimum of the next four competitions/performance dates.

Non-Report: The student will be ineligible for 42 calendar days of interscholastic competition/performance with a minimum of the next six competitions/performance dates.

Next Offense

The student will be ineligible to participate for one calendar year. If an additional violation occurs within that suspension year, suspension dates will be adjusted based on the most current violation showing one calendar year from the last violation.

Procedures

* The suspension begins the day the student is informed of the violation by a school administrator/coach/sponsor.

* Students suspended from competition/performances may still attend and participate in practices. If a performance is associated to a grade, the student will be given an alternative assignment to earn credit points.

* A student enrolling in a diversion program or any other form of criminal disposition in lieu of drug/alcohol charges being filed does not waive any athletic policy suspension the code of conduct mandates.
INSTRUCTIONAL PROGRAM

Alcohol, Tobacco and Drug Violation Consequences (Continued)

* If a student/athlete violates the policy, they will be required to serve their full suspension in that season and/or the next activity/sport they participate in during that academic year or subsequent academic years.

* If a student participates in a single activity that has fewer competition/performance dates in the entire year than the minimum number of suspended competitions/performances, the principal or designee will determine the consequences, with a minimum of one performance/competition suspension.

* Students who decide to participate in an activity that they normally would not have participated in simply to get their suspension completed, must finish that entire season in good standing. If the student does not finish that season, the suspension will carry over to the next season.

* These offenses are cumulative through the student/athlete’s high school career.

* More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited by the foregoing and may be increased at the discretion of the administration.

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Legal Reference:
INSTRUCTIONAL PROGRAM

Initiations, Hazing, Secret Clubs and Outside Organizations

Initiations. Initiations by classes, clubs or athletic teams are prohibited except with the approval of the administration. Any student who engages in or encourages initiations that have not been approved by the administration is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

The administration may only give consent to initiation activities that are consistent with student conduct expectations and that do not present a risk of physical or mental injury or belittlement.

Hazing. Hazing by classes, clubs, athletic teams or other student organizations are prohibited. Hazing means any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with or continued membership with any school organization. Such prohibited hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug or harmful substance not generally intended for human consumption, prolonged sleep deprivation, sexual conduct, nudity or any brutal treatment or the performance of any act which endangers the physical or mental health or safety of any person or the coercing of any such activity. Hazing is prohibited even though the person who has been the subject of the hazing consents to the activity. Any student who engages in or encourages hazing is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

Secret Organizations. It is unlawful for students to participate in or be members of any secret fraternity or secret organization that is in any degree a school organization. Any student who violates this restriction is subject to disciplinary action, up to and including denial of any or all school privileges and expulsion.

Outside Organizations. It is unlawful for any person, whether a student of the District or not, to enter upon the school grounds or any school building for the purpose of rushing or soliciting, while there, any student to join any fraternity, society or association organized outside of the schools. Any person who violates this restriction is subject to criminal prosecution and removal and exclusion from school grounds.

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Related Policies and Regulations: 
Reference Neb. Rev. Stat. §§ 28-311.06 to 28-311.07
INSTRUCTIONAL PROGRAM

Nonpublic Forum and Limited Open Forum

Nonpublic Forum

All of the District’s facilities, grounds, programs and activities are hereby designated as, and shall remain, nonpublic forums, unless otherwise specifically provided.

Limited Open Forum for Non-curriculum-related Student Groups

High schools will provide a fair opportunity, equal access to, and will not discriminate against non-curriculum-related student groups who wish to conduct meetings before school, after school, during lunch or at other non-instructional times. This policy shall not, however, limit the authority of the school to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure attendance of students at such meetings is voluntary. The views, aims, policies, opinions or content of meetings conducted under the provisions of this policy are not, and are not to be, considered as being endorsed or sponsored by the District, its Board members, administrators, employees or agents.

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Related Policies and Regulations: 
INSTRUCTIONAL PROGRAM

Limited Open Forum

High schools in this District shall provide a limited open forum for non-curriculum related student groups wishing to meet in the school, subject to the following:

1. Students shall be permitted to meet during the non-instructional time of the individual students involved in the meeting, including before school, after school, during lunch or other non-instructional times. No student shall be present at a meeting at a time when the student has a class or is required by school rules to be elsewhere unless permission from the principal or designee is obtained. This includes any time during which the school requires the particular student or all students to be off school property or outside the school building.

2. All non-curriculum related meetings shall be student initiated and open to all students in the school. All student attendance at the meeting shall be voluntary.

3. No meeting shall include any activity that is unlawful or that materially and substantially interferes with the orderly conduct of educational activities within the school.

4. The content of non-curriculum related student meetings is not sponsored by the School District.

5. Students may invite speakers to their meetings subject to the provisions of paragraphs (2), (3), and (4). Non-school persons may not direct, conduct, control or regularly attend activities of such student groups.

6. It shall be the responsibility of the students to make arrangements for a staff member to provide site supervision at the meeting. No staff member shall be compelled to supervise any non-curriculum related student meetings.

7. If students wish to have a non-curriculum related meeting under this regulation, they must file a request with the principal which lists:
   a. The name and purpose of the student group.
   b. The room in which they wish to meet and the time during which they will meet.
   c. The name of one student who will serve as the contact between the group and school authorities.
   d. The staff member who will provide site supervision.
Limited Open Forum (Continued)

The principal or designee shall approve a meeting if it meets the requirement of this regulation and shall notify the student contact person of such approval, or if the same does not meet the requirements of this regulation, the reasons for disapproval, within two (2) school days of the submission of the request to meet.