

2025 - 2026

**SBPS DISTRICT
PARENT-STUDENT
HANDBOOK**

S



SCOTTSBLUFF
PUBLIC SCHOOLS
EVERY CHILD, EVERY DAY



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Intent of Handbook

This handbook contains districtwide information. Please refer to your student's school handbook for additional information specific to your student's school.

This handbook is intended to be used by students, parents/guardians, and staff as a guide to the rules, regulations, and general information about Scottsbluff Public Schools. Each student is responsible for becoming familiar with the handbook and knowing its information. Parents/guardians are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all-encompassing so as to cover every situation and circumstance that may arise during any school day or school year. This handbook does not create a "contract." The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well-being of all students and the educational program. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

The policies of the Board of Education may cover areas not addressed in this handbook. SBPS Board Policies are available online at:

<https://meeting.sparqdata.com/Public/Book/49?docTypeId=39457&file=85413d63-c303-464a-a735-93ec81ae5c5b>

SECTION 1 – GENERAL DISTRICT INFORMATION

Mission Statement of Scottsbluff Public Schools

Every Child, Every Day

Vision Statement of Scottsbluff Public Schools

The Scottsbluff School District's vision of the future is...to provide a safe and engaging learning environment that will empower our students of today to successfully meet the challenges of tomorrow.

Educational Philosophy of Scottsbluff Public Schools

As a school corporation of Nebraska, the Scottsbluff Public School District, acting through its Board of Education, is dedicated to promoting an equal opportunity for a quality public education to its students within the limitations of the District's ability and willingness to furnish financial support to provide for students, in cooperation with their parents/guardians and the District community, the opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance to and encourages critical thinking in the students for a lifetime.

The Board endeavors, through the dedication of the District's resources, to encourage students, who come to the District from a variety of backgrounds, to look forward to the time when they will have jobs, homes, families, and places in the District community, and attain recognition as individuals. To achieve this goal, the Board will seek qualified employees dedicated to the development of their professional skills for the betterment of the education program and for the expertise for educational productivity.

Instruction and curriculum are the key elements of public education. Critical thinking and problem-solving skills that will assist the students' preparation for life shall be instructed as part of a sequentially coordinated curriculum. The District strives to prepare students for employment, to discover and nurture creative talent, and to prepare them to meet and cope with social change in an atmosphere conducive to learning.

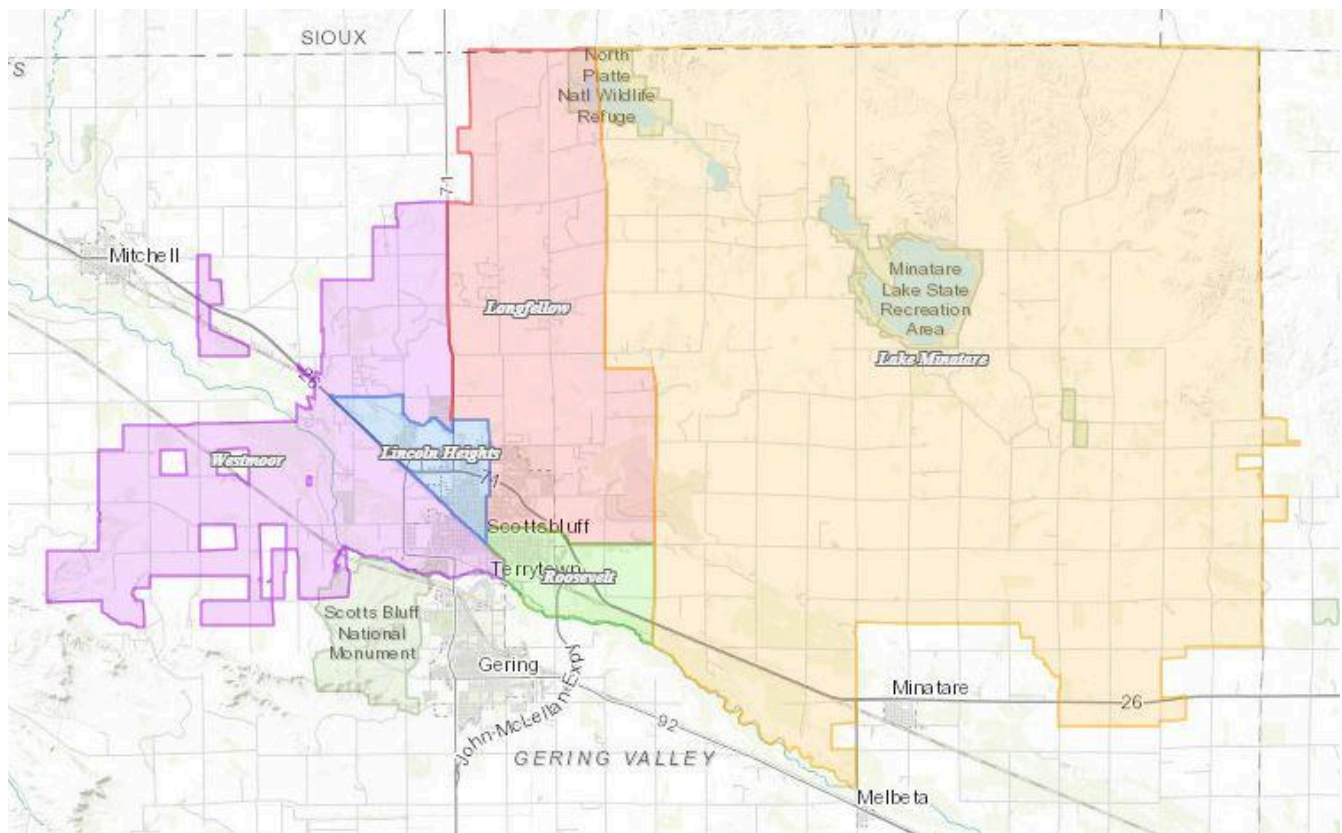
The support and involvement of the home and the District community are essential to achieve educational excellence in the District. The District strives to maintain an active relationship with the home and the District community to create within the students an awareness of the dignity and worth of the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



Scottsbluff Public Schools Board of Education

Scott Reisig – President
Beth Merrigan – Vice President
Mark Lang – Member
Rob Polk – Member
Tory Schwartz – Member
Paul Snyder – Member
Reagan True – Secretary
Marianne Carlson – Treasurer

Scottsbluff Public Schools District Map





PRE-K - 12 CALENDAR

AUGUST

T = 17 S = 12

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/ 31	25	26	27	28	29	30

SEPTEMBER

T = 21 S = 19

S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER

T = 23 S = 20

S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER

T = 17 S = 17

S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23/ 30	24	25	26	27	28	29

DECEMBER

T = 15 S = 13.5

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY

T = 20 S = 18

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18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY

T = 19 S = 18

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15	16	17	18	19	20	21
22	23	24	25	26	27	28

MARCH

T = 22 S = 19

S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL

T = 19 S = 19

S	M	T	W	T	F	S
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26	27	28	29	30		

MAY

T = 16 S = 13.5

S	M	T	W	T	F	S
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/ 31	25	26	27	28	29	30

K-12 START & END TIMES		
School	Start	End
BMS	7:45	3:00
SHS	7:45	3:25
Lake Minatare	8:05	3:20
Lincoln Heights	7:55	3:10
Longfellow	7:50	3:05
Westmoor	8:00	3:15
Roosevelt	8:05	3:20

PRE-K START & END TIMES		
Full Day	8:00	3:00
AM Session	8:15	11:15
PM Session	12:15	3:15

TOTAL ATTENDANCE DAYS

STUDENT = 169 DAYS*
STAFF = 189 DAYS

QUARTER 1 = 43 DAYS
QUARTER 2 = 38.5 DAYS
QUARTER 3 = 45 DAYS
QUARTER 4 = 42.5 DAYS

1ST SEMESTER = 81.5 DAYS
2ND SEMESTER = 87.5 DAYS

*BASED ON GRADES 9-12

August

- 1-6: New Teacher Orientation
- 7-13: Staff Development
- 12-13: PK Home Visits
- 14: PK Staff Head Start Training
- 14: K-12 Students-1st Day of School
- 18-19: PK Students-1st Day of School

September

- 1: No School for Students/Staff
- 2: PD/Workday-No School for Students
- 19: PD Day-No School for Students
- 22: No School-PK-8 Students

October

- 16: End of 1st Quarter
- 16: No School-PK-5 Students
- 17: PD/Workday-No School for Students
- 22: PK-12 Parent-Teacher Conferences (4:00-8:00 PM)
- 23: PK-12 Parent/Teacher Conferences (8:00 AM-8:00 PM) No School
- 24: No School for Students/Staff

November

- 26-28: No School for Students/Staff

December

- 1: PD/Workday-No School for Students
- 19: End of Semester-11:30 AM Dismissal
- 19: No School for PK Students
- 22-31: No School for Students/Staff

January

- 1-2: No School for Students/Staff
- 5: PD/Workday-No School for Students
- 6: 1st Day of Second Semester
- 23: PD Day-No School for Students
- 23: PK Staff Head Start Partnership Training

February

- 13: No School for Students/Staff
- 16: ESU PD Day-No School for Students
- 17: No School-PK-8 Students

March

- 12: End of 3rd Quarter
- 13: PD/Workday-No School for Students
- 18: PK Home Visits - No School for PK (8:00 AM-3:30 PM)
- 18: K-12 Parent-Teacher Conferences (4:00-8:00 PM)
- 19: K-12 Parent/Teacher Conferences (8:00 AM-8:00 PM) No School
- 19: PK Home Visits-No School for PK (8:00 AM-8:00 PM)
- 20: No School for Students/Staff

April

- 2-6: No School for Students/Staff
- 7: No School-PK-5 Students
- 30: PK Parent/Teacher Conferences (4:00-8:00 PM)

May

- 1: PK Parent-Teacher Conferences (8:00 AM-3:30 PM) No School for PK
- 4: PD Day-No School for Students
- 17: Graduation
- 20: Last Day for PK Students
- 21: Last Day for K-12-11:30 AM Dismissal
- 22: Last Day for Staff

Calendar dates and times are subject to change.

Snow Days: After three snow days, each additional snow day will add a workday for staff.

SECTION 2 – COMMUNICATION

School Newsletters

School newsletters are published and distributed monthly during the school year at all schools. It is a monthly guide for students and parents/guardians to meaningful activities and important news.

SBPS Annual Report

The Scottsbluff Public Schools Annual Report is published yearly and distributed to every home in Scottsbluff.

https://www.sbps.net/about_sbps/why_choose_scottsbluff/annual_report

SBPS Insider

School district news is delivered to your inbox, including an update after each Board of Education meeting. Great for community members who don't have a currently enrolled student!

www.sbps.net/stay_connected/insider_community_newsletter

ParentSquare

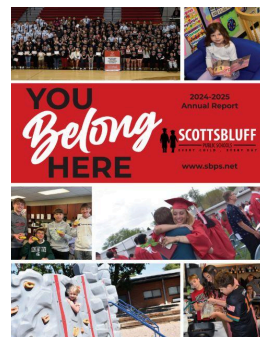
ParentSquare messaging is utilized by teachers, schools, and the District as the primary method of communication with parents/guardians. Sign up today at www.parentsquare.com.

Contact Us

If you have questions, comments, or ideas, contact SBPS through our website: www.sbps.net.

SBPS Social Media

Follow SBPS on Facebook, Twitter, and Instagram.



Parents & Guardians: If You Have A Concern, Question, or Compliment

Complaint Procedures

The proper procedure for a parent/guardian or student to make complaints or raise concerns is to begin with the school employee who is most immediately or directly involved in the matter, as illustrated in the complaint procedure set forth below. There are other procedures identified in the Parent-Student Handbook to address specific complaints or concerns, such as discrimination or harassment, bullying, or disciplinary actions. Those procedures should be used where applicable.

1. Complaint Procedure

- Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.
- Step 2. Address the concern with the principal if the matter is not resolved at Step 1.
- Step 3. Address the concern with the Superintendent if the matter is not resolved at Step 2.
- Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.

2. Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

Parenting Plans

The District acknowledges the importance of parenting plans/custody arrangements as may be agreed to by parents or established by the courts. Such parenting plans are agreements established solely between the two parties involved. Third parties, including the Scottsbluff Public Schools, are not direct parties to these legal arrangements and are not typically bound or governed by the court documents.

The District will make every reasonable effort to accommodate the terms of a parenting plan when feasible and appropriate. The District reserves the right to make decisions in the best interest of each student and has the discretion to follow parenting plans established by the courts, but is not obligated to do so. It is recommended that parents communicate directly with the school regarding any parenting plan arrangements to ensure that their student's educational needs are met effectively.

DISTRICT CONTACT INFORMATION

Location	Address	Administration	Phone	Website
Bear Cub Preschool	2617 College Park	Dr. Bree Rock, Early Childhood Director	635-6293	<u>Bear Cub Preschool</u>
Bluffs Middle School	27 East 23rd Street	Jana Mason, Principal Brittni Chancellor, Assistant Principal James Miller, Assistant Principal	635-6270	<u>Bluffs Middle School</u>
Lake Minatare Elementary	280548 CR K	Dr. Ashlen Schaneman, Principal	783-1134	<u>Lake Minatare Elementary</u>
Lincoln Heights Elementary	2214 Ave C	Jeremy Behnke, Principal Krystal Rodriguez, Assistant Principal	635-6252	<u>Lincoln Heights Elementary</u>
Longfellow Elementary	2003 5th Ave	Lukas Benzel, Principal	635-6262	<u>Longfellow Elementary</u>
ReConnect	2512 2nd Avenue	Kyle King, Program Director	633-2211	<u>Reconnect</u>
Roosevelt Elementary	1306 9th Ave	Frances Burkhalter, Principal Jessica Stec, Assistant Principal	635-6259	<u>Roosevelt Elementary</u>
Scottsbluff High School	313 E 27th	Justin Shaddick, Principal Matt Huck, Assistant Principal Kelli Jensen, Assistant Principal Kenna Urwiller, Assistant Principal Nate Rock, Activities Director	635-6230	<u>Scottsbluff High School</u>
Scottsbluff Plus	2609 Broadway	Wesley Hester, Program Director	218-6299	<u>Scottsbluff Public Schools</u>
Westmoor Elementary	1722 Avenue K	Bethany Jolliffe, Principal Kristin Juelfs, Assistant Principal	635-6255	<u>Westmoor Elementary</u>
District Office	2617 College Park	Dr. Andrew Dick, Superintendent Marianne Carlson, Executive Director of Finance Dr. Wendy Kemling, Executive Director of Student Services Mike Mason, Executive Director of Curriculum and Instruction	635-6200	<u>Scottsbluff Public Schools</u>

SECTION 3 – EMERGENCY INFORMATION

Administrative Actions in Emergency (Board Policy 2410)

In any crisis or emergency circumstances, the immediate concern is securing the safety and welfare of students and staff. A second priority, if appropriate, will be the securing and salvaging of property. The Superintendent will be in charge of administering and monitoring any emergency event, except that if the situation is confined to a particular building, the principal will be in charge with the Superintendent advising on necessary decisions. Once the nature of the emergency is determined and the immediate concerns for students and staff are addressed, the Superintendent will:

1. Alert Board members;
2. Decide whether or not to convene or postpone school, with attendant adjustments in transportation and activity schedules;
3. Determine the need to involve other agencies and/or officials (e.g., police, fire and emergency personnel, counseling services, and insurance representatives). All administrators will maintain an accessible emergency phone list; and,
4. Notify students, staff, and patrons via appropriate media.

Inclement Weather. In the event of bad weather, or other circumstances in which the safety of students would be endangered by attending school, the Superintendent will make the decision to cancel or delay the start of school and whether or not staff are to report for duty. When school is canceled, ordinarily, all after-school activities will be canceled. Any decision to the contrary must have the Superintendent's permission and include provision for communicating with all affected parties in a timely manner. Weather information will be sought from current weather station reports and consultation with the transportation director and other area superintendents. The decision to cancel school will be made as early as possible. A system will be developed to alert the staff, and the Superintendent or the Superintendent's designee shall inform appropriate local media and request that they make the appropriate announcement to the public. The Board of Education will determine in the spring whether time missed for inclement weather or other emergency school closings should be made up.

Fire, Tornado, and Gas Leaks. Principals shall design and keep current drill and evacuation plans, to include emergency shelter.

Student or Staff Deaths. When notice is received of a student or staff death, the involved administrators will inform and consult with the Superintendent. Ordinarily, school will be convened; however, appropriate modifications in daily school activities which are sensitive to the incident will be made. Further, if deemed necessary, a counseling intervention team will be made available, in conjunction with school counseling services, to provide assistance to students and staff. Substitute teachers will be employed if deemed appropriate. School officials will attempt to balance funeral accommodations with the need to convene school with minimal disruption.

Civilian Emergencies. The school buildings are available as emergency shelters if needed. School officials, to the extent possible, will cooperate with other civil authorities, including local, area, and state law enforcement agencies and fire department officials, in making school facilities available during any civilian emergencies.

Fire Drills (Board Policy 6115)

Fire drills shall be conducted at such times and manner as is required by the State Fire Marshal. The frequency of fire drills shall be as follows:

1. At a sufficient frequency to familiarize occupants with the drill procedure as a matter of routine;
2. Every month in each school building in which the facility is in session;
3. Subject to the exception that a monthly drill may be deferred in months of severe weather, provided that the required number of annual drills is achieved and not less than four are conducted before the drills are deferred; and,
4. The first drill shall be conducted within the first 30 days of a school year.

The manner of conducting fire drills shall be as follows:

1. Emphasis shall be on conducting an orderly evacuation, rather than speed;
2. Under varying conditions and at expected and unexpected times;
3. Participants shall relocate to a predetermined location and remain until recalled or dismissed; and,
4. All emergency and relocation drill alarms shall be sounded.

Emergency Response Plan

Emergency response plans and directions for tornado, evacuation, hold, lockdown, secure, shelter in place, and fire drill

activities have been developed. All emergency response plans shall be in compliance with state fire code. Two tornado drills are to be exercised and two lockdown drills practiced each school year.

Since many parents/guardians may not be at home, all children and faculty will be normally retained at the school building in case of extreme emergency. The school notification system will be activated to inform parents/guardians regarding where children may be picked up at school or at the evacuation site.

SECTION 4 – USE OF BUILDING AND GROUNDS

Visitors

All visitors must report to the office, upon entering the main entrance, to sign in and receive a visitor's badge.

Parent/Guardian School Visits

In accordance with building and District safety procedures, unless otherwise prohibited or restricted by law or court order, parents/guardians may visit schools with the approval of the building administration. The principal authorizing visits shall consider the following:

- Potential for disruption to the educational environment;
- Distraction to students and staff;
- Confidentiality for students and staff; and,
- The Standard Response Protocols for student and staff safety.

Guidelines for Parent/Guardian Visits

- Requests to visit the classroom must be made to the principal at least 24 hours in advance.
- Visits to classrooms during the first two and last two weeks of school are not permitted to ensure a smooth transition.
- All visitors shall report to the main office and/or security desk to be screened and provided a visitor badge. All visitors must wear the badge at all times while in the building.
- You may be escorted by school security staff or an administrator to and from the classroom you are visiting.
- Some schools may choose to have an administrator accompany the parent/guardian for all class visits to ensure no distractions or disruptions.
- Parents/guardians should avoid interrupting the classroom by attempting to communicate with the teacher or other students. A parent/teacher conference should be scheduled if necessary.
- Classroom visits should not be overbearing and are limited to the following:
 - Elementary visits will be limited to no more than 30 minutes.
 - Middle school and high school visits will be limited to two class periods per quarter or a total of eight class periods in one school year.
- Other children should not be brought whenever a parent/guardian visits a classroom to protect the learning environment and avoid potential disruptions.
- Cell phones should not be used while visiting a class and should be turned off or on silent. Photos, recordings, or videos may only be taken during the visit if approved in advance by the building administration.
- Any disruptions created during visits may result in this privilege being reconsidered and modified.

Volunteers

Scottsbluff Public Schools welcomes and values its volunteers. Volunteers play an important role in supporting our school communities. If you are interested in volunteering, we can find a role that fits your time and talents. Interested individuals should contact any of our schools directly and pick up a Volunteer Agreement form from their main office.

Care of School Property

Students are responsible for the proper care of all books, equipment, supplies, and furniture supplied by the school. School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued. Students must pay all fines before they can receive school publications and final grades.

Vandalism (Board Policy 5407)

Students and their parents/guardians shall be responsible for all damage to equipment or school property. This responsibility applies in the matter of books and supplies of all kinds, as well as equipment, buildings, and grounds.

Search and Seizure (Board Policy 5406)

Student lockers, desks, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding items placed in or on school property because school property is subject to search at any time by school officials. Periodic, random searches of all school property, including but not limited to student lockers, may be conducted at the discretion of the administration.

The following procedures will be used for conducting searches:

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or rule violation. The search must be conducted in a reasonable manner under the circumstances.
2. Random searches of student lockers, desks, and other similar school property provided for use by students may be conducted at the discretion of the administration.
3. Drug or alcohol tests may be conducted on students based on reasonable suspicion.
4. Drug or alcohol tests may be conducted on a random basis for students participating in extracurricular activities, provided that:
 - a. The student gave consent for testing in advance (attendance at or participation in the extracurricular activity may be withheld in the absence of consent);
 - b. The testing actually be random;
 - c. The testing procedures limit any intrusion on student privacy and provide for an appropriate level of confidentiality and accuracy; and,
 - d. The response to positive tests takes into consideration student safety and compliance with laws related to reporting and releasing students to law enforcement.
5. School officials may search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct or that a search is necessary for a non-investigatory work-related purpose, such as to retrieve a file.
6. Searches of the District's computer system may be conducted at the discretion of the administration at any time.

The following procedures will be used for the removal of personal property:

1. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be seized by school officials. Any illegal drugs, firearms, or dangerous weapons shall be confiscated and delivered to law enforcement as soon as practicable. A personal safety or security device (such as a taser, mace, or pepper spray) not previously approved by the administration constitutes a "dangerous weapon."
2. Items that have been or are reasonably expected to be used to disrupt or interfere with the educational process may be removed from student possession.

The District is not responsible for the security or safety of personal property which employees, students, or other building users may bring to school.

Student Searches and Metal Detectors (Board Policy 5406.1)

To ensure that school buildings remain safe and free from dangerous objects and paraphernalia, the Board of Education hereby authorizes the use of metal detectors to conduct lawful searches of students on school grounds, in a school vehicle, or at a school activity. The following procedures will be implemented for metal detectors at Scottsbluff Public Schools:

1. Prior to any student being screened by a metal detector, the District will provide written notice to all students and parents/guardians about the use of metal detectors in school. Said notice may be incorporated into the Parent-Student Handbook, emailed to parents/guardians, and/or posted on signage around school buildings. Such notice shall be issued at least once each school year.
2. District staff may conduct screenings based on:
 - a. Reasonable suspicion; and/or,
 - b. A random, nondiscriminatory basis, so long as no individual is targeted.
3. Any individual subject to a metal detector screening must bring their personal belongings (coat, backpack, purse, gym bag, and the like) to the location where the screening will be performed. Said items may be subject to a metal detector screening.
4. All persons subject to a metal detector screening are required to remove any metal or dangerous objects from their person and/or personal belongings prior to the screening. After removing any such metal or dangerous objects, the person will be subjected to the metal detector screening.

5. If the metal detector activates during a screening, then such person will be subject to additional screening and/or further search by district personnel.
6. Any person found to be in possession of a firearm or other dangerous weapon will be immediately removed from school grounds and shall be subject to arrest and/or disciplinary action pursuant to applicable law and Student Code of Conduct.
7. Individuals found to be in possession of other unauthorized items (such as drugs) will be subject to disciplinary action, referral to law enforcement, and/or immediate removal from school grounds.
8. Any student who refuses to submit to a search consistent with these procedures will be subject to a search of his/her personal and belongings, and any other appropriate disciplinary action by school administration. Other persons (such as visitors) who refuse to submit to a search consistent with these procedures will be refused entry and escorted off school grounds immediately.
9. No student will be subjected to a metal detector screening based on any discriminatory or unlawful reason.
10. Nothing in this policy shall preclude or preempt any Individualized Education Plan, 504 Plan, or other legal requirements under the applicable special education laws.
11. Nothing in this policy precludes the District from conducting other lawful searches or activities in an effort to keep school safe and free from dangerous weapons.

Personal Searches

A student's person and/or personal effects (e.g., purse, book bag, vehicles parked on school property, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. If a pat down search of a student's person is conducted, it will be conducted in a private location by a school official of the same sex and with an adult witness present.

Video Surveillance (Board Policy 3231)

The Board authorizes the use of video cameras and other passive electronic measures (such as motion detectors) for the purposes of ensuring the health, welfare, and safety of staff, students, and visitors, safeguarding district facilities and equipment, and maintaining student discipline and an appropriate educational and work environment.

Placement. Video cameras and similar devices are authorized to be used on school facilities, school vehicles, and other places within the control of the District. The locations in which the devices will be placed and the times the devices will be in use are to be determined by the Superintendent or the Superintendent's designee consistent with the purposes set forth in this policy. The devices shall not be placed or operational in locations in which individuals have a high expectation of privacy, such as restrooms and locker rooms.

Notice. Notice of the fact that video surveillance cameras are being utilized shall be given through appropriate mechanisms, such as by posting signs in the building entry and other locations and by including a notice in the Parent-Student and staff handbooks.

Viewing Monitors and Video Recordings. Monitors used to view video recordings are to be located and positioned such that only authorized personnel are able to see the images on the monitors. Only authorized personnel shall be allowed to view recorded videos. Authorized personnel for these purposes are school administrators, school staff members with a direct involvement with the recorded contents of the specific video recording, and employees or agents responsible for the technical operations of the system (for technical purposes only). School administrators may allow law enforcement officers to view monitors and recorded video when such is consistent with school security and discipline and consistent with law. Students shall not be permitted to view the monitors. Students shall not be permitted to view recorded video except where the individual student is the focus of the recorded video. If a student is not the sole focus of the recorded video, and the parent/guardian wishes to have other individuals in the video redacted, the parent/guardian will be required to pay the cost of the redaction.

Use of Video Recordings. Video records may be used as a basis for student or employee disciplinary action and for making reports to law enforcement.

Video Recordings as Education Records. Video recordings which are considered to be "education records" within the scope of FERPA shall be maintained in accordance with FERPA and other applicable laws. A video recording may be considered an education record when a specific student is the sole and only focus of the video recording.

Maintaining Video Recordings. The District shall comply with all applicable state and federal laws related to record maintenance and retention of video recordings. Video recordings that contain personal information shall be securely stored and, when such recordings are no longer needed or required to be maintained, shall be properly disposed of.

Maintaining the Integrity of the Video Surveillance System. The building principals shall be responsible for periodically checking the video surveillance system within their building to ensure it is operating properly. Students or staff who vandalize, damage, disable, or render inoperable surveillance cameras or equipment, or use the video surveillance system in a manner that is not consistent with the purposes set forth in this policy, shall be subject to appropriate disciplinary action (up to and including expulsion for a student, and termination for a staff member) and referral to appropriate law enforcement authorities.

Recording of Others (Board Policy 1102)

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either the person or persons being recorded or whose image or sound is being transmitted, by authorized staff for purposes of child welfare (for example, to record images of injuries to students caused or believed to be caused by another person), or the Superintendent or the Superintendent's designee. This prohibition applies to all persons, including staff, students, and community members, regardless of the content or context of the image or sound. However, this provision shall not apply to district-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program (IEP) meeting if the recording is necessary to ensure that the parent/guardian understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Student Valuables at School

Students should not bring money, expensive equipment, games, toys, jewelry, or the like to school. The school is not responsible for lost, damaged, or stolen items.

Lost and Found

Students who find lost articles are asked to take them to the school's main office, where the articles can be claimed by the owner. If articles are lost at school, students should report that loss to office personnel.

Nuisance Items

Items deemed a nuisance or distraction to the learning environment include, but are not limited to: skateboards, longboards, laser light pens, air horns, white out, cameras of any kind, sunglasses, safety glasses outside the classroom, canned air/aerosols or other items deemed by the school administration to deter from the educational process or school mission. These items are strictly prohibited, will be confiscated, and may or may not be returned to a parent/guardian. Lost or stolen items of this nature will not be the responsibility of the school and are one of the reasons these types of items are discouraged to be brought to school.

Accident Insurance

Accident insurance covers students while they are traveling to or from school or participating in school activities (except football). Insurance is offered for a nominal cost at the beginning of the school year and coverage is optional. Information pertaining to this policy is made available to all students at the beginning of the school year.

Reporting Accidents

Any student who has an accident in school or on school grounds must report each incident to a teacher or an administrator in a timely manner, who will then complete an accident report form and submit it to the school's main office.

Plagiarism, Copyrights, and Patents (Board Policy 6287)

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 of 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. Teachers will instruct students in appropriate research and citation practices.

Copyrights and Patents. It is the intent of the District to adhere to the provisions of the U.S. Copyright Law and the Patent Act. All individuals within the District, 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. Individuals within the District who are uncertain as to whether a material is copyrights must seek prior

clarification from a supervisor or administrator before copying or transmitting such materials.

Anyone who disregards this copyright and patent policy is in violation of the law and this policy, 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.

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 copyrights or patented materials, graphics, software (including district-owned or district-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 agreement or permissions, whether for personal use or for the use of others.

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

Eye Protective Devices

The District shall supply eye protective devices for teachers, students, and visitors to all shops and laboratories meeting the standard of the American National Standard Practice for Occupational and Educational Eye and Face Protection as approved by the American National Standard Institute (ANSI). Every teacher and student shall be required to wear eye protective devices at all times while participating in or observing the following courses of instruction:

1. Vocational, technical, industrial arts, chemical, or chemical-physical involving exposure to:
 - a. Hot molten metals or other molten materials;
 - b. Milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials;
 - c. Heat treatment, tempering, or kiln firing of any metal or other materials;
 - d. Gas or electric arc welding or other forms of welding processes;
 - e. Repair or servicing any vehicle; or,
 - f. Caustic or explosive materials.
2. Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards not enumerated.

SECTION 5 – STUDENT ATTENDANCE

Student Attendance Records (Board Policy 5013)

As part of the District's records, the daily attendance of each student shall be recorded and maintained on file with the permanent records of the District. It shall be the responsibility of the principals to ensure that such reports contain all information required by law and are filed with the District Office.

Mandatory Ages of Attendance (Board Policy 5008.1)

A child is of mandatory age if the child will reach age 6 prior to January 1 of the then-current school year and has not reached 18 years of age.

Exceptions for Younger Students. Attendance is not mandatory for a child who has reached 6 years of age prior to January 1 of the then-current school year, but will not reach age 7 prior to January 1 of such school year, if the child's parent/guardian has signed and filed with the District in which the child resides an affidavit stating either:

1. That the child is participating in an education program that the parent/guardian believes will prepare the child to enter grade one for the following school year; or,
2. That the parent/guardian intends for the child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent/guardian intends to provide the Commissioner of Education with a statement pursuant to section Neb. Rev. Stat. § 79-1601 on or before the child's seventh birthday.

Exceptions for Older Students. Attendance is also not mandatory for a child who:

1. Has obtained a high school diploma by meeting statutory graduation requirements;
2. Has completed the program of instruction offered by a school which elects pursuant to law not to meet accreditation or approval requirements; or,
3. Has reached the age of 16 years and has been withdrawn from school in the manner prescribed by law.

Early Withdrawal for Students Enrolled in Accredited or Approved Schools. A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if an exit interview is conducted and a withdrawal form is signed.

Exit Interview. The process is initiated by a person who has legal or actual charge or control of the child submitting a withdrawal form. The form is to be as prescribed by the Commissioner of Education. Upon submission of the form, the Superintendent or the Superintendent's designee shall set a time and place for an exit interview if the child is enrolled in Scottsbluff Public Schools or resides in the Scottsbluff Public School District and is enrolled in a private, denominational, or parochial school. The exit interview shall be personally attended by:

1. The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable;
2. The person who has legal or actual charge or control of the child who requested the exit interview;
3. The Superintendent or the Superintendent's designee;
4. The child's principal or designee if the child at the time of the exit interview is enrolled in a school operated by the District; and,
5. Any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, for example, other school personnel or the child's principal if the child is enrolled in a private school.

At the exit interview, the person making the written request must present evidence that the person has legal or actual charge or control of the child and the child would be withdrawing due to either:

1. Financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child, or,
2. An illness of the child making attendance impossible or impracticable.

The Superintendent or the Superintendent's designee shall identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the District and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. Any other relevant information may be presented and discussed by any of the parties in attendance.

At the conclusion of the exit interview, the person making the written request may sign a withdrawal form provided by the District agreeing to the withdrawal of the child or may rescind the written request for the withdrawal.

Withdrawal Form. Any withdrawal form signed by the person making the written request shall be valid only if:

1. The child also signs the form, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable; and,
2. The Superintendent or the Superintendent's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the Superintendent or the Superintendent's designee, the person making the written request does in fact have legal or actual charge or control of the child and the child is experiencing either financial hardship, or an illness making attendance impossible or impracticable.

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in a school that elects not to meet the accreditation or approval requirements by filing with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

Student Attendance (Board Policy 5008)

Scottsbluff Public Schools complies with the attendance policies outlined within Nebraska Revised Statute § 79-201, which defines the criteria for excused absences. These regulations are mandated by state law to ensure consistent attendance practices across all Nebraska schools. While the District is required to enforce attendance rules, staff are committed to work collaboratively with students and their parents/guardians to support student attendance and success.

Attendance Policy and Excessive Absenteeism. Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations, and all staff are expected to implement this policy and administrative rules and regulations to encourage regular and punctual student attendance. The District will maintain an accurate record of student attendance.

Attendance and Absences.

The circumstances for all absences from school will be identified as School Excused or Not School Excused. Absences should be cleared through the principal's office in advance whenever possible. All absences, except for illness and/or death in the family, require advance approval.

1. **School Excused.** Any of the following circumstances that lead to an absence will be identified as a School Excused absence, provided the required attendance procedures have been followed:
 - a. Impossible or impracticable barriers outside the control of the parent/guardian or child prevent a student from attending school. The parent/guardian must provide the school with documentation to demonstrate the absence was beyond the control of the parent/guardian or child. This could include, but is not limited to documented absence for illness (including physical or mental illness) or court, death of a family member, or suspension.
 - b. Other absences as determined by the principal or the principal's designee.
2. **Not School Excused.** Absences that are Not School Excused may result in a report to the county attorney and may be classified as follows:
 - a. Parent/guardian acknowledged absences are those in which the parent/guardian communicated with the school in the prescribed manner that the child is absent and is the parent/guardian's responsibility for the extent of the school day. This includes, but is not limited to, vacations, undocumented illness, and undocumented medical appointments.
 - b. Other absences are those in which the parent/guardian has not communicated a reason for the student's absence.

Scottsbluff Public Schools respects the right of the parents/guardians to responsibly report their child will be absent from school when necessary and encourages open communication regarding student attendance. Based on the outlined criteria above, an absence or tardy, even if reported by the parent/guardian, may still be classified as Not School Excused. This classification system ensures compliance with Nebraska State Statutes.

Excessive Absenteeism. Excessive absenteeism is defined as unexcused and excused absences exceeding 10 percent of days enrolled or the hourly equivalent. Such absences shall be determined on a per day (or hourly equivalent) basis for elementary students and on a per class basis for secondary students.

Duty to Report Excessive Absenteeism. Any administrator, teacher, or member of the Board of Education who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the appropriate school administrator as the Superintendent's designee to be the attendance officer (hereafter, "attendance officer"). The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the District, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism. Such services shall include, as appropriate, the services listed below under "Excessive Absenteeism" and "Reporting Excessive Absenteeism."

Responding to Excessive Absenteeism. When a student has excessive absences, school officials will have verbal or written communication with the person or persons who have legal or actual charge or control of any child.

When a student accumulates 10 absences which are Not School Excused and the absences are of concern due to the effect of the absences on the student's academics, the student's attendance history, the time of the school year, the reasons for the absences, or other circumstances, one or more meetings will be held between the school (a school attendance officer, a school administrator or his or her designee, and/or a social worker), the child's parent/guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall include, if agreed to by the person who is responsible for making educational decisions on behalf of the child, an educational evaluation to determine whether any intellectual, academic, physical, or social-emotional barriers are contributing factors to the lack of attendance. The plan shall also consider, but not be limited to:

1. The physical, mental, or behavioral health of the child;
2. Educational counseling;
3. Referral to community agencies for economic services;
4. Family or individual counseling;
5. Assisting the family in working with other community services; and/or,
6. Referral to restorative justice practices or services.

If the parent/guardian refuses to participate in such meetings, the principal shall place documentation of such refusal in the child's attendance records.

Reporting Excessive Absenteeism to the County Attorney. The school may report to the county attorney of the county in which the person having control of the student resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than 20 absences per school year. The school shall notify the child's family in writing prior to making the referral to the county attorney. Illness, including physical or mental illness, that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

SCOTTSBLUFF PUBLIC SCHOOLS

ATTENDANCE GUIDELINES

School Excused Absences

Any of the following circumstances that lead to an absence will be identified as a School Excused absence, provided the required attendance procedures have been followed: "impossible or impracticable barriers outside the control of the parent, guardian, or child prevent a student from attending school. The parent or guardian must provide the school with documentation to demonstrate the absence was beyond the control of the parent, guardian, or child. This could include, but is not limited to, documented illness (including physical or mental illness), court or death of a family member.

CODE	DESCRIPTION
MD Medical Excused	<ul style="list-style-type: none"> Medical absence is excused by a health provider and is <u>documented with a note from the provider.</u>
MDN Medical Health Office Staff	<ul style="list-style-type: none"> Medical absence is <u>excused by school health staff.</u>
CT Court	<ul style="list-style-type: none"> Legal matters which cannot be arranged at a time other than during school hours. <u>A dated court document must be provided to be excused.</u>
BER Bereavement	<ul style="list-style-type: none"> The student is attending a funeral. Death or serious illness of the student's family member. Up to five days per year may be BER. Additional days with administrator approval.

Not School Excused Absences

Absences that are Not School Excused may result in a report to the county attorney and may be classified as follows: "Parent or guardian-acknowledged absences are those in which the parent or guardian communicated with the school in the prescribed manner that the child is absent and is the parent or guardian's responsibility for the extent of the school day. This includes, but is not limited to, illness, vacations, and medical appointments (without documentation).

CODE	DESCRIPTION
NC No Contact	<ul style="list-style-type: none"> Failure to call in the student's absence within 48 hours.
IL Illness	<ul style="list-style-type: none"> Personal Illness - The parent/guardian notifies the school within 48 hours that the student is ill (<u>without documentation</u>).
PQ Parent Request	<ul style="list-style-type: none"> The parent requests that the student be absent from school. This includes, but is not limited to, vacations and medical appointments (<u>without documentation</u>).
EL Early Leave	<ul style="list-style-type: none"> <u>Elementary Only</u> - Early departures may accumulate to the equivalence of absences and be subject to Nebraska State Statute. When an elementary student checks out of school early and misses more than 1/2 of the instructional time in the afternoon session (1 1/2 hours), they will be deemed absent for that session.
UAPT Unexcused Appointment Less Than 90 Minutes	<ul style="list-style-type: none"> <u>Elementary Only</u> - Any unexcused appointment less than 90 minutes, including a dental or medical appointment without a provider note, will be considered UAPT. Unexcused appointments may accumulate to the equivalence of absences and be subject to the Nebraska State Statute. Any unexcused appointment over 90 minutes is counted as a half-day PQ absence.
TD Tardy	<ul style="list-style-type: none"> Tardies may accumulate to the equivalence of absences and be subject to Nebraska Statute. <u>Elementary</u> - Students are marked tardy if they arrive after the first 15 minutes of school start time. <u>BMS & SHS</u> - A student is tardy if they arrive late to a class within the first 15 minutes of class. A student arriving after the first 15 minutes will be marked as an unexcused absence.
TDA Tardy Absent	<ul style="list-style-type: none"> <u>Elementary Only</u> - If the student arrives after 90 minutes of the start time, they are marked TDA.

SCOTTSBLUFF PUBLIC SCHOOLS

ATTENDANCE GUIDELINES

Administrative Absences

Students will be assigned an excused administrative absence from school by the principal or the principal's designee for the following reasons:

CODE	DESCRIPTION
<u>AD</u> Administrative	<ul style="list-style-type: none"> Determined by the building principal.
<u>AT</u> Athletic Event	<ul style="list-style-type: none"> Students must be attending a school-sponsored athletic activity.
<u>AV</u> Admin College Visits	<ul style="list-style-type: none"> <u>High School Only</u> - First two college visits.
<u>AC</u> Activity Other Than Athletic	<ul style="list-style-type: none"> Students must be attending a school-sponsored activity.
<u>WE</u> Weather Related	<ul style="list-style-type: none"> This code is only used <u>with Superintendent notification</u>.

Discipline-Related Absences

Discipline-related absences will not result in a report to the county attorney. Students will be assigned an excused administrative absence from school by the principal or the principal's designee for the following reasons:

CODE	DESCRIPTION
<u>OS</u> Out-of-School Suspension	<ul style="list-style-type: none"> Students who are suspended and do not attend an alternate setting to receive instruction will be coded as OS.
<u>OSPR</u> Out-of-School Suspension with Offsite Services	<ul style="list-style-type: none"> Students who are suspended and attend an alternate setting to receive instruction will be coded OSPR.
<u>IS</u> In-School Suspension	<ul style="list-style-type: none"> Students who are placed in in-school suspension will be coded IS.
<u>XP</u> Expulsion	<ul style="list-style-type: none"> Students who are expelled and do not attend an alternate setting to receive instruction will be coded at XP.
<u>XPR</u> Expulsion with Off-Site Services	<ul style="list-style-type: none"> Students who are expelled and attend an alternate setting to receive instruction will be coded as XPR.
<u>EX</u> Emergency Exclusion	<ul style="list-style-type: none"> Determined by the Superintendent or designee if a student poses a health, safety, or other risk.

SECTION 6 – SCHOLASTIC ACHIEVEMENT

Promotion and Retention (Board Policy 5201)

Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the principal, in consultation with the student's teacher and counselor, to be appropriate for the educational interests of the student and the school's educational program.

Academic Progress (Board Policy 5203)

Communicating student progress to parents/guardians shall be the responsibility of the building administrator and the classroom teacher. Written reports of student progress will be made available to parents/guardians at the conclusion of each quarter. It is recommended that two parent-teacher conferences or acceptable substitutes be held at the elementary, middle school, and high school level each year. Additional reporting of student progress is encouraged whenever progress or lack of progress is of an unusual nature.

Grading System (Board Policy 5204)

The grading system of Scottsbluff Public Schools shall be as follows:

1. Grading periods of approximately nine weeks shall be used four times per year.
2. A special grading report for K-5, on a different basis, shall be used.
3. Achievement marks shall be given on a numerical basis for all grades 6-12, with the marks of less than 60 considered a failure.
4. The grading and conversion scale are as follows:

Weighted Scale

Grade	Regular Points	Weighted Course Points
A 90-100	4.0	5.0
B 80-89	3.0	4.0
C 70-79	2.0	3.0
D 60-69	1.0	2.0
F <60	0.0	0.0

A list of weighted course grades can be found in the Scottsbluff High School Registration Guide.

5. For all other grading reports received on transfer students, the counselor and/or principal shall convert these to an approximately equal grade on our system.
6. Staff members may use whatever method they determine professionally appropriate in the day-to-day grading but shall prepare grade reports based on numerical values. Each staff member, however, must be able to defend whatever method chosen. The following criteria should be used in determining the numerical value of the grade:
 - a. Achievement in relation to class objectives;
 - b. Class participation;
 - c. Mental ability of student in relation to the total class and required work; and,
 - d. Evidence the student is exceeding the class requirements and delving further.

Graduation (Board Policy 5205)

To participate in Commencement exercises or receive a Scottsbluff Public Schools diploma, a student must fully complete all requirements for graduation prior to the official Commencement exercises, and complete other administrative requirements or conditions. Students who graduate from Scottsbluff High School must accumulate 270 credit hours. Graduation requirements may be modified for students graduating from alternative programs. Such changes will be detailed in the appropriate Parent-Student Handbook as approved by the Board of Education each year.

Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP). Each student's IEP will include a statement of the projected date of graduation at least 18 months in advance of the projected date and the criteria to be used in determining whether graduation will occur. Prior to the special education student's graduation, the IEP team shall determine whether the graduation criteria have been met. With the approval of the IEP team, any student on an IEP

may substitute a comparable course for an identified course that is specifically required for graduation.

Early Completion Plan (Board Policy 5206)

Scottsbluff Public Schools supports the concept of early completion as a means of accelerating students toward the achievement of lifetime plans. The following guidelines have been established for students to be eligible for early completion. The failure to meet any of the criteria or timelines listed in the policy may cause the student to become ineligible for early completion.

1. A student will be allowed to transfer in a maximum of 20 hours from educational courses taken outside the Scottsbluff Public School District. These courses must have prior approval by the high school principal in order to be used to meet the graduation requirements of the Scottsbluff Public Schools. Students transferring into Scottsbluff Public Schools may transfer in hours that are listed on their official transcript.
2. A student will be able to use only five hours of transfer credit in any one subject matter area.
3. Students must meet all completion requirements established by the Board of Education in order to be eligible for completion as well as the credit hour requirements in each specific subject matter area.
4. Application for early completion must be requested, in writing, to the high school principal by October 1 of the applicant's senior year of high school. The application must be accompanied by a written plan of action stating the reasons why the student is requesting early completion. The application must contain the signatures of the applicant's parent/guardian to verify parental approval of early completion.
5. Along with the application, the applicant must submit three letters of recommendation supporting the student's request for early completion. These three letters of recommendation must contain one letter from the high school guidance counselor, along with two letters from other secondary staff members.
6. The principal or designee will make the decision regarding an applicant's early completion by October 15 of the student's senior year. Appeals may be made to the Superintendent.
7. Once given approval, the applicant will have until February 1 of the applicant's senior year to notify the high school principal of the applicant's decision in regard to participating in the regularly scheduled graduation ceremony. The applicant must also attend one Commencement practice in order to participate in the Commencement ceremony. No early graduation ceremonies will be provided for a student who opts for the early completion route.
8. A student who decided to opt for early completion is not eligible to participate in school-sponsored activities following the last day the student attends classes. The effective date for participation will end with the last day that the student is enrolled in classes. The only school activity that the applicant is eligible for will be the regularly scheduled graduation ceremony.
9. This policy shall be evaluated annually by the high school principal and appropriate revisions shall be recommended to the Board for its consideration.

Assignment of Students - Grade Placement and Transfer Students (Board Policy 5003)

It shall be the responsibility of the administration to determine academic placement decisions involving students, including situations where students transfer into Scottsbluff Public Schools from other educational settings. The District reserves the right to make the most appropriate grade level placement, class placement, and teacher assignment for students which best fulfills the needs of the students and the District.

Grade Level Placement and Credits. Students who enter the District shall be required to present transfer documents and such records as the administration determines appropriate, indicating grade placement, courses completed, and special needs or accommodations, and may be required to complete an achievement test to determine appropriate placement. Placement decisions will consider whether the student is transferring from a school which is accredited or approved. An "accredited" or "approved" school is one which was accredited or approved by the Nebraska Department of Education and, for schools from other states, is a school which is accredited or approved by that state's Department of Education, meeting requirements which are the same or equivalent as those of the Nebraska Department of Education.

Transfers from Accredited or Approved Schools. Students transferring from accredited or approved schools will initially be placed in the next grade level above that which the student last successfully completed, or for transfers during the school year, in the same grade level as the student was at prior to the transfer. Credits earned at an accredited or approved school will be accepted by Scottsbluff Public Schools. A student who enrolls during the school year shall be given the opportunity to earn full credit for the courses in which the student is enrolled if the student is

able to demonstrate mastery of the subject matter and/or completion of course requirements, other than attendance, at a level required for other students to receive credit who have been enrolled throughout the period for which the credit is to be granted. The administration may use a review of transcripts from prior schools attended, standardized tests, assessments, and/or teacher evaluations of student competency in the subject matter to make such a determination.

Transfers from Non-Accredited or Approved Schools. Students transferring from schools which are not accredited or approved (e.g., home schools) will be placed at a grade level to be determined by the administration based on consideration of the following factors: student's chronological age, transcript review, testing (achievement test data, diagnostic test data, and/or criterion-referenced test data), and teacher evaluation of student competency.

Credits earned at a school which is not accredited or approved will not be accepted by Scottsbluff Public Schools. However, the administration may, in its discretion and subject to regulatory requirements, grant a student credits towards meeting graduation requirements completed by the student in a non-accredited or non-approved school if the student is able to demonstrate mastery of the subject matter and completion of course requirements, other than attendance, at a level required for other students to receive credit and to demonstrate that the student has received instruction in such course(s) comparable to that which the student would have received by attending an accredited or approved school. The administration may use a review of transcripts from prior schools attended, standardized tests, assessments, and/or teacher evaluations of student competency in the subject matter to make such a determination. The same criteria will be used for determining whether to grant credit to such a student who enrolls during the year.

Class Rank and Graduation. It shall be the responsibility of the high school principal to determine academic grade point average, class rank, and eligibility for graduation, subject to review by the Superintendent. Grade point average (GPA) shall be maintained for the 9th through 12th grades. Courses taken prior to 9th grade are not considered for GPA purposes. Pass/fail grades will be assigned to those courses from non-accredited schools in which students are granted credit when they begin attending Scottsbluff Public Schools.

Class rank is maintained for the 9th through 12th grades. Class rank is based on the Scottsbluff Public Schools GPA. To be considered for class ranking and any honors or awards which are based on class rank or GPA, students must be considered a full-time Scottsbluff Public Schools student. To receive a diploma from Scottsbluff Public Schools students must complete all Board-approved course requirements. Students who transfer in from a school that is not approved or accredited must meet all Board-approved graduation requirements and must be a full-time student of Scottsbluff Public Schools.

Academic Integrity. Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades that accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate value.

SECTION 7 – SUPPORT SERVICES

Special Education

Special Education (Board Policy 6600)

Scottsbluff Public Schools adopts this special education policy with the intent that the policy maintains the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or the Superintendent's designee shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such

renumbering or revisions.

Free Appropriate Public Education. A free appropriate public education shall be made available to all children, including infants and toddlers, with disabilities, residing in the District, including children with disabilities who have been suspended or expelled, from date of verification through the school year in which the child is no longer eligible or the student reaches 21 years of age, whichever occurs earlier. An Individualized Education Plan ("IEP") will be created for each such child that will enable the student to make appropriate progress in light of the student's unique circumstances.

Full Educational Opportunity Goal. The District shall take steps to ensure that its children with verified disabilities, through the school year in which the child reaches age twenty-one, have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Child Find. All children from birth through the school year in which the child reaches age 21 with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located, and evaluated. A practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services. The District will implement multiple methods to provide parent/guardians and community members with information regarding how to refer a child for an evaluation and the identification process and will publish an annual notice of any significant activity that is designed to identify, locate, or evaluate children to publicly notify parent/guardians or appointed surrogates. The District's child find process will be consistent with federal and Nebraska regulations.

Pre-Referral Interventions. For a school-age student, a general education student assistance team (SAT) or a comparable problem-solving team shall be used prior to referral for multidisciplinary team evaluation. The SAT or comparable problem-solving team shall utilize and document problem-solving and intervention strategies to assist the teacher in the provision of general education. If the student assistance team or comparable problem-solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem-solving team, meeting the requirements of 92 NAC 51-006.01B, and a listing of the members of the SAT or comparable problem-solving team.

Disability Verification and Eligibility. Eligibility for services will be determined by a multidisciplinary team based on the results of a comprehensive evaluation. The multidisciplinary team will identify whether a child is eligible for special education services based on the disability categories identified by Nebraska and federal regulations. The multidisciplinary team will rule out the determinant factor is due to a lack of appropriate instruction in reading or math or due to lack of English proficiency. The team will prepare a written report documenting all evaluation findings in accordance with federal and Nebraska requirements that will be provided to the parent/guardian or appointed surrogate. When a child is not eligible for services, the multidisciplinary team will determine if general education interventions or strategies are needed.

Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP). An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007 by teams that will include all roles identified within federal and Nebraska rules. Any draft of an IEP that is developed will not be considered final until it is reviewed and revised based on the team, including the parent/guardian or appointed surrogate, input, and consensus. The District will make reasonable efforts to obtain informed consent from the parent/guardian or appointed surrogate for special education placement on the IEP form before services are initiated. Revocation of consent for services must be documented by the parent/guardian or appointed surrogate in writing.

Least Restrictive Environment. To the maximum extent appropriate, children with disabilities, through the school year in which the child reaches age twenty-one, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled. Placement for a student with a disability will be based upon a completed IEP developed by a group of persons, including the parent/guardian or appointed surrogate, knowledgeable about the child, the meaning of the evaluation data, and the placement options. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (the "Least Restrictive Environment Rules"). The District will ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, particularly those in disproportionate groups, for special education and related services.

To the maximum extent appropriate, early intervention services provided by the District or approved cooperative for infants and toddlers shall be provided in natural environments including home and community settings in which children without disabilities participate; early intervention services will only occur in a setting other than a natural environment when the intervention cannot be achieved satisfactorily in a natural environment.

Procedural Safeguards. Children with disabilities, including infants and toddlers, and their parents/guardians or appointed surrogates shall be afforded the required procedural safeguards. Parents/guardians and appointed surrogates will be given a copy of their procedural safeguards annually or upon initial referral or parental (parent/guardian or appointed surrogate) request for evaluation; upon request by a parent/guardian or appointed surrogate; upon receipt by the District or approved cooperative of the first occurrence of the filing of a complaint under 92 NAC 51-009.11 and the first occurrence of filing a special education due process case under 92 NAC 55; and in accordance with the discipline procedures in 92 NAC 51-016.

Disciplinary Removal of Children with Disabilities. School personnel may remove a child with a disability who violates a code of student conduct from his/her current placement to an appropriate interim alternative educational setting, another setting, or suspension, as long as those removals do not constitute a change of placement. The District defines a change of placement as it is defined under 92 NAC 51-016. If a student with a disability violates a code of student conduct, the District will ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining whether a change in placement has occurred. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the District, the parent/guardian and relevant members of the student's IEP shall conduct a manifestation determination pursuant to 92 NAC 51-016. If the conduct which gave rise to the violation of the school code is determined to be a manifestation of the student's disability, any change of placement for the student will only be made by a student's IEP team. For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures that would be applied to children without disabilities.

Evaluation, Identification, and Reevaluation Procedures. Children with disabilities shall be evaluated, identified, and reevaluated by a team of multidisciplinary qualified professionals in accordance with 92 NAC 51-006. The MDT of a child suspected of having a specific learning disability shall include the additional requirements in accordance with 92 NAC 51-006.04K. The District will make reasonable efforts to obtain written permission for evaluation in accordance with federal and Nebraska rules. Revocation for consent for evaluation must be documented by the parent/guardian or appointed surrogate in writing.

The documented results of the evaluation will be provided to parent/guardian or appointed surrogate and included in student files. All evaluation components will be at district expense. The District will utilize a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The District will follow any publisher guidelines for assessments and will not use outdated or culturally inappropriate tools. The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. The parent/guardian or appointed surrogate will be given written notice of the District's decision to either move forward with the Independent Educational Evaluation or to initiate a hearing to determine the appropriateness of the evaluation. If the District agrees to move forward with the evaluation, locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent/guardian or appointed surrogate from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent/guardian or appointed surrogate with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation. Infants and toddlers with disabilities shall be evaluated and identified in accordance with 92 NAC 52-006.

Confidentiality of Personally Identifiable Information. A system of safeguards will be implemented to protect the confidentiality of student records, including records of infants and toddlers and information in accordance with law.

Transition of Children from Part C to Preschool Programs. Children participating in early intervention programs under Part C of the IDEA (early intervention services) will be appropriately evaluated, identified, and have services under Part B of the IDEA by age 3 in a manner consistent with 92 NAC 52-008. Children receiving early intervention services under Part C of the IDEA may continue to receive Part C services, upon parental consent, until August 31st

following the child's third birthday. The District will participate in transition planning conferences arranged by the designated lead agency.

Children in Nonpublic Schools. To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents/guardians or appointed surrogates in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Personnel Standards and Personnel Development. Personnel providing special education or related services to children, including infants and toddlers, with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements, and the District will take measurable steps to recruit, hire, train, and retain personnel meeting the requirements of IDEA to provide such services.

Accessibility of IEP (IFSP) and Responsibility to Implement. A child's IEP or IFSP shall be accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for the IEP or IFSP's implementation. Each of the aforementioned providers shall be informed of his/her specific responsibilities related to implementing the child's IEP or IFSP, and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP or IFSP. All providers who are responsible for the implementation of a child's IEP are expected to implement the child's IEP or IFSP according to its terms.

Participation in and Reporting of State and Districtwide Assessments. All children with disabilities shall be included in all general state and districtwide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Suspension and Expulsion Rates. The District will examine data, including data disaggregated by race/ethnicity, gender, LEP status, and disability category, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Access to Instructional Materials. As part of any printed instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of printed instructional materials, the District will enter into a written contract with the publisher of the printed instructional materials to:

- a. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the printed instructional materials using the National Instructional Materials Accessibility Standard; or,
- b. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Over-Identification and Disproportionality. Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children, including infants and toddlers, with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. All District special education provisions will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Prohibition on Mandatory Medication. Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Transportation. Transportation will be provided for children, including infants and toddlers, with disabilities who are eligible for transportation and residents of the District as required by law to access academic, related services, and nonacademic services and activities as determined by the child's IEP. Except when a parent/guardian is transporting only his/her child, the District shall require that the driver and vehicle meet the standards required by 92 NAC 91 and

Surrogates. A surrogate will be appointed, and other actions are taken to ensure the rights of children, including infants and toddlers, with a disability as required by law. The surrogate may represent the child in all matters related to the identification, evaluation, and educational placement of a child and the provision of a free appropriate public education to the child.

Early Intervention Services – Consent. When a parent/guardian refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents/guardians how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Use of Restraints and Seclusion (Board Policy 5421)

This policy sets forth the requirements, restrictions, and procedures related to the use of physical restraints and seclusions at Scottsbluff Public Schools. Every effort should be made to prevent the need for the use of restraint and seclusion, and positive behavioral strategies should be employed to prevent and/or address dangerous behavior, and could include positive reinforcement, positive behavior supports, or other preventative interventions. Behavioral strategies employed to address dangerous behaviors should address the underlying cause or purpose of the behavior. No Scottsbluff Public Schools staff member may use mechanical or medical restraints. Parents/guardians will be informed of school or district policies on restraint and seclusion.

Physical Restraint. Physical restraint means one or more persons using a physical hold to restrict a student's freedom of movement as a response to student behavior. A light touching of a student while conducting a physical escort or a touching to provide instructional assistance is not a physical restraint for purposes of this policy.

When Physical Restraint May be Used. Physical restraint may be used in the following circumstances:

1. To prevent a student from completing an act that would result in injury to the student or others when there is a substantial risk that the student would commit the act;
2. A verbal threat by a student does not present a substantial risk that a student would commit an aggressive act unless the student also demonstrates the ability and intent to carry out the threat;
3. Destruction of or damage to property does not present a substantial risk of personal injury unless personal injury would be caused as a result of the destructive act (for example, throwing sharp or heavy objects when others are present, or the person whose property is about to be destroyed is likely to react physically if the person's property were destroyed). (Note: If a student is about to destroy or damage property, the act of grasping the student's arm or leg solely to prevent the striking, throwing, or kicking of the item is not prohibited.); and/or,
4. To move a student to a seclusion room, or to remove a student to another location because the student is creating a substantial disruption to others, in circumstances where the student is unable to be moved or removed without the use of physical restraint.

When Physical Restraint May Not Be Used. Physical restraints may not be used in the following circumstances:

1. When a known medical or psychological condition contraindicates its use; and/or,
2. For purposes of discipline, punishment, coercion, or as a means of convenience.

Conditions. Use of physical restraint shall take into consideration the safety and security of the student. Intentional prone restraints are prohibited.

In determining whether a student who is being physically restrained should be removed from the area where such restraint was initiated, the staff shall consider the potential for injury to the student, the student's privacy interests, and the educational and emotional well-being of other students in the vicinity.

If physical restraint is imposed upon a student whose primary mode of communication is sign language or an augmentative mode, the student shall be permitted to have his/her hands-free of restraint for brief periods, unless staff determines that such freedom appears likely to result in harm to the student or others.

Timeline. Physical restraint is to be used only as long as necessary to resolve the reason for which it was initiated.

Training. Except in the case of emergent situations, physical restraint shall be applied only by individuals who have received systematic training that includes all the elements described below. An individual who applies physical restraint shall use only techniques in which he or she has received such training within the preceding two years.

1. Training with respect to physical restraint may be provided either by the District or by an external entity and shall include, but need not be limited to:
 - a. Appropriate procedures for preventing the need for physical restraint, including the de-escalation of problematic behavior, relationship-building, and the use of alternatives to restraint;
 - b. A description and identification of dangerous behaviors on the part of students that may indicate the need for physical restraint and methods for evaluating the risk of harm in individual situations in order to determine whether the use of restraint is warranted;
 - c. The simulated experience of administering and receiving a variety of physical restraint techniques, ranging from minimal physical involvement to very controlling interventions;
 - d. Instruction regarding the effects of physical restraint on the person restrained, including instruction on monitoring physical signs of distress, and obtaining medical assistance;
 - e. Instruction regarding documentation and reporting requirements and investigation of injuries and complaints; and,
 - f. Demonstration by participants of proficiency in administering physical restraint.

An individual may provide training to others in a particular method of physical restraint only if he or she has completed training in that technique that meets the foregoing requirements within the preceding one-year period.

Seclusion. Seclusion is the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving as a response to student behavior. Seclusion as defined herein is not practiced in the District. Seclusion is distinguishable from an in-school suspension, in which other students or adults may be present. While students are required to remain in the in-school suspension area, the students are not physically prevented from leaving. Seclusion is distinguishable from the District practice of monitored isolation, which is removing a student away from other students to a designated area while being directly monitored by a staff member.

When Seclusion May be Used. Seclusion may be used in the following circumstances:

1. When a student's behavior is so out of control that the student's behavior creates a risk of injury to the student or others;
2. When a student's behavior is so out of control that the student is causing a disruption to school activities and there is no other technique and no other place the student may be moved to prevent continued disruption;
3. When a student's behavior is so out of control that the student is unable to engage in educational activities and there is no other technique that could reasonably be employed to allow the student's emotions to cool down and engage in appropriate behaviors and educational activities; and/or,
4. The student has an IEP or a Behavioral Plan which provides for the use of seclusion in circumstances other than the foregoing. If it is anticipated that seclusion may need to be used with a special education student, the IEP team is to discuss and include use of seclusion in the student's IEP if the IEP team determines use of seclusion to be appropriate. (Note: IEPs or Behavioral Plans should not provide for use of seclusion except in those circumstances where the professional staff determines that non-aversive or positive intervention strategies would not be effective.)

When Seclusion May Not Be Used. Seclusion may not be used in the following circumstances:

1. When a known medical or psychological condition contraindicates its use; and/or,
2. As a form of punishment.

Conditions. Use of seclusion shall take into consideration the safety and security of the student. Enclosures used for seclusion, other than enclosures used on a temporary basis, shall:

1. Have the same ceiling height as the surrounding room or rooms and be large enough to accommodate not only the student being isolated but also any other individual who is required to accompany that student;
2. Be constructed of materials that cannot be used by students to harm themselves or others, be free of electrical outlets, exposed wiring, and other objects that could be used by students to harm themselves or others, and be designed so that students cannot climb up the walls (including walls far enough apart so as not to offer the student being isolated sufficient leverage for climbing);
3. If an enclosure used for isolated time out is fitted with a door, the door shall either be a steel door or a wooden door of solid-core construction. If the door includes a viewing panel, the panel shall be unbreakable;
4. Be designed to permit visual monitoring of and communication with the student sufficient to ensure the student's safety and security. For students who do not communicate verbally, arrangements shall be made to permit the student to periodically communicate the student's needs; and,
5. If a locking mechanism is used on the enclosure, the mechanism shall be constructed so that it will engage only when a key, handle, knob, or other similar device is being held in position by a person, unless the

mechanism is an electrically or electronically controlled one that is automatically released when the building's fire alarm system is triggered. Upon release of the locking mechanism by the supervising adult, the door must be able to be opened readily.

The procedures for use of seclusion include:

1. An adult who is responsible for supervising the student shall remain within close proximity of the enclosure; and,
2. The adult responsible for supervising the student must periodically check on the student visually, if possible.

Timeline. A student shall not be kept in seclusion for more than 20 minutes after the student ceases presenting the specific behavior for which isolated time out was imposed or any other behavior for which isolated time out would be an appropriate intervention.

Training. Orientation will be provided to staff members who are anticipated to be involved in the use of seclusion. The orientation shall cover the procedures contained in this policy.

Documentation and Evaluation. A written record of each use of seclusion or physical restraint shall be prepared and maintained in the student's temporary record. The student's case manager, if any, shall also maintain a copy of each such record. Each such record shall include:

1. The student's name;
2. The date of the incident;
3. The beginning and ending times of the incident;
4. A description of any relevant events leading up to the incident;
5. A description of any interventions used prior to the implementation of physical restraint or seclusion;
6. A description of the incident and/or student behavior that resulted in implementation of physical restraint or seclusion;
7. A log of the student's behavior during physical restraint or seclusion;
8. A description of any injuries (whether to students, staff, or others) or property damage;
9. A list of the school personnel who participated in the implementation, monitoring, and supervision of physical restraint or seclusion; and,
10. The date on which the parent/guardian was notified.

The record shall be completed by the beginning of the school day following the use of seclusion or physical restraint.

Notification of Administration. The Superintendent or the Superintendent's designee shall be notified of the incident as soon as possible, but no later than the end of the school day on which it occurred.

Notification of Parent/Guardian. Within 48 hours after use of seclusion or physical restraint, the Superintendent or the Superintendent's designee shall send written notice of the incident to the student's parents/guardians, unless the parent/guardian has provided the District a written waiver of this requirement for notification. The parent/guardian shall be informed of the date of the incident, a description of the intervention (physical restraint or seclusion) used, and who at the school may be contacted for further information.

Debrief. Debriefing will occur after every incident of restraint and seclusion. This debriefing will include a review of the restraint and/or seclusion procedures employed, the appropriateness of the use of the procedures, and how they could be avoided in the future.

Evaluation. An evaluation shall be conducted whenever a physical restraint exceeds 15 minutes or results in physical injury, whenever a seclusion exceeds 30 minutes, or use of physical restraint or seclusion is repeated with an individual student during any three-hour period:

1. A certified staff person trained in the use of physical restraint or knowledgeable about the use of seclusion, as applicable, shall evaluate the situation.
2. The evaluation shall consider the appropriateness of continuing the procedure in use, including the student's potential need for medication, nourishment, or use of a restroom, and the need for alternate strategies (e.g., assessment by a mental health crisis team, assistance from police, or transportation by ambulance).
3. The results of the evaluation shall be committed to writing and copies of this documentation shall be placed into the student's temporary student record and provided to the Superintendent or the Superintendent's designee.

Students with Disabilities: Section 504

Accommodations and related services are made available to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Under Section 504, parent/guardian have the following rights:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's disability.
2. Have the District advise you of your rights under federal law.
3. Receive notice with respect to the identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the District make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities that are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.
7. Have evaluation, eligibility, educational, and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the District.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the District.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided to students without a disability unless the fee would effectively deny you access to the records.
11. Receive a response from the District to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the District refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
13. File a local grievance in accordance with school policy.
14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with an opportunity for participation by the person's parents/guardians and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

HEALTH SERVICES

Health Information

The parents/guardians, or designated persons, will be contacted before a child is sent or taken home. It is a parental responsibility to keep emergency information up to date with changes of address, home phone numbers, work numbers, and two optional contacts. Health information is shared with school staff in order to help meet your student's health and safety needs. If you do not want this information shared, contact the school health staff. If your student has severe allergies that require EpiPen and/or diet modification, asthma, diabetes, and/or seizures, contact school health staff for appropriate paperwork to complete.

Procedures for Students Who Become Ill or Injured at School

Scottsbluff Public Schools District employs both registered nurses (RN) and Health Office Assistants (HOA). Each school has a First Responder team and staff who are CPR/First Aid/AED certified and Attack on Asthma trained. Basic first aid will be administered to students in need, and if more extensive care is needed, the parent/guardian or emergency contact person will be notified. If it is perceived that a student is in an emergency medical situation, an ambulance will be called to the scene, and the parent/guardian or emergency contact person will be notified. If a student is transported to the hospital, the student may not return on the same day.

A registered nurse is on duty or on call during school hours. An ill or injured student may not leave school until permission of the parent/guardian or the person designated by the parent/guardian has been received. Ill or injured students are not to leave the building without the knowledge of the health office staff and without signing out properly in the office. The health office is to be used for the purpose of receiving first aid treatment for injuries or illness. If a female student has received confirmation of a pregnancy, it is highly encouraged that the health office and/or school counselor

be notified. Consultation regarding the best educational opportunities is necessary. Counselors are available for personal problems.

Health Screenings (Board Policy 5408)

The District shall cause every child under its jurisdiction to be separately and carefully screened, except as otherwise provided by law, to ascertain if such a child is suffering from defective sight or hearing, dental defects, or other conditions as prescribed by the Department of Health and Human Services ("Department"). Such inspections shall be conducted on a schedule prescribed by the Department and shall be based on current medical and public health practice. In lieu of conducting the screenings, the Board may employ regularly licensed physicians to make such screenings. If such screening determines that any child has defective sight or hearing, dental defects, or other conditions for which screening is required, the school shall notify the parent/guardian of the child in writing of such condition and explain to the parent/guardian the necessity of professional attendance for such child.

Whenever a child apparently shows symptoms of any contagious or infectious disease, such child shall be sent home immediately or as soon as safe and proper conveyance can be found. Such student may be excluded from school as provided in the Student Discipline Act.

A child shall not be required to submit to a screening required by this policy if his/her parent/guardian provides school authorities with a statement signed by a physician, a physician assistant, or an advanced practice registered nurse practicing under and in accordance with his/her respective credentialing act or other qualified provider as identified by the Department's applicable rules and regulations, stating that such child has undergone such required screening within the past six months. A child shall submit to any required screening for which such a statement is not received.

Communicable Diseases (Board Policy 5409)

Scottsbluff Public Schools shall cooperate with local and state health department officials in developing procedures for the control of communicable diseases in the schools. All procedures shall conform to the regulations for communicable disease control set up by the state health department.

Students or employees excluded for a confirmed communicable disease should not be allowed to return to school until the minimum isolation period has elapsed, and all signs or symptoms of acute illness have disappeared. The period of exclusion should extend throughout the period when acute signs of illness are present, or until the student or employee is fever-free for 24 hours without the use of fever-reducing medication.

Minimum isolation periods are provided by the Nebraska Department of Health and Human Services, Contagious and Infectious Disease/Condition Chart. The District reserves the right to secure an independent second opinion if such is deemed necessary.

Students' Communicable Conditions. The school principal or designee will function as liaisons with the student's physician as necessary, and will coordinate the health management procedures within the school building. The decision to exclude a student from school shall be made by the Superintendent, after consultation with the appropriate building principal. Decisions regarding the type of educational setting for students who are not excluded from classes will be based on the behavior, neurological development, and physical condition of the student and the expected type of interaction within others in that setting. Educational plans for these students will be developed with the help of parents/guardians and the appropriate medical personnel.

The privacy of the student and family must be protected, and knowledge that a student has a communicable condition should be confined to persons with a direct need to know. If it becomes necessary to inform others, these persons will be provided with information concerning necessary precautions, and they will be made aware of confidentiality requirements.

Students who present a high risk of disease transmission may be temporarily excluded from school by the administration after consultation with the student's physician, parent/guardian, and/or their representative, school nurse, or the school's physician. A student might be considered at high risk if the student exhibits behaviors that may spread the disease (e.g., biting, lacks toilet training or is incontinent) or has an open sore that cannot be concealed or hygienically covered, any of which could result in direct spreading of the condition or disease. During the time a student is excluded from the classroom, an appropriate alternative or adjustment to the student's education will be provided and reviewed at least monthly, or more often if necessary.

Employees' Communicable Conditions. Any employee who contracts a communicable condition should report the same

to the building principal who should, in turn, report to the Superintendent in a confidential manner. The Superintendent or the Superintendent's designee shall then consult with the employee and appropriate medical personnel to evaluate the medical and psychological condition of the employee. The Superintendent or the Superintendent's designee shall recommend reasonable accommodations so that the employee may continue in employment as long as the employee is physically able to do so.

The privacy of the employee must be protected, and knowledge that an employee has a communicable condition should be confined to persons with a direct need to know. If it becomes necessary to inform others, these persons will be provided with information concerning necessary precautions and will be made aware of confidentiality requirements.

Employees who present a high risk of disease transmission will be temporarily excluded from work after consultation with appropriate medical authorities.

Dispensing Medication (Board Policy 6910)

The administration of medication at school is strongly discouraged except when necessary for the student's health or education. The dosage intervals of many medications can be adjusted so the times for taking the medication come outside school hours. When possible, interval adjustment should be considered before administering medication at school. All medications administered by district personnel shall be administered in accordance with the Medication Aide Act.

Authorizations for Prescription Medications. Prescription medications which must be administered during school hours may be administered when the following are on file at school:

- **Physician's Authorization.** A physician's signed, dated authorization including name of the medication, dosage, administration route, time to be given at school, and reason the child is receiving the medication.
- **Caretaker's Authorization.** A caretaker's signed and dated authorization or permission to administer the medication during school. (Note: All references to "caretaker" in this policy shall mean a parent/guardian, foster parent, or family member who provides care for the student for whom medication is to be administered. The laws include a "friend" as a caretaker, but the school will not ordinarily recognize such an individual as a "caretaker" for the purposes of medication administration.)
- **Original Packaging.** The medication is in its original packaging and is labeled as dispensed by the prescriber or pharmacist. The label must name the child and identify the medication, strength, time interval, and route to be administered. Two labeled containers may be requested: one for home and one for school. If needed, the physician may be contacted for clarification on medication administration.

Authorizations for Non-Prescription Medications. If a student must take non-prescription medication during school, procedures b. and c. above are to be followed before administration. Parents/guardians may bring in over-the-counter medications such as ibuprofen and acetaminophen. Procedure for over-the-counter medications must be followed.

Renewal of Authorizations. Medication authorizations must be renewed annually and updated immediately as changes occur.

Documentation of Administration of Medication. The District shall keep and maintain accurate medication administration records. A record of each dose of medication administered shall be documented reflecting the student's name, the name of the medication, and the date, time, dosage, route, medication administrator, and any unusual observations, and any refusal by the recipient to take and/or receive the medication. Medication documentation shall be kept confidential in accordance with the policies and practices concerning student records, provided that medication administration records shall be available to the Department of Education and the Department of Health and Human Services Regulation and Licensure for inspection and copying according to the Family Education Rights and Privacy Act (FERPA) requirements. Such medication administration records shall be maintained for not less than two years.

Storage of Medications. Medication shall be stored in a locked or otherwise secure area in accordance with the manufacturer's or dispensing pharmacist's instructions or temperature, light, humidity, or other storage instructions. Only authorized school personnel who are designated by the administration of the District for administration of medications shall have access to the medications. The school nurse shall establish procedures for monitoring the storage and handling of medication, the medication's expiration date, and the disposal of medication.

Receipt and Disposal of Medications. Medication shall be delivered to school personnel and picked up by the

parent/guardian. When medication is received, the amount received should be documented. Medication which is either past the expiration date or not claimed by the parent/guardian by the end of the school year shall be destroyed. Procedures for destroying medication shall include witness and documentation.

Administration of Medication by School Personnel.

- **Medication Administration.** Administration of medication includes, but is not limited to:
 - Providing medications for another person according to the “five rights” (getting the right drug to the right recipient in the right dosage by the right route at the right time);
 - Recording medication provision; and,
 - Observing, monitoring, reporting, and otherwise taking appropriate actions regarding desired effects, side effects, interactions, and contraindications associated with the medication.
- **Authorized School Personnel.** Administration of medication shall only be done by the following school personnel:
 - **Health Care Professionals (School Nurses).** This means an individual who holds a current license from the Department of Health and Human Services Regulation and Licensure for whom administration of medication is included in the scope of practice. For purposes of this policy, such individuals are referred to as “school nurses.”
 - **Medication Competent Staff.** This means a staff member of the school who has been determined to be competent to administer medication by:
 - A recipient with capability and capacity to make an informed decision about medications (at a minimum, the recipient must be age 19 or older);
 - A caretaker for the student; or,
 - The health care professional designated by the school to conduct the assessment.
 - **Determination of Competency by School Nurse.** A staff member may be determined to be competent where the staff member:
 - Passes a competency assessment every 3 years;
 - Demonstrates the staff member can follow the minimal competencies; and,
 - To the satisfaction of the school nurse (school nurses are the District’s designated health care professionals).The school nurse shall, however, provide such training as the school nurse determines in the exercise of professional judgment to be appropriate given the experience level of the staff member and the anticipated medication administration for which the staff member will be responsible.
 - **Competency Certificate.** Upon successful completion of the competency assessment, the school nurse shall give the principal and the medication competent staff member written documentation of successful completion of competency assessment. The documentation may be by letter, certificate, or other written memoranda and shall include the name of the school staff member who successfully completed the competency assessment, the date the competency assessment was conducted, and the name, profession, and license number of the school nurse who conducted the competency assessment.
 - **Maintain Records of Assessments.** The school shall maintain written documentation of successful completion of competency assessments, identification of the individual providing direction and monitoring, and acceptance of the responsibility for direction and monitoring for a minimum of two years.
 - **Direction and Monitoring.** A medication competent staff member is to be subject to direction and monitoring, which involves responsibility for observing and taking appropriate action regarding any desired effects, side effects, interactions, and contraindications associated with the medication. Direction and monitoring are to be done by a recipient with capability and capacity to make an informed decision about medications, a caretaker, or the school nurse. The school nurse is identified as a person being responsible for direction and monitoring and for each medication competent staff member is to accept responsibility for direction and monitoring of medication competent staff members in writing.
 - **Errors.** Medication competent staff members are to promptly report any medication errors or concerns to the school nurse.
- **Minimum Competencies.** The minimum competencies to be demonstrated by medication competent staff and to be implemented in practice by all school personnel engaged in medication administration are:
 - Maintaining confidentiality;
 - Complying with a competent recipient’s right to refuse to take medication and, in the case of a

- non-competent, recognize the requirement to seek advice and consultation with the physician, physician's designee, or caretaker of the student providing direction and monitoring regarding the procedures and persuasive methods to be used to encourage compliance with medication provision. Recognizing that persuasive methods should not include anything that causes injury to the recipient;
 - Maintaining hygiene and current accepted standards for infection control;
 - Documenting accurately and completely;
 - Safely providing medications according to the "five rights" ("five rights" means getting the right drug to the right recipient in the right dosage by the right route at the right time);
 - Having the ability to understand and follow instructions;
 - Practicing safety in application of procedures for storage, handling, and administration of medications;
 - Complying with limitations and conditions under which school personnel may provide medications;
 - Having an awareness of abuse and neglect reporting requirements;
 - Recognizing general unsafe conditions indicating that the medication should not be provided including change in consistency or color of the medication, unlabeled medication, or illegible medication label, and those medications that have expired;
 - Recognizing that unsafe conditions should be reported to the caretaker or licensed healthcare professional responsible for providing direction and monitoring (typically, the school nurse); and,
 - Recognizing general conditions which may indicate an adverse reaction to medication such as rashes/hives, and general changes in recipient's condition which may indicate inability to receive medications, and that all such conditions shall be reported to the caretaker or licensed healthcare professional responsible for providing direction and monitoring (typically, the school nurse).
- **Routes of Medication Administered by School Personnel.**
 - **Routine Medication via Oral, Inhalation, Topical, and Instillation Routes.** School nurses and medication competent staff may provide routine medications (meaning the frequency of administration, amount, strength, and method are specifically fixed) by the following routes:
 - Oral, which includes any medication given by mouth including sublingual (placing under the tongue) and buccal (placing between the cheek and gum) routes and oral sprays;
 - Inhalation, which includes inhalers and nebulizers. Oxygen may be given by inhalation;
 - Topical application of sprays, creams, ointments, lotions, and transdermal patches; and,
 - Instillation by drops, ointments, and sprays into the eyes, ears, and nose.
 - **Administration of Medication via Additional Routes, PRN Medication, and Observing and Reporting.** School nurses and medication competent staff may provide medication by additional routes not listed in subparagraph "a" above ("additional routes"), provide PRN medication (PRN medication means an administration scheme in which a medication is not routine, is taken as needed, and requires assessment for need and effectiveness), or participate in observing and reporting for monitoring medications only under the following conditions:
 - In the case of a medication competent staff member, a determination has been made by the school nurse or by the student's physician or duly licensed health care professional that these activities can be done safely for the specified recipient by the medication competent staff member and the determination is placed in writing.
 - Directions for additional routes must be for recipient specific procedures and must be in writing.
 - Directions for PRN medication must be in writing and include parameters for provision of PRN medication.
 - Directions for observing and reporting for monitoring medication must be in writing and include the parameters for the observation and reporting.
 - School personnel administering the medication shall comply with the written directions.
 - **Injections.** School nurses will ordinarily be responsible for medications that must be provided or administered by injection. A medication competent staff member will not ordinarily administer medications by injection without specific training on injection administration. Students may be authorized to self-administer medication as hereafter provided.

Refusal to Administer Medication. School personnel may refuse to give a medication at school if after a reasonable and prudent research by a school health care professional as set forth in subparagraph "e" below, a decision has been made that the dosage prescribed exceeds that which is recommended in the Physician's Desk Reference, Mosby's

Nursing Drug Reference, the most recent edition of the Nursing Drug Handbook, or other pharmaceutical manuals handbook, or when a drug or substance is not currently approved by the FDA. When school personnel refuse to carry out a request to administer medication, the following procedure shall be followed:

- Notify the nursing supervisor who will notify the Superintendent.
- Notify attending physician by phone with follow-up in writing:
 - State concern for dosage or particular medication, etc.;
 - Make every attempt to work out a suitable solution (example: change of time of administration, change of dosage, change of medication); and,
 - Follow-up in writing.
- Meet with parents/guardians:
 - State concern for dosage or medication;
 - Offer alternatives (example: change of time so as not to be given during school hours);
 - Consult with Nebraska State Board of Health for current procedures regarding refusal to follow written physician's orders; and,
 - Research by health care professional:
 - Collect research articles from professional journals, organizations, etc.;
 - Contact other physicians requesting their professional opinions and ask them to review current research;
 - Contact state licensing boards and school nurse consultant;
 - Consult with the District's legal counsel;
 - Assemble all data for review;
 - Present data to review team organized by the Superintendent;
 - Decision rendered and implemented;
 - Parents/guardians and physician contacted in writing; and,
 - Alter and update policies and procedures as needed.

Physical Examination

A physical examination by a physician, physician assistant, or advanced practice registered nurse within the six months prior to the entrance of a child into beginner grade or kindergarten, and 7th grade, or in the case of a transfer from out of state to any grade, is required. The parent/guardian has the right to submit a written statement refusing such examination.

Vision Evaluation

Visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist within six months prior to the entrance of a child into the beginner grade or kindergarten, or in the case of transfer from out of state to any grade, is required. The visual evaluation must consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity. The parent/guardian has the right to submit a written statement refusing such an evaluation.

Immunizations

The State of Nebraska has immunization requirements for children entering school. Students will not be able to enter school until the school has written proof of their immunization status. To attend school, students in Nebraska are required to be immunized per current requirements from the Nebraska Department of Health and Human Services.

All students PreK-12 must be immunized for D.P.T., polio, measles, rubella, varicella, mumps, and Hepatitis B. The Tdap vaccination is required for incoming 7th graders. Dates of immunizations are required. Students with a history of varicella disease (chicken pox) must provide evidence of immunity in form of the signature of a parent/guardian with the date of illness, the signature of a health care provider with the date of illness, laboratory evidence of varicella immunity or a clinical diagnosis of shingles.

Students who do not receive immunizations for health reasons must have a statement signed by a healthcare provider stating that, in their opinion, the specified immunization(s) required would be injurious to the health and well-being of the student or any member of the student's family or household. Students who do not receive immunization due to religious reasons must have a notarized affidavit signed by a legally authorized representative of the student, stating that the immunization conflicts with the tenets and practice of a recognized religious denomination of which the student is an adherent or member or that immunization conflicts with the personally and sincerely followed religious beliefs of the student.

A student who fails to meet the foregoing requirements may not be permitted to enroll or to enter school, or may be provisionally enrolled for a period of 60 days. The parent/guardian of a student who is provisionally enrolled due to

immunization non-compliance must provide proof the student has begun the immunizations required under Neb. Rev. Stat 79-217 and is receiving the necessary immunizations as rapidly as medically feasible. Continuation of necessary immunizations as rapidly as medically feasible must be documented by a written statement from the student's immunization provider which shows the scheduled dates to complete the required immunization series. A provisionally enrolled student must complete the required immunizations within nine months. Failure to comply with the immunization requirement beyond 60 days will result in the unenrollment of the student and the student shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

For further information on immunizations, contact school health staff or refer to the Nebraska Department of Health and Human Services Control of Communicable Disease regulations.

Asthma and Allergic Reaction Protocol (Board Policy 5601)

The District will adopt and implement the Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis Protocol as required by the Nebraska Department of Education).

The Superintendent or the Superintendent's designee, in conjunction with licensed health personnel, shall establish administrative regulations for the implementation of this policy. The regulations established shall comply with NDE rules regarding the protocol to follow in case of a life-threatening asthma or systemic allergic reaction and use of an EpiPen and albuterol. Also, these shall ensure that each school building will procure and maintain the equipment and medication necessary under the protocol in the case of any student or school staff emergency. Staff training in using the protocol shall occur periodically. Records of such training and occurrences of administering medication under the protocol shall be maintained.

The Emergency Protocol shall be implemented, and the equipment and medication necessary to implement the Emergency Protocol shall be maintained, at each school building while school is in session. For purposes of the Emergency Protocol, the phrase "while school is in session" is defined as the core instructional school day. The "core instructional school day" is defined as that portion of each day school is in session during which teachers are on duty to provide and students are scheduled to receive instruction in the District's curriculum, generally beginning at 8:00 AM and ending at 3:30 PM. The Emergency Protocol shall not be required to be implemented other than in the school buildings while school is in session, and as such is not required to be implemented at extracurricular activities, on school buses, or during school field trips. Implementation of the Emergency Protocol at such non-mandatory times or places shall be made at the discretion of the administration and shall be subject to the availability of the employees designated or trained in implementation of the Emergency Protocol and the availability of the necessary equipment and medication at such times or places.

Birth Certificate Requirements

State law requires that a certified copy of a student's birth certificate be used when enrolling a new student in school. If your child is registering with Scottsbluff Public Schools for the first time, you may obtain this document from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents/guardians receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal from the state where the child was born on it and is signed by the Director of Vital Statistics.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing the date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Concussions

A concussion is a type of brain injury that changes the way the brain normally works. If your student has a concussion, his/her brain needs time to heal. After a concussion, physical and cognitive activities should be carefully managed and monitored with a limited and gradual return to learning and play. If your student is diagnosed with a concussion, then please contact the school nurse, counselor, principal, or coach. The SBPS Return to Play/Learn protocol for concussion management will be initiated.

Health Administration Procedures

Forms and health administrative guidelines can be found on the District website under Health Services.

TRANSPORTATIONS SERVICES

Transportation (Board Policy 3420)

Scottsbluff Public Schools shall not provide free transportation to and from school except for circumstances where the administration determines it to be appropriate and efficient to provide transportation for students who would otherwise be entitled by law to a transportation allowance; to students residing on an established route; to students entitled by right to transportation services; and to students as determined by the Superintendent or the Superintendent's designee. Transportation may be provided for school activities and field trips as determined appropriate by the administration from time to time.

Bus Transportation (Board Policy 5501)

Regular bus transportation shall be provided to students living in areas designated by school district administration. Transportation will be provided from designated stops on bus routes and for those required by law. Occasional exceptions to regular bus schedules shall require prior administrative approval.

Student Conduct on Buses (Board Policy 5507)

The privilege of riding a school bus is contingent upon a student's good behavior and observance of established regulations for student conduct both at bus stops and onboard buses. Since bus transportation is provided to assist the education program, the Board shall require students to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

The driver of a school bus shall be responsible for the safety of the students on the bus, both during the ride and while students are entering or leaving the vehicle. Therefore, it is the bus driver's duty to notify the Location Manager or the principal of the school involved if any student persists in violating the established rules of conduct. After due warning has been given to the student and to parents/guardians, the principal may withhold from the student the privilege of riding the school bus. In such cases, the parents/guardians of the children involved will be responsible for seeing that their children get to and from school safely. The student may also face detention, suspension, or expulsion, in accordance with established policies, for flagrant violation of school bus rider conduct regulations or conduct detrimental to the safe operation of the bus.

Special Education Transportation (Board Policy 5504)

Bus transportation shall be provided for students to facilities where they may receive instruction to the extent required by law. The State of Nebraska provides funding for such transportation. Arrangements will be made through the Superintendent or the Superintendent's designee in the receiving institution.

Safe Pupil Transportation Plan (Board Policy 5505)

The Superintendent or the Superintendent's designee shall develop a Safe Pupil Transportation Plan to address student safety which addresses the following:

1. Weapons;
2. Pupil behavior;
3. Students' special needs;
4. Terroristic threats;
5. Severe weather;
6. Hazardous materials;
7. Medical emergencies;
8. Driver/passenger procedures in the event of mechanical breakdowns of the vehicle;
9. Procedures in the event the drop-off location is uncertain or appears unsafe to leave students; and,
10. A procedure that requires pupil transportation vehicle operators to document and submit to designated school authorities the occurrence of any events covered by the Safe Pupil Transportation Plan that involve the pupil transportation vehicle operated by the driver, or any pupils transported in it.

A copy of the plan shall be placed in each pupil transportation vehicle, kept at each school building, and made available upon request.

Transportation in Inclement Weather (Board Policy 3421)

School district buses will not operate when weather conditions due to fog, rain, snow or other natural elements make it unsafe to do so. Because weather conditions may vary around the District and may change quickly, the best judgment

possible will be used with the information available. The final judgment as to when conditions are unsafe to operate will be made by the Superintendent.

When school is canceled or temporarily delayed, notification will be made through the District and local media. Students will be returned to their regular drop-off sites unless weather conditions prevent it. In that case, students will remain at school or designated reunification site until they are picked up by the guardian.

SECTION 8 – DRUGS, ALCOHOL, AND TOBACCO

Drug-Free Schools (Board Policy 5104)

The District shall implement regulations and practices which will ensure compliance with the Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects.

Education and Prevention. The District promotes comprehensive, age-appropriate, developmentally based drug and alcohol education and prevention programs, which will include in the curriculum the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades of this school district. Further, the District will have proper in-service orientation and training for all employed staff.

Standards of Conduct - Notice to Students and Parents/Guardians. Students are to be provided a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities. It shall be the further policy of the District to keep a file showing receipt of standards of conduct and a statement of disciplinary sanctions that may be taken for violations of such standards of conduct. The receipt shall be signed by both the student and parent/guardian and returned to the respective principal.

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations. Students are to be provided an age-appropriate, developmentally-based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and Alcohol Counseling, Rehabilitation, and Re-entry Programs. Students are to be provided information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs within 60 miles of the administrative offices of the District or, where no such services are found, within the State of Nebraska. Information concerning such resources shall be presented to all of the students of the District upon request by the counselor. In the event of disciplinary proceedings against any student for any district policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel shall confer with any such student and his/her parent/guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel shall consider to be of benefit to any such student and his/her parent/guardian.

Safe and Drug-Free Schools - Parental Notice of Right to Withdraw. Parents/guardians will be notified that, if upon receipt of information regarding the content of safe and drug-free school programs and activities other than classroom instruction a parent/guardian objects to the participation of their child in such programs and activities, the parent/guardian may notify the District of such objection in writing. Upon the receipt of such notice the student will be withdrawn from the program or activity to which parental objection has been made.

Standards of Student Conduct Pertaining to the Possession, Use, or Distribution of Illicit Drugs, Alcohol, or Tobacco. These standards are in addition to standards of student conduct elsewhere adopted by Board policy or administrative regulation. The District's standards prohibit the possession, use, or distribution of illicit drugs, alcohol, or tobacco (including electronic nicotine delivery systems) on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession, use, distribution, or being under the influence of any controlled substance, including but not

- limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant;
2. Possession of any prescription drug in an unlawful fashion;
3. Possession, use, distribution, or being under the influence of alcohol;
4. Possession, use, distribution, or being under the influence of any abusable glue, aerosol paint, or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes;
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes; and/or,
6. Possession, use, or distribution of any tobacco product (including electronic nicotine delivery systems).

Disciplinary Sanctions. Violation of any of the above prohibited acts will result in disciplinary sanction being taken within the bounds of applicable law, up to and including short-term suspension, long-term suspension, expulsion, and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

1. Violation of these standards may result in suspension or expulsion.
2. Prohibited substances will be confiscated and turned over to law enforcement authorities.
3. The student may be referred for counseling or treatment.
4. Parents/guardians will be notified.
5. Law enforcement will be notified.
6. If it appears there is imminent danger to the student, other students, school personnel, or students involved, emergency medical services will be contacted.

Intervention. The Scottsbluff Public School District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational climate or activity, the school then has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff. The school will issue a statement to all students and employed staff that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The school shall make available to students and employed staff information about any drug and alcohol counseling, and rehabilitation and re-entry programs, which are available to students.

Administration. The administration is authorized to adopt such administrative rules, regulations, or practices necessary to properly implement this policy. Such regulations, rules, or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations, and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

Tobacco Policy (Board Policy 1120)

All of our school buildings and grounds are smoke and tobacco-free. The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students, or members of the public may be present or may be affected by smoke, including without limitation at or on school grounds or activities. For purposes of this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, products intended to replicate tobacco products either by appearance or effect, and the use of tobacco in any form. This does not preclude adults from wearing non visible nicotine patches or using nicotine gum without displaying the product container, as part of a smoking cessation program.

We would appreciate your help in meeting the goal of a smoke and tobacco-free environment for our children. When you attend school events, including athletic events, please abide by the District's policy.

SECTION 9 – STUDENT CONDUCT

Student Discipline (Board Policy 5101)

It shall be the responsibility of the administration to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent/guardian contacts and conferences, rearrangement of schedules, requirements that a student

remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation, upon written consent of the parent/guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

Short-Term Suspension. Students may be excluded by the principal or assistant principal from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds.
2. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

1. The principal or assistant principal will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the principal or assistant principal will send a written statement to the student and the student's parent/guardian describing the student's conduct, misconduct, or violation of the rule or standard and the reasons for the action taken.
4. An opportunity will be given to the student, and the student's parent/guardian, to have a conference with the principal or assistant principal ordering the short-term suspension before or at the time the student returns to school. The principal or assistant principal shall determine who in addition to the parent/guardian is to attend the conference. The principal shall document their attempt to make a reasonable effort to hold a conference with the parent/guardian.
5. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the principal or assistant principal.

Long-Term Suspension. A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than 20 school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the principal or assistant principal. A notice will be given to the student and the parent/guardian when the principal or assistant principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

Expulsion. Expulsion means exclusion from attendance in all schools, grounds, and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred:

1. Within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester;
2. Within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year; or,
3. Unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the District at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the principal or assistant principal. A notice will be given to the student and the parent/guardian when the principal or assistant principal recommends an expulsion. The notice will include a description of the procedures for expulsion. The procedures will be those set forth in the Student Discipline Act.

Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent, the student may be suspended by the principal or assistant principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal or assistant principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of interference with an educational function or school purpose or a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the

hearing, the student may complete classwork and homework, including, but not limited to, examinations missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.

Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.

Alternative Education. Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent/guardian, the student, a school representative, and a representative of either a community organization with a mission of assisting young people or a representative of an agency involved with juvenile justice. The plan shall be in writing and adopted by a school administrator and presented to the student and the parent/guardian. The plan shall:

1. Specify guidelines and consequences for behaviors which have been identified as preventing the student from achieving the desired benefits from the educational opportunities provided;
2. Identify educational objectives that must be achieved in order to receive credits toward graduation;
3. Specify the financial resources and community programs available to meet both the educational and behavioral objectives identified; and,
4. Require the student to attend monthly reviews in order to assess the student's progress toward the specified goals and objectives.

Suspension of Enforcement of an Expulsion. Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parent/guardian will be required to sign a discipline agreement.

Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than 19 years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the principal or assistant principal shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the principal or assistant principal are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept non duplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution accredited by one of the six regional accrediting bodies in the United States.

Exception for Pre-Kindergarten through Second Grade Students. Notwithstanding the foregoing, no pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the principal or principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with this policy's disciplinary measures.

Religious Freedom. The District will not substantially burden a student's right to religious exercise unless the student's religious exercise is disruptive to the school environment, not permitted by staff, may pose a safety risk, or would otherwise interfere with the school day.

Emergency Exclusion. A student may be excluded from school, with authorization from the Superintendent, in the following circumstances:

1. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community;
2. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education;
3. Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above; and/or,
4. If the emergency exclusion will be for five school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or the Superintendent's designee determines that an emergency exclusion shall extend beyond five days, a hearing is to be held and a final determination made within 10 school days after the initial date of exclusion. Such procedures shall substantially comply with the procedures set forth in this policy for a long-term suspension or expulsion, and be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period.

Other Forms of Student Discipline. Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose, or interfere with the health, safety, wellbeing, or rights of other students, staff, or visitors.

Grounds for Short-Term Suspension

1. Truancy or failure to attend assigned classes or assigned activities, or tardiness to school, assigned classes, or assigned activities;
2. 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 race, gender, disability, national origin, or religion;
3. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority; or,
4. Willfully violating the behavioral expectations for riding school buses or vehicles.

Grounds for Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct shall constitute grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee, or by his/her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon;
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in Neb. Rev. Stat. § 28-401, a substance represented to be a controlled substance or alcoholic liquor as defined in Neb. Rev. Stat. § 53-103.02 or being under the influence of a controlled substance or alcoholic liquor;
7. Public indecency as defined in Neb. Rev. Stat. § 28-806, except that this subdivision shall apply only to students at least twelve years of age but less than nineteen years of age;

8. Engaging in bullying as defined in Neb. Rev. Stat. § 79-2,137. This includes “deep fakes” or other computer-generated images of other students or staff intended to bully, harass, intimidate, or humiliate another student or staff member;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in Neb. Rev. Stat. § 28-319, sexual assault in the second degree as defined in Neb. Rev. Stat. § 28-320, sexual assault of a child in the second or third degree as defined in Neb. Rev. Stat. § 28-320.01, or sexual assault of a child in the first degree as defined in Neb. Rev. Stat. § 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or,
11. A repeated violation of any rules and standards validly established pursuant to Neb. Rev. Stat. § 79-262, if such violations constitute a substantial interference with school purposes, including (but not limited to) a violation of the District's dress code and electronic communication device rules.

Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his/her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion, or mandatory reassignment.

1. **Student Appearance.** Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is reasonably forecasted to interfere with the learning environment or teaching process in our school. Specific expectations should be re-evaluated each year and be consistent with Parent-Student Handbooks.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia at any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration. Further, students will also be permitted to wear attire, including religious attire, natural and protective hairstyles, adornments, or other characteristics associated with race, national origin, or religion, as long as the attire does not interfere with the educational process and does not endanger another person, as determined by the administration.

No student shall be disproportionately affected by a dress code or grooming policy enforcement because of the student's gender, race, color, religion, disability, or national origin.

No school staff shall permanently or temporarily alter or cut a student's hair.

The final decision regarding attire and grooming will be made by the principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the principal's office.

A student dress code violation will be treated as a minor rule violation and may not require the student to miss substantial classroom time, instructional time, or school activities. However, a repeated violation of school rules may subject the student to further discipline, as outlined in this policy.

Coaches, sponsors, or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups, or students who are representing the school as part of an extracurricular activity program.

2. **Academic Integrity.** Students are expected to abide by the standards of academic integrity. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a

level playing field for all students, and to develop appropriate values. Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

- a. “Cheating” means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

i. Tests - Includes tests, quizzes, and other examinations or academic performances.

1. Advance Information. Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
2. Use of Unauthorized Materials. Using notes, textbooks, pre-programmed formula in calculators, or other unauthorized material, devices, or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
3. Use of Other Student Answers. Copying or looking at another student's answers or work, or sharing answers or work with another student when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.
4. Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
5. Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

ii. Papers - Includes papers, essays, lab projects, and other similar academic work.

1. Use of Another's Paper. Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
2. Re-use of One's Own Papers. Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
3. Assistance from Others. Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent/guardian or sibling, and the essay is substantially rewritten by the student's parent/guardian or sibling. Assistance from home is encouraged, but the work must remain the student's.
4. Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
5. Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
6. Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

- iii. “Plagiarism” means to take and present as one's own material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source

without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

1. Failure to Credit Sources. Copying work (words, sentences, paragraphs, illustrations, or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
 2. Falsely Presenting Work as One's Own. Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
 3. "Contributing to academic integrity violations" means to participate in or assist another in cheating or plagiarism. It includes, but is not limited to, allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- b. Sanctions. The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
- i. Academic integrity offenses are a violation of school rules. The principal or assistant principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.
3. Electronic Devices. The District strongly discourages students from bringing personal electronic devices to school. Personal electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of personal electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.
- a. "Electronic devices" include, but are not limited to, cell phones, iPods, tablets, Chromebooks, portable game consoles, cameras, digital scanners, laptop computers, smart watches, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
 - b. "Sexting" means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video, or other medium that:
 - i. Displays any sexually explicit conduct as defined by the Neb. Rev. Stat. § 28-1463.02;
 - ii. Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph, or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene, or pornographic photography, films, or depictions; and/or,
 - iii. Displays a sexually explicit message for sexual gratification, flirtation, or provocation, or to request or arrange a sexual encounter.
 - c. Violations.
 - i. Prohibited Use of Electronic Devices. Students shall not use electronic devices for activities which disrupt the educational environment; illegal activities in violation of state or federal laws or regulations; unethical activities, such as cheating on assignments or tests; immoral or pornographic activities; activities in violation of Board or school policies and procedures relating to student conduct and harassment; recording others (photographs, videotaping, sound recording, etc.) or otherwise transmitting images and/or sounds of another person or persons without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; "sexting;" or, activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

- ii. Disposition of Confiscated Electronic Devices. Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time.
 - iii. Penalties for Prohibited Use of Electronic Devices. Students who receive a “sexting” message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in “sexting” or have any “sexting” message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion.
 - iv. Reporting to Law Enforcement. Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.
 - v. Responsibility for Electronic Devices. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, student and parent/guardian authorizes the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students’ electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.
4. **Inappropriate Public Displays of Affection (IPDA).** Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling, or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA: Consequences consistent with each school’s Parent-Student Handbook. If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.
5. **Specific Rule Items.** Specific rules will be developed at the school and the District level and reviewed each year. These expectations will be included in each school’s Parent-Student Handbook.
6. **Law Violations.** Any act of a student which is a basis for expulsion and which the principal or assistant principal knows or suspects is a violation of the Nebraska Criminal Code shall be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student’s maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student’s parent/guardian of the fact that the referral to legal authorities has been or will be made.

The foregoing reporting standards shall be reviewed annually by the School Board on or before August 1 of each year, be annually reviewed in collaboration with the County Attorney each year, be distributed to each student and his/her parent/guardian at the beginning of each school year, or at the time of enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year.

When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent/guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor’s parent/guardian.

Electronic Communication Devices and Cell Phones (Board Policy 6113)

All students are prohibited from accessing or using an electronic communication device while on school property or attending a school instructional function, unless:

1. When required by a student's Individualized Education Program or 504 Plan;
2. When authorized by the District for educational purposes during instructional time;
3. In the case of an emergency or perceived threat of danger;
4. When necessary to monitor or manage a student's health care; or,
5. When determined appropriate by the Superintendent or the Superintendent's designee.

All exceptions listed herein must be approved in advance by the appropriate school staff member. Any student who violates this policy may be subject to discipline under the District's Student Discipline Policy.

Alternative Education Programs or Plans for Expelled Students (Board Policy 5102)

In the event action is being taken to expel a student from this school district, the administration may offer the student: 1.) an alternative school, class, or educational program (hereinafter referred to as an "alternative program"); or, 2.) the development of a plan of behavior modification, educational objects, and financial resources and community programs available to meet the behavioral and educational objects, and monthly reviews to assess the student's progress toward meeting the specified goals and objects. An expelled student may not be required to attend an alternative program.

Alternative Education Program. The Superintendent or the Superintendent's designee is hereby granted the authority to arrange and plan for a student's alternative educational program, based on the available resources and the student's individual circumstances.

Education Plan Program. If the administration elects not to provide an alternative education program or if a student declines to participate in the alternative education program, the following procedures shall be:

1. A conference shall be called by a school administrator and held to assist the District in the development of a plan with the participation of a parent/guardian, the student, a school representative, and a representative of either a community organization with a mission of assisting young people or a representative of an agency involved with juvenile justice.
2. The plan shall be in writing and adopted by a school administrator and presented to the student and the parent/guardian.
3. The plan shall:
 - a. Specify guidelines and consequences for behaviors which have been identified as preventing the student from achieving the desired benefits from the educational opportunities provided;
 - b. Identify educational objectives that must be achieved in order to receive credits toward graduation;
 - c. Specify the financial resources of the community programs available to meet both the educational and behavioral objects identified; and,
 - d. Require the student to attend monthly reviews in order to assess the student's progress toward meeting the specified goals and objectives.

The District shall submit such a plan on the form "Alternative Education Plan for Expelled Students."

Weapons

Scottsbluff Public Schools will not tolerate the possession of dangerous weapons by students on school district property or at school district-sponsored events. Possession includes having a weapon in a desk, backpack, locker, vehicle, or on a student's person. If a student carries, displays, or draws any dangerous weapon, look-alike weapon, any toy that looks like a weapon, or anything that could cause bodily harm, they may face consequences up to and including expulsion.

Anti-Bullying Policy (Board Policy 5415)

One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff. The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of 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 school-sponsored activities or school-sponsored athletic events and while away from school grounds if the misconduct materially and substantially interferes with or disrupts the educational environment, the District's day-to-day operations, or the education process, regardless of where the student is at the time of engaging in the bullying behavior. The District shall review the Anti-Bullying Policy annually.

Initiations, Hazing, Secret Clubs, and Outside Organizations (Board Policy 6284)

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. 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.

Internet Safety and Acceptable Use Policy (Board Policy 6800)

Internet Safety Policy. It is the policy of Scottsbluff Public Schools to comply with the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA). With respect to the District's computer network, the District shall:

1. Prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
2. Provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
3. Prevent unauthorized access, including so-called "hacking," and other unlawful activities online;
4. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors;
5. Obtain verifiable parental consent before allowing third parties to collect personal information online from students; and,
6. Implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.

Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and,
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value in respect to minors.

Access to Inappropriate Material. To the extent practical, technology protection measures (or "Internet filters") shall be used to block and/or filter Internet or other forms of electronic communications, as well as to block/filter access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of

material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes unauthorized access, including so-called 'hacking,' and other unlawful activities, and unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.

Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.

The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

Computer Acceptable Use Policy. This computer acceptable use policy is supplemental to the District's Internet Safety Policy. This policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the Internet.

Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or the Superintendent's designee shall develop appropriate user agreements and shall require that employees, students (and their parents/guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents/guardians of students in programs operated by the District shall inform the Superintendent or the Superintendent's designee in writing if they do not want their child to have access. The Superintendent and the Superintendent's designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this policy. The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

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

Unacceptable Uses. The following are unacceptable uses of the technology resources:

1. **Personal Gain.** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
2. **Personal Matters.** Technology resources shall not be used, and no person shall authorize its use, for personal matters unless the user has entered into a lease agreement or other similar agreement with the District that makes such use permissible under law.
3. **Occasional use that the Superintendent or the Superintendent's designee determines to ultimately facilitate the mission of the District is not prohibited by this provision.** Examples of occasional use that may be determined to ultimately facilitate the mission of the District include sending an email to a minor child or spouse or sending an email related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission. This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not

play games or surf the net for purposes not directly related to their job during duty time, nor may students do so during instructional time. The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use or sending an e-mail related to one's own private consulting business.

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

Other Policies and Laws. Technology resources shall not be used for any purpose contrary to any district policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:

1. To access any material contrary to the Internet Safety Policy or to create or generate any such material.
2. To engage in unlawful harassment or discrimination, such as sending emails that contain sexual jokes or images.
3. To engage in violations of employee ethical standards and employee standards of performance, such as sending emails that are threatening or offensive or which contain abusive language, use of end messages on emails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue, or sending emails that divulge protected confidential student information to unauthorized persons.
4. To engage in or promote violations of student conduct rules.
5. To engage in illegal activity, such as gambling.
6. In a manner contrary to copyright laws.
7. In a manner contrary to software licenses.

Disclaimer. The technology resources are supplied on an "as is, as available" basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error-free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.

Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate. Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material. The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes who has successfully completed District training on proper disabling circumstances and procedures, with permission of the immediate supervisor of the staff member requesting said disabling or with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an

authorized staff member.

Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District's computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent's designees.

Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Artificial Intelligence (Board Policy 6288)

Scottsbluff Public Schools acknowledges that artificial intelligence continues to emerge as a resource that may assist students with future technology and different methods of learning. However, artificial intelligence also poses a challenge to delineate the responsible use of artificial intelligence with student plagiarism. As a result, the Board of Education adopts this policy to specifically address how the District will address academic honesty and integrity regarding a student's use of artificial intelligence.

Permissible Uses of Artificial Intelligence in School Assignments. Students may use artificial intelligence or related platforms when any of the following occurs.

1. The student receives advance permission from the teacher for the given assignment or project; or,
2. The teacher's classroom rules or expectations established artificial intelligence as a permissible resource for students to access.

Any student with questions about the permissible use of artificial intelligence should contact their teacher in advance of using artificial intelligence to assist with any assignment. It is the responsibility of each student to understand the permissible use (if any) of artificial intelligence in a given class or a particular assignment. Students must be fully forthright and honest about their use of artificial intelligence to assist with any school assignment.

Impermissible Uses of Artificial Intelligence in School Assignments. Unless otherwise permitted by this policy, students may not use artificial intelligence or related platforms to assist or complete any assignment, project, test, or other school-related task. The impermissible use of artificial intelligence may subject the student to discipline in accordance with the District's plagiarism policy and academic dishonesty rules.

Device-Assisted Learning Initiative (DALI)

The mission of the Device-Assisted Learning Initiative (DALI) in the Scottsbluff Public School District is to foster a collaborative learning environment for all students. This environment will empower both students and teachers to leverage technology in transformative ways, enhancing student engagement, problem-solving skills, and higher-level thinking. The initiative aims to promote self-directed learning and encourage students to become lifelong learners.

Students will shift from being mere consumers of information to becoming creative producers and owners of knowledge. Scottsbluff Public Schools is dedicated to preparing students for an ever-changing world, where technological advancements occur at a rapid pace. The district is committed to ensuring students are ready for both college and career opportunities. For more information about DALI, please visit: <https://www.sbps.net/Page/1488>.

Sexual Misconduct

Students are not to engage in sexual misconduct consisting of but not limited to: sexual harassment, sexual violence, sexual assault or gender-based harassment, or attempts at the aforementioned. Sexual misconduct can be physical and/or verbal. This conduct may result in or up to an expulsion regardless of the time or location of the offense if the conduct occurs on the school premises or creates a substantial disruption to the learning environment.

Sexual Assault (Nebraska Revised Statute § 28-319 & 28-320). "Any person who subjects another person to sexual penetration a.) without the consent of the victim, b.) who knew or should have known that the victim was mentally or physically incapable of resisting or appraising the nature of his/her conduct, or c.) when the offender is

nineteen years of age or older, and the victim is at least twelve but less than sixteen years of age is guilty of sexual assault in the first degree. Any person who subjects another person to sexual contact a.) without consent of the victim, or b.) who knew or should have known that the victim was physically or mentally incapable of resisting or appraising the nature of his/her conduct is guilty of sexual assault in either the second degree or third degree."

Definitions.

Sexual Harassment. Unwelcome or coercive sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct, including technological communication that creates a substantial interruption to the school environment. Sexual conduct is unwelcome whenever the person subjected to it considers it unwelcome.

Quid Pro Quo. The expressed or implied demands for sexual favors in exchange for some benefit or to avoid some detriment in the educational setting, it is intended to compel a student to engage in "unwelcome" conduct. Quid pro quo harassment is committed by someone who is in a position of power or authority over another. Quid pro quo harassment is equally illicit whether a student resists and suffers the threatened harm, or submits and thus avoids the threatened harm. The student who does not reject sexual conduct may seem to consent to it, however, a lack of rejection doesn't necessarily mean the student actually welcomed the conduct. The student might not speak up because they want to:

1. Avoid getting in trouble;
2. Continue to please the perpetrator;
3. Earn good grades; and/or,
4. Protect his/her position in a school sport or activity.

Hostile Educational Environment. Sexually harassing conduct (which can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature) by a student that is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from an education program or activity, or to create a hostile, abusive, or demeaning educational environment. Unwelcome conduct is behavior a reasonable person would find so "severe, pervasive, and objectively offensive" that it effectively denies someone equal access to education. This can include but is not limited to lewd comments about a student, can also look or feel like teasing, intimidating or offensive comments based on stereotypes, or bullying someone based on their sex, gender identity, or sexual orientation. If a behavior is inappropriate or makes a student uncomfortable, they have the right to tell the person to stop. If the student does not stop, students have the right to ask your school to intervene.

Sexual Contact. The intentional touching of the victim's sexual or intimate parts or the intentional touching of the victim's clothing covering the immediate area of the victim's sexual or intimate parts. Sexual contact also means the touching of sexual or intimate parts or the clothing covering the immediate area of the victim's sexual or intimate parts when such touching is intentional by the offender. Sexual contact includes only such conduct which can be reasonably construed as being for the purpose of sexual arousal or gratification of either party.

Without consent. Can mean:

1. The victim was compelled to submit due to the use of force, threat of force, or coercion;
2. The victim expressed a lack of consent through words;
3. The victim expressed a lack of consent through conduct;
4. The consent, if any was actually given, was the result of the offender's deception as to the identity, nature, or purpose of the act;
5. The victim need only resist, either verbally or physically, so as to make the victim's refusal to consent genuine and real and so as to reasonably make known to the offender the victim's refusal to consent; and/or,
6. A victim need not resist verbally or physically where it would be useless or futile to do so.

Gang Activity or Association

For the purpose of these policies, a gang is a group of three or more people who interact together to the exclusion of others, claim a territory or area, have a name, have rivals/enemies, and exhibit antisocial behavior often associated with crime or a threat to the community. The type of dress, apparel, activities, acts, behavior or manner, or grooming displayed, reflected, or participated in by the student shall not:

1. Lead school officials to believe that such behavior, apparel, activities, acts or other attributes are gang-related or would disrupt or interfere with the school environment or activity and/or educational

- objectives;
- 2. Present a physical safety hazard to self, students, staff members, or other employees;
- 3. Create an atmosphere in which the well-being of a student, staff member, or other person is hindered by undue pressure, behavior, intimidation, overt gesture, or threat of violence; or,
- 4. Imply gang membership or affiliation by written communication, marks, drawing, paint, design, or emblem upon any school or personal property or on one's person.

Additionally, inappropriate hand gestures of any type are not acceptable. If the student's dress or behavior is in violation of these regulations, the principal or designee will ask the student to make the appropriate correction. If the student refuses, the parent/guardian will be notified and asked to make the necessary correction. The principal or designee will make the final decision and take appropriate corrective or disciplinary action.

Restorative Practice

Restorative Practices reflect the philosophy that when misbehavior occurs within a school, it affects those harmed, those causing the harm, and possibly others within the school community. The goal of Restorative Practices is to address conflict using open and respectful dialogue that focuses on the harm caused, strategies to repair this harm and the relationships of those involved, and strategies to stop the disruptive behavior. The goal of Restorative Practices is to foster new understanding through dialogue that results in a mutually-agreed resolution to the issue.

Behavioral Points of Contact (Board Policy 6930)

The District maintains a registry of local mental health and counseling resources, including those resource services that can be accessed by families and individuals outside of school. To gain more information about these resources, parents/guardians and/or students should contact their building principal or behavioral points of contact listed below.

Location	Behavioral Point of Contact
Bear Cub Preschool	Dr. Bree Rock
Lake Minatare	Ashlen Schaneman
Lincoln Heights	Krystal Rodriguez
Longfellow	Lukas Benzel
Roosevelt	Jessica Stec
Westmoor	Kristen Juelfs
Bluffs Middle School	James Miller
Scottsbluff High School	Matt Huck

SECTION 10–STATE AND FEDERAL PROGRAMS

Anti-Discrimination, Anti-Harassment, and Anti-Retaliation (Board Policy 5401)

Elimination of Discrimination

The Scottsbluff Public School District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This School District intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The Scottsbluff Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students, Employees, and Others:
Dr. Wendy Kemling, Executive Director of Student Services
2617 College Park, Scottsbluff, NE 69361
(308) 635-6200
wkemling@sbps.net

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact:

U.S. Department of Education
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, MO 64106
Telephone: (816) 268-0550 (voice)
Fax: (816) 268-0559
Telecommunications Device for the Deaf: (800) 877-8339
OCR.KansasCity@ed.gov

Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others

Purpose

The Scottsbluff Public School District is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment, and retaliation of any kind by district employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

1. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment; or,
2. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status.

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

1. Unwelcome sexual advances or propositions;
2. Requests or pressure for sexual favors;
3. Comments about an individual's body, sexual activity, or sexual attractiveness;
4. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body;
5. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol;
6. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc.; and/or,
7. Gender-based harassment: acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows, or reasonably should know, about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All district employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

Anti-Retaliation

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

Grievance (or Complaint) Procedures

Employees or students should initially report all instances of discrimination, harassment, or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment, or retaliation ("discrimination") to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is available in the office of each district building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

1. Level 1 - Investigation and Findings

Once the District receives a grievance, complaint, or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and district employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within 10 working days after receiving a complaint or report, unless extenuating circumstances exist as determined by the investigator. Extenuating circumstances may include the unavailability of witnesses or the investigator due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will be determined by the investigator and in compliance with any legal requirement. Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence;
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct;
- c. For allegations involving harassment, some of the factors the District will consider include:
 - i. The nature of the conduct and whether the conduct was unwelcome;
 - ii. The surrounding circumstances, expectations, and relationships;
 - iii. The degree to which the conduct affected one or more students' education;
 - iv. The type, frequency, and duration of the conduct;
 - v. The identity of and relationship between the alleged harasser and the suspect or suspects of the harassment;
 - vi. The number of individuals involved;
 - vii. The age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment;
 - viii. The location of the incidents and the context in which they occurred;
 - ix. The totality of the circumstances; and/or,
 - x. Other relevant evidence.
- d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?).

The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations.

The District will inform each party when the investigation is complete and will communicate any remedies or disciplinary sanctions that are directly applicable to that individual. The District will not disclose information about disciplinary actions or remedies imposed on another student or employee, except as required by law or when such information directly impacts the receiving party.

2. Level 2 - Appeal to the Superintendent

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within five working days after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal within 10 working days after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. (If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.)

Confidentiality

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

Training

The District will ensure that all district employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, First Student bus drivers, and school law enforcement officers are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate district officials or employees.

Designated Compliance Coordinators

Designated compliance coordinators will be responsible for:

1. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations;
2. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above;
3. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate);
4. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other district employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur;
5. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education;
6. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements;
7. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process;
8. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation;
9. Determining whether district employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations;
10. Recommending changes to this policy and grievance procedure; and,
11. Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

Preventive Measures

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination in electronic and printed formats, including prominently displaying the notice on the District's website. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, reprinting it in district publications, such as Parent-Student Handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Designation of Coordinator(s)

Any person having inquiries concerning this district's compliance with anti-discrimination laws, policies, or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies, or programs. The contact address for the coordinator is: Scottsbluff Public Schools, 2617 College Park Scottsbluff, NE 69361, (308) 635-6200.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Superintendent, Dr. Andrew Dick and Executive Director of Student Services, Dr. Wendy Kemling
Title IX	Discrimination or harassment based on sex; gender equity	Superintendent, Dr. Andrew Dick and Executive Director of Student Services, Dr. Wendy Kemling
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent, Dr. Andrew Dick and Executive Director of Student Services, Dr. Wendy Kemling
Homeless student laws	Children who are homeless	Superintendent, Dr. Andrew Dick and Executive Director of Student Services, Dr. Wendy Kemling
Safe and Drug-Free Schools and Communities	Safe and drug-free schools	Superintendent, Dr. Andrew Dick and Executive Director of Student Services, Dr. Wendy Kemling

Federal Programs Complaint Procedure

Federal regulations require the Scottsbluff Public Schools Board of Education to have on file written procedures for receiving and resolving any complaint from an organization or individual regarding a violation of a federal statute regulation that applies to federal programs. If you should have such a complaint, copies of the procedure are available at the District Office, 2617 College Park, Scottsbluff, NE.

Multicultural Policy (Board Policy 6370)

Scottsbluff Public Schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans, and European Americans with special emphasis on human relations and sensitivity toward all races.

Statement of Philosophy and Mission. The philosophy of the multicultural education program is that students will have improved ability to function as productive members of society when provided with:

1. An understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our nation and the world, and of the contributions made by diverse cultures and races; and,
2. The ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races.

The mission of the multicultural education program is to prepare students to value and respect their own culture and race and cultures and races other than their own, and eliminate stereotypes and different treatment of others based on culture and race. The mission shall also include preparing students to eliminate stereotypes and discrimination or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

Implementation of Multicultural Education. The philosophy and mission of the multicultural education program is to be implemented as follows:

1. Multicultural education shall be included in goals established for educational programs.
2. Multicultural education shall be included in the District curriculum guides, frameworks, or standards.
3. The process for selecting appropriate instructional materials shall include assuring that the instructional materials at all grade levels include studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans, and European Americans with special emphasis on human relations and sensitivity toward all races.

4. Staff development shall be provided on the District's multicultural education policy. The staff development shall include professional development for administrators, teachers, and support staff which is congruent with the District and program goals.
5. Periodic assessment of the multicultural education program shall be conducted by the Superintendent or the Superintendent's designee. Teachers and other staff upon request shall have the responsibility to provide the administration with reports on:
 - a. The instructional materials used and programs or methods implemented with their students which are supportive of the multicultural education program philosophy and mission;
 - b. Programs or materials to be implemented in the future or which teachers or other staff feel should be implemented to further advance such philosophy and mission; and,
 - c. With their professional assessment on the successes of or deficiencies in achieving the multicultural education program philosophy and mission. The Superintendent or the Superintendent's designee shall provide an annual status report on the assessment to the Board of Education.

Notification of Rights Under FERPA (Board Policy 5202.1)

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents/guardians or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate or misleading. Parents/guardians or eligible students may ask the District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading at the time the record was created. If the District decides not to amend the record as requested by the parent/guardian or eligible student, the District will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests or otherwise allowed by law. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520.

Notice Concerning Directory Information

The District may disclose directory information. The primary purpose of directory information is to allow the District to include information from your child's education records in certain school publications. Examples include:

1. A playbill, showing your student's role in a drama production;
2. The annual yearbook;
3. Honor roll or other recognition lists;
4. Graduation programs; and,
5. Sports activity sheets, such as for wrestling, showing weight and height of team members.

Under FERPA, "directory information" is generally not considered harmful or an invasion of privacy if released and can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside

organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's name, address, telephone number, and the name, address, telephone number e-mail address and other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent/guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's extracurricular participation;
6. Student's achievement awards or honors;
7. Student's weight and height if a member of an athletic team; and,
8. Student's photograph.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student, or would otherwise not be in a student's best interests.

A parent/guardian or eligible student has the right to refuse to let the District designate information about the student as directory information. Parents/guardians may refuse to allow their student's information to be designated as "directory information" at any time during the school year, so long as the parent/guardian notifies the Superintendent in writing.

Notice Concerning Designation of Law Enforcement Unit

The District designates the Scottsbluff Police Department as the District's "law enforcement unit" for purposes of:

1. Enforcing any and all federal, state, or local law;
2. Maintaining the physical security and safety of the schools in the District; and,
3. Maintaining safe and drug-free schools.

Military Recruiters

The District will provide access to routine directory information of each student in a high school grade upon a request made by a military recruiter, unless the student's parent/guardian has submitted a written request to the high school principal that the student's information not be shared with a military recruiter. The District will provide military recruiters with the same access to a student in a high school grade as the District provides to postsecondary educational institutions or to prospective employers of such students. If a parent/guardian does not want his/her student's information to be provided to a military recruiter, the parent/guardian must submit a written request to the high school principal.

Notice Concerning Designation of Law Enforcement Unit

The District designates the Scottsbluff Police Department as the District's "law enforcement unit" for purposes of enforcing any and all federal, state, or local law, maintaining the physical security and safety of the schools in the District, and maintaining safe and drug-free schools.

Requests to Contact Students and Student Interviews by Non-School Personnel (Board Policy 5413)

Removals of Students and Interviews of Students. In dealing with law enforcement officials, Scottsbluff Public Schools' employees are not to obstruct government operations or unreasonably refuse or fail to aid a peace officer, but are also to attempt to prevent undue interference with district operations or educational programming. For the purposes of law enforcement, (or other similar investigative processes) school staff may not transport the student.

Removals of Students by Law Enforcement Officials. Law enforcement officers shall be permitted to remove a child from school when legally authorized to do so. For purposes of this policy, a law enforcement officer is defined as: sheriffs, coroners, jailers, marshalls, police officers, state highway patrol officers, members of the National Guard on active service by direction of the Governor during periods of emergency, and all other persons with similar authority to make arrests. Law enforcement officers, may in the line of duty, require a student to accompany him or her for questioning or detention either with or without an arrest warrant. A peace officer has the lawful authority to take immediate temporary custody of children under the age of 18 with an arrest warrant, or without a warrant or order of the court when:

1. The child has violated a state law or municipal ordinance and such child was 11 years of age or older at the time of the violation, and the officer has reasonable grounds to believe such child committed such violation and was 11 years of age or older at the time of the violation;
2. The child is seriously endangered in his/her surroundings and immediate removal appears to be necessary for the child's protection;
3. The officer believes the child to be mentally ill and dangerous as defined in Neb. Rev. Stat. § 71-908 and that the harm described in that section is likely to occur before proceedings may be instituted before the juvenile court;
4. The officer has reasonable grounds to believe that the juvenile has run away from his/her parent/guardian or custodian;
5. A probation officer has reasonable cause to believe that a juvenile is in violation of probation and that the juvenile will attempt to leave the jurisdiction or place lives or property in danger;
6. The officer has reasonable grounds to believe the juvenile is truant from school;
7. The officer has reasonable grounds to believe the child is immune from prosecution for prostitution under subsection (5) of the Neb. Rev. Stat. § 28-801; or,
8. The child has committed an act or engaged in behavior described in subdivision (1), (2), (3)(b), or (4) of the Neb. Rev. Stat. § 43-247 and such child was under 11 years of age at the time of such act or behavior, and the officer has reasonable cause to believe such child committed such act or engaged in such behavior and was under 11 years of age at such time.

If a peace officer or probation officer requests to take custody of a student who is at that time under the control and jurisdiction of Scottsbluff Public Schools, the following action is to be taken:

1. Establish Authority to Remove. The student should be released after appropriate measures are taken and documented to ensure that the officer has the authority to take the student. The Affidavit & Release to Remove Student form may be used for this purpose.
2. Notify Local Law Enforcement. In some instances, there may be orders for custody of a student served by the officers with authority to arrest from outside the jurisdiction of Scottsbluff Public Schools. Local law enforcement should be contacted and requested to participate in or monitor the removal.
3. Notify Parent/Guardian of Removal. When a principal or other school official releases a minor student to a peace officer for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent/guardian or responsible relative of the minor regarding the release of the minor student to the officer and the place to which the student is reportedly being taken. Provided, however, when a minor student has been taken into custody as a victim of suspected child abuse or neglect, the principal or other school official is not required to notify the parent/guardian, but shall provide the peace officer with the address and telephone number of the minor student's parents/guardian.

A student should not be released to a private detective or "special police officer" who is not an officer of a Nebraska political subdivision or an officer of an agency of the federal government without consent of the student's parent/guardian or custodian.

Interviews of Students by Law Enforcement Officials. Law enforcement officers and other law authorities should be urged to contact students for questioning outside the instructional day and off school premises whenever possible. When it is appropriate that such questioning occur, the following guidelines are to be followed:

Interviews Not Related to District Events. If an interview of a student is requested during school hours concerning an ongoing investigation of a crime not related to Scottsbluff Public Schools, questioning should not take place until the student's parent/guardian or custodian has been contacted and permission is given for such interview, unless the crime being investigated is neglect or abuse of that student, in which case consent and permission is not required. The consent should be documented. The presence of a school employee during the interview is not necessary.

1. Interviews Related to District Events. If the investigation relates to an incident which took place on school premises or during instructional time, it is not necessary to obtain consent of the student's parent/guardian or custodian. In these situations, an employee of the District should be present during the interview to ensure that the interview relates only to the incident which took place on school premises or during instructional time or something which is directly related thereto.
2. Child Abuse or Neglect. If an investigator represents that an interview is necessary to collect information concerning an allegation of child abuse or neglect or an offense involving a family relation and it is clear that obtaining parental consent for the interview would be impossible or counter-productive, the interview may be conducted without consent of the student's parent/guardian or custodian. In these situations, an employee of Scottsbluff Public Schools should accompany the student to the interview location.

3. Probation Officer Interview. A probation officer assigned to a student by a court may be allowed the opportunity, on request, to interview a student on school premises. In such situations, it is neither necessary nor desirable that a district employee be present during the interview. It also is not necessary to obtain the consent of the parent/guardian or custodian.

Disclosure of Student Records. School employees shall not, in the course of dealing with a peace officer or probation officer, disclose any confidential student records or information from such student records other than in response to a court order or subpoena or as otherwise authorized by state law and the Family Educational Rights and Privacy Act (FERPA).

Removals and Interviews by Persons other than Law Enforcement Official. A person who comes to school premises to interview a student or remove a student prior to the end of the student's instructional day must obtain permission of an administrator or designee. Permission to remove is not to be granted without consent of the student's parent/guardian or custodian, or a person authorized by the student's parent/guardian or custodian to give such permission. Permission to interview on subjects not related to school matters is not to be granted unless there is a clearly valid and proper reason for the interview and such is not disruptive to school operations or the student's educational program. Ordinarily such contacts shall be restricted to the student's parent/guardian or custodian or a friend of the family when an emergency or other similar circumstance exists.

Student Privacy Protection Policy (5419)

It is the policy of Scottsbluff Public Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

Right of Parents/Guardians to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties. Parents/guardians shall have the right to inspect, upon the parent/guardian's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent/guardian's child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive. The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed "Definition of Surveys of Matters Deemed to be Sensitive"), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled "Notification of and Right to Opt-Out of Specific Events."

Right of Parents/Guardians to Inspect Instructional Materials. Parents/guardians shall have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents/guardians shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term instructional materials for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent/guardian shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent/guardian, at such reasonable time and place as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent/guardian of such concern, and assist the parent/guardian with forming a request which can reasonably be accommodated. If the parent/guardian does not formulate such a request, and continues to desire certain curriculum materials, the parent/guardian shall be asked to make their request to the Superintendent or the Superintendent's designee.

Rights of Parents/Guardians to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings.

The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parent/guardian opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions:

1. In accordance with Nebraska Department of Health and Human Service requirements;
 2. Physical examinations or screenings that are permitted or required by an applicable state law; and,
 3. Surveys administered to students in accordance with the Individuals with Disabilities Education Act.
- For physical examinations or screenings which do not fit into the applicable exceptions, the District

will follow the procedures set forth in the section entitled: "Notification & Right to Opt-Out of Specific Events."

Protection of Student Privacy in Regard to Personal Information Collected from Students. The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. Personal information for purposes of this policy means individually identifiable information about a student including student or parent/guardian's first and last name, home address, telephone number, and social security number. The term personal information, for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples:

1. College or postsecondary education recruitment or military recruitment;
2. Book clubs, magazines, and programs providing access to low-cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by student of products or services to raise funds for school-related/education-related activities; or,
6. Student recognition programs.

Parent/Guardian Access to Instruments Used in the Collection of Personal Information. While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents/guardians shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent/guardian shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent/guardian to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent or the Superintendent's designee for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting guardian as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy. The District shall provide parents/guardians with reasonable notice of the adoption or continued use of this policy and other policies related to the student privacy. Such notice shall be given to parents/guardians of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents/Guardians of Dates of and Right to Opt-Out of Specific Events. The District shall directly notify the parents/guardians of the affected children, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

1. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: The general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information);
2. Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy;
3. Any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or of other students. (Note: The general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parent/guardian opt-out right:
4. Screenings in accordance with Nebraska Department of Health and Human Service requirements;
5. Physical examinations or screenings that are permitted or required by an applicable state law; and,

6. Surveys administered to students in accordance with the Individuals with Disabilities Education Act.

Parents/guardians shall be offered an opportunity in advance to opt their child out of participation in any of the above-listed activities. In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive. Any survey containing one or more of the following matters shall be deemed to be sensitive for purposes of this policy:

1. Political affiliations or beliefs of the student or the student's parent/guardian;
2. Mental or psychological problems of the student or the student's parent/guardian;
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 students or the student's parent/guardian; 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).

Mental Health Assessment or Service. The District shall attempt to obtain informed consent from the parent/guardian of each child who is under 18 years of age to participate in any mental-health assessment or therapeutic service that is funded under the Every Student Succeeds Act ("ESSA"). Before obtaining the consent, the District shall provide the parent/guardian written notice describing in detail such mental health assessment or therapeutic service, including the purpose for such assessment or therapeutic service, the provider of such assessment or therapeutic service, when such assessment or therapeutic service will begin, and how long such assessment or therapeutic service may last. No mental health assessment can be conducted without written consent from the parent/guardian.

Parental Involvement in Schools (Board Policy 6400)

Scotts Bluff County School District 79-0032, aka Scottsbluff Public Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

1. In the event any parent/guardian or educational decision-maker of a student has a complaint or objection to textbooks, tests, curriculum materials, activities, digital materials, websites or applications used for learning, training materials for teachers, administrators, or staff, and any other instructional materials, the parent/guardian or educational decision-maker may request a personal conference with appropriate school personnel to discuss such concerns as the Superintendent or the Superintendent's designee may deem appropriate. The Superintendent or the Superintendent's designee shall prepare a complaint form which may be used by a parent/guardian or educational decision-maker to express objections to any such instructional material. Such complaint form shall seek information including, but not limited to, the specific instructional material complained of, the reason for the complaint, and a proposed resolution of the complaint by the parent/guardian or educational decision-maker.
2. Upon reasonable advance request, a parent/guardian or educational decision-maker will be permitted to attend and monitor courses, assemblies, counseling sessions, and other instructional activities unless the school determines that such attendance would substantially interfere with a legitimate school interest, which includes the interests of the child, other students, and the educational staff. Guidelines may be found in the District Parent-Student Handbook.
3. Parents/guardians or educational decision-makers are encouraged to communicate to school staff when the parent/guardian or educational decision-maker believes it to be appropriate for their child to be excused from testing, classroom instruction, learning materials, activities, guest speaker events, and other school experiences that the parent/guardian or educational decision-maker finds objectionable. The Superintendent or the Superintendent's designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent/guardian or educational decision-maker concerning what specific testing, classroom instruction, or other school experience the parent/guardian finds objectionable, the basis for the objection and a proposed solution for dealing with the objection that would be satisfactory to the parent/guardian, or educational decision-maker and consistent with the mission of the District and legitimate school interests. Parents/guardians or educational decision-makers are encouraged to contact the building principal with any questions about any test, curriculum, or surveys.
4. Upon request of a parent/guardians or educational decision-maker, the District will provide access to the education records of their child consistent with applicable law. Access will be provided during regular business hours of the school.

5. The District will notify parents/guardians or educational decision-makers when their child may be subjected to a standard norm referenced or criterion referenced test or standard tests such as but not limited to the Measure of Academic Progress (MAP) test. When reasonable to do so or required by law the parents/guardians or educational decision-makers will be notified of where a sample of such a test might be viewed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent/guardian or educational decision-maker of such student shall be prohibited unless a parent/guardian or educational decision-maker requests in writing that such tests be administered to their child.

Parents/guardians and educational decisionmakers will be notified in advance of any school-sponsored survey administered to students of the District when a survey concerns one or more of the following areas:

- a. Political affiliations or beliefs of the student or the student's parent/guardian or educational decisionmaker;
- b. Mental or psychological problems of the student or the student's family;
- c. Sex behavior or attitudes;
- d. Illegal, anti-social, self-incriminating, or demeaning behavior;
- e. Critical appraisals of other individuals with whom respondents have close family relationships;
- f. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- g. Religious practices, affiliations, or beliefs of the student or student's parent/guardian or educational decisionmaker; or,
- h. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Any survey administered by the District that asks students to disclose any of the aforementioned topics, including any non-anonymous survey requesting a student provide information relating to drug, vape, alcohol, or tobacco use, then the District will, at least fifteen days prior to the administration of the survey, notify parents/guardians or educational decisionmakers that their student will receive the survey. This notice must describe the nature and types of questions included in the survey, the purposes and age-appropriateness of the survey, how information collected by the survey will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results of such survey will be disclosed. After receiving such notice, parents/guardians and educational decisionmakers may request a copy of the survey, review the survey, and/or exempt their students from participating in the survey.

No survey requesting sexual information of a student shall be administered to any student in kindergarten through grade six.

No personally identifiable information of any student survey shall be disclosed unless permitted or required by state and federal law.

6. As a general matter, substantive decision-making processes will be left to the judgment of the professional staff, administration, or where appropriate, the Board of Education, subject to an effort to receive information from parents/guardians as to any concerns, objections, or other information such parents/guardians or educational decision-makers would wish to provide to the District concerning a parent/guardian's or educational decision-maker's access, involvement, and participation in activities of the school.

Homeless Students (Board Policy 5418)

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths.

Definitions:

"School of Origin" shall mean the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. School of origin shall also include any designated receiving school for the next grade level for all feeder schools when a student completes the final grade level served by the school of origin.

"Homeless Children and Youths" shall mean any individuals who lack a fixed, regular, and adequate nighttime

residence, and includes:

- a. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
- b. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- c. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or,
- d. Migratory children who qualify as homeless because they are living in circumstances described.

"Unaccompanied Youth" shall mean a homeless child or youth not in the physical custody of a parent/guardian.

School Selection. Each school shall presume that keeping a homeless child or youth enrolled in the child's or youth's school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent/guardian or, in the case of an unaccompanied youth, the youth. To overcome the presumption that a child or youth should remain in his/her school of origin, the school shall consider student-centered factors including the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent/guardian or, in the case of an unaccompanied youth, the youth.

Enrollment. Once the school is selected in accordance with the child's or youth's best interest, that child or youth shall be immediately enrolled even if the child or youth is unable to produce records normally required for enrollment including, but not limited to, previous academic records, immunization or other health records, proof of residency, or has missed any application or enrollment deadlines during any period of homelessness.

Transportation. If the child or youth continues to attend his/her school of origin, transportation shall be provided promptly even if there is a dispute pending regarding which school is in the child's or youth's best interest to attend. Transportation will continue to be provided to and from the school of origin for the remainder of any academic year during which the child or youth becomes permanently housed.

Records. Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained:

1. Such that all records are available, in a timely fashion, when a child or youth enrolls in a new school or school district;
2. Any information about a homeless child's or youth's living situation shall be treated as a confidential student education record, and shall not be deemed to be directory information; and,
3. In a manner consistent with the Federal Education Rights and Privacy Act.

Services. The Local Education Agency Liaison shall identify an appropriate staff person to be the Local Educational Liaison (LEL) for all homeless children and youth attending school in the District. The LEL responsibilities shall include, but are not limited to:

1. Ensure homeless children and youth are identified through outreach and coordination activities including coordination with the Nebraska Department of Education Homeless Education Liaison, community, and school personnel responsible for education and related services to homeless children and youths;
2. Receive appropriate time and training in order to carry out the duties required by law and this policy;
3. Ensure homeless families and homeless children and youths are referred to health care, dental, mental health, substance abuse, housing, and any other appropriate services;
4. Ensure that homeless children and youths:
 - a. Are enrolled in school which includes attending classes and participating fully in school activities;
 - b. Have a full and equal opportunity to meet the same challenging state academic standards as other children and youths;
 - c. Receive individualized counseling from counselors to prepare and improve their readiness for college, including college selection, application, financial aid, and on-campus supports; and,
 - d. Unaccompanied youths are informed of their status as independent students under the Higher Education Act of 1965 and may obtain assistance from the LEL to receive verification of such status for purposes of the Free Application for Federal Student Aid;
5. Ensure that public notice of the educational rights and available transportation services of the homeless children and youths is disseminated in locations frequented by parents/guardians of such youths and

- unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable; and,
6. Ensure the dispute resolution process is carried out in accordance with the law and district policy.

Dispute Resolution. The dispute procedure must be available for disputes over eligibility, as well as school selection or enrollment. In the event of a dispute regarding where a child or youth should enroll, the child or youth shall be immediately enrolled in the school in which enrollment is sought pending final resolution of the dispute, including all available appeals. The District shall immediately provide the child's parent/guardian or, in the case of an unaccompanied youth, a written explanation of the decision made regarding the school selection including the right to appeal such decision. Said writing shall be provided in a manner and form understandable to such parent/guardian, or unaccompanied youth and also include the LEL contact information. The LEL shall carry out the dispute resolution process within thirty calendar days from the date of said writing pursuant to 92 Nebraska Administrative Code 19-005.02.

Appeals. Any parent/guardian, or other person having legal or actual charge of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner within thirty calendar days of receipt of the decision by following the process in 92 Nebraska Administrative Code 19-005.03 and 19-005.03C.

Pregnant and Parenting Students (Board Policy 5422)

Scottsbluff Public Schools recognizes that pregnant and parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. Further, the District will educate pregnant and parenting students and will provide reasonable accommodations to support and encourage all pregnant and parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

Attendance and Leave of Absences. Pregnant and parenting students will be permitted to attend to their own health care, their child's medical care, or other pregnancy- or parenting-related appointments with the benefit of having any such absences or tardiness excused. A student will be permitted to take a leave of absence for pregnancy, childbirth, and any other pre- and post-natal related medical needs, along with recovery therefrom for the duration that is deemed medically necessary by the student's licensed health care provider. At the conclusion of the leave of absence, a student will be immediately enrolled in the District at the same grade and status as when the leave began. Pregnant and parenting students shall be allowed to participate in all activities including extracurricular activities throughout the student's pregnancy and thereafter unless the District deems such participation poses a substantial risk of injury to the student or to others. A pregnant and parenting student may be asked to obtain certification from the student's licensed healthcare provider regarding the student's safe participation in an extracurricular activity when such certification is required of students for other conditions which require the attention of a licensed healthcare provider.

Any absences accumulated due to pregnancy or pregnancy-related conditions, or care for an ill child, should not count towards any district policies in effect under compulsory attendance requirements. Pregnant and parenting students with excused absences or tardiness shall be treated like all other students with excused absences or tardiness for any other medical reasons.

Pregnant and parenting students will be provided with assignments, classwork, and any additional support needed to ensure that the student can keep up with class requirements when absent for pregnancy or parenting-related absences.

Alternative Means to Complete Course Work. The District will provide at least one alternate method, in addition to traditional classroom instruction, to keep pregnant and parenting students in school. Such accommodation(s) may include accessing coursework online, home-based independent study, or at-home tutoring. Alternative methods of instruction or other alternative programs for pregnant and parenting students are voluntary for the student who may elect whether to engage in an alternative method of instruction or the traditional methods of instruction available to their peers. Pregnant and parenting students shall be allowed to attend their regular classrooms and complete regular coursework.

Lactation. The District will make reasonable accommodations for breastfeeding or milk expression during the school day. Such accommodations will be in a location, other than a bathroom or closet, that is private, clean, has an electrical

outlet, a chair, and is reasonably accessible. Students shall also be provided a food-safe refrigerator to store breast milk safely.

Child Care. If in-school child care is not provided, a list of qualified licensed child care providers will be provided upon request to pregnant or parenting students. Such list will be updated annually and include providers that participate in the quality rating and improvement system and meet all of the quality rating criteria for at least a Step 3 rating pursuant to the Step Up to Quality Child Care Act. Nothing in this policy is intended to prohibit or limit any referral for a student or a student's child to an early head start program or any other available community resources.

Privacy and Confidentiality. Pregnant and parenting students have the right to have their health and personal information kept confidential in accordance with law. School staff will make every effort to keep personal information and health records confidential and in compliance with Nebraska and federal law. Information about students' pregnancies and related conditions will not appear in their cumulative records and will not be used when they are being considered for educational or job opportunities, awards, or scholarships.

Other Accommodations. Pregnant and parenting students may request additional reasonable accommodations to ensure continued participation and enrollment in school. Accommodation requests will be evaluated on a case-by-case basis. Such accommodations may include but are not limited to additional frequency allowed for bathroom breaks, additional time allowed in between class periods, a larger desk or additional workspace, and adjustments to requirements for physical education as needed. Students seeking additional reasonable accommodation should make such requests to the building principal.

Bullying and Harassment. Pregnant and parenting students have the same rights as other students to be free from discrimination, bullying, and harassment. Such school policies are incorporated herein and apply to all students.

Policy Dissemination. This policy will be available at the beginning of each school year on the District's website and will be incorporated into the Parent-Student Handbook.

Married Students (Board Policy 5403)

Married students shall have the same educational opportunities in this school system as unmarried students. There shall be no discrimination on the basis of sex, marital status of any person, or the condition of being a parent. To enforce this prohibition, aggrieved persons shall use the District's anti-discrimination policies.

Dating Violence Parent/Guardian Notice (Board Policy 5420)

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

For purposes of this policy "dating violence" means a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his/her dating partner. "Dating partner" means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long-term. Incidents of dating violence involving students at school will be addressed as the administration determines appropriate, within the scope, and subject to the limits of the District's authority.

Staff training on dating violence shall be provided as deemed appropriate by the administration. The dating violence training shall include, but need not be limited to, basic awareness of dating violence, warning signs of dating violence, and the District's dating violence policy. Dating violence education that is age-appropriate shall be incorporated into the school program. Dating violence education shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

The administration will be responsible for ensuring that this dating violence policy is published in the District's Parent-Student Handbook or an equivalent such publication. Parents/guardians shall be informed of the dating violence policy by such other means as the administration determines appropriate. If requested, parents/guardians shall be provided a copy of the dating violence policy and relevant information.

Student Records (Board Policy 5202)

Confidentiality of Student Records. School staff shall maintain student records in compliance with state and federal

law. Student files and other education records shall not be released or divulged except in compliance with state and federal law. School officials may have access to only those education records in which they have a legitimate educational interest, unless the parent/guardian has given written and dated consent for the access. A school official who violates this restriction shall be subject to disciplinary action up to, and including, termination. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility and effectively provide the function or service for which they are responsible. A school official for purposes of access to education records is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. To the extent permitted by law, contractors, consultants, and volunteers may be permitted to have access to education records where they are performing a function or service that would otherwise be done by a school employee. Their access is limited to education records in which they have a legitimate educational interest, which means records needed to effectively provide the function or service for which they are responsible.

Student and Parent/Guardian Access to Student Records. A parent/guardian of a student or former student, and a student or former student who is 18 years of age or older, shall be given the opportunity upon request to inspect and review the education records of the student or former student. Non-custodial parents will be provided full and equal access to the education records of his/her child unless there is a court order to the contrary.

Maintenance and Destruction. Student files or records shall be maintained so as to separate academic and disciplinary matters. All disciplinary material in a student's file shall be removed and destroyed after the student's continuous absence from the school for a period of three years.

Amendment of Student Records. Parents/guardians and eligible students (a student who has reached 18 years of age or is attending an institution of postsecondary education) have the right to challenge any information contained in the records that they believe is inaccurate, misleading, or violates the privacy rights of the student. Such a challenge may be made by making a written request to the principal to amend the records. If a decision is made not to amend the education records in accordance with the request, the principal shall inform the parent/guardian of the student and the Superintendent. The parent/guardian shall be advised of the right to a hearing. If a hearing is requested, the Superintendent shall conduct a hearing (or delegate the role to another school official who does not have a direct interest in the outcome of the hearing) and provide the parent/guardian or eligible student a full and fair opportunity to present evidence relevant to the issues raised in conformance with applicable law.

Qualifications for Appointment as Teachers (Board Policy 4100)

To be eligible for appointment as a teacher, an applicant must hold a valid Nebraska teaching certificate or permit (or provide satisfactory evidence that these requirements will be in place prior to commencement of duties).

Qualifications of Non-Certified Employees (Board Policy 4200)

Non-certificated employees shall meet the statutory license requirements and such other qualifications as may be determined by the Board and the Superintendent.

Asbestos

Scottsbluff Public Schools has completed and has on file at the Administration Office at 1722 1st Avenue, each Building Asbestos Management Plan. This plan contains the results of all building inspections and the response action necessary to either abate or encapsulate any asbestos-containing material. Each Building Plan is available electronically for public inspection in the principal's office at each building, with a master copy available at the Administration Office at 1722 1st Avenue, Scottsbluff, Nebraska.

Student Fees Policy (Board Policy 5416)

The Board of Education of Scottsbluff Public Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act. The District's general policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District's policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

The District does provide activities, programs, and services to children which extend beyond the minimum level of constitutionally required free instruction. Students and their parents/guardians have historically contributed to the

District's efforts to provide such activities, programs, and services. The District's general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent/guardian contributions to enhance the educational program provided by the District. Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations, which may be adopted from time to time. The policy includes Appendix "I," which provides further specifics of student fees and materials required of students. Parents/guardians and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

Guidelines for Non-Specialized Attire Required for Specified Courses and Activities. Students have the responsibility to furnish and wear non-specialized attire meeting general district grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses, and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course, or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical, or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors, and math calculators. A specific class supply list will be published annually for elementary and middle school students. The list may include refundable damage or loss deposits required for usage of certain district property.

Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents/guardians will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

Materials Required for Course Materials. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.

Parking. Students may be required to pay for parking on school grounds or to school-sponsored activities, and may be subject to payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

Extracurricular Activities-Specialized Equipment or Attire. Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

Extracurricular Activities-Fees for participation. Any fees for participation in extracurricular activities are further specified in Appendix "1." Admission fees are charged for extracurricular activities and events.

Postsecondary Education Costs. Students are responsible for postsecondary education costs for courses offered off-campus that are not part of the students Career Academy graduation requirements. The phrase "postsecondary education costs" means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a dual credit course taken at Scottsbluff High School taught by a Scottsbluff High School instructor or a course taken through a post-secondary institution as part of the student's Career Academy graduation requirements, the course shall be offered without charge for tuition, transportation, books, or other fees.

Transportation Costs. Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

Copies of Student Files or Records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents/guardians of such student. A parent/guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents/guardians of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

Participation in Before-and-After-School or Pre-Kindergarten Services. Students are responsible for fees required for participation in before-and-after-school or pre-kindergarten services offered by the District, except to the extent such services are required to be provided without cost.

Participation in Summer School or Night School. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

Breakfast and Lunch Programs. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for participation in extracurricular activities and the use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch

program or reduced-price lunch program is not required to qualify for free or reduced price lunches for purposes of this section. Students or their parents/guardians must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Parent-Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the Parent-Student Handbook). The Parent-Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one student resides, at no cost.

Student Fee Fund. The Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for:

1. Participation in extracurricular activities;
2. Postsecondary education costs; and,
3. Summer school or night school.

School Wellness Policy (Board Policy 5417)

A function of Scottsbluff Public Schools ("District") is to provide curriculum, instruction, and experiences in a health-promoting school environment to instill habits of lifelong learning and health. Therefore, the Board adopts the following school wellness policy.

District Wellness Committee Role and Membership. The District will convene a representative SBPS District Wellness Committee ("SBPSDWC") that meets at least two times per year to establish goals for and oversee school health and safety policies and programs, including the development, implementation, and periodic review and update of this District wellness policy. The SBPSDWC membership will represent all school levels and include (to the extent possible), but not be limited to parent/guardians, students, representatives of the school nutrition program, physical education teachers, health education teachers, school health professionals or staff, mental health and social services staff, school administrators, Board members, and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators. To the extent possible, the SBPSDWC will include representatives from each school building and reflect the diversity of the community.

The Superintendent or the Superintendent's designee will convene the SBPSDWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy. Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

Wellness Policy Implementation, Monitoring, Accountability, and Community Engagement. The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school, and includes information about who will be responsible to make what change, by how much, where and when, as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report. This wellness policy and the progress reports can be found on the District's website.

Recordkeeping. The District will retain records to document compliance with the requirements of the wellness policy at the District Office and/or on the District's computer network.

Annual Notification of Policy. The District will inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District website. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments. Under the direction of the Superintendent or the Superintendent's designee, at least once every three years, the District will evaluate compliance with the wellness policy to assess the

implementation of the policy and identify necessary revisions. The District will notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy. The SBPSDWC will update or modify the wellness policy based on the results of the annual and triennial assessments and/or as district priorities change, community needs change, wellness goals are met, new health science, information, and technology emerges, and new federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach, and Communications. The District is committed to being responsive to community input, which begins with awareness of the wellness policy.

School Meals. All schools within the District will participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional federal child nutrition programs as eligible, such as the Fresh Fruit and Vegetable program, the Child and Adult Care Food Program and the After-School Snack program and will meet the minimum nutritional requirements of such programs. The District will make drinking water available in all locations where school meals are served during meal times.

Competitive Foods and Beverages. To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, and snack or food carts. Only for the purpose of competitive food and beverages in subsection 3 of this policy, a school day is the time between midnight the night before to 30 minutes after the end of the instructional day.

Celebrations and Rewards. All foods offered on the school campus will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards, including through:

1. **Celebrations and parties.** The District will provide a list of healthy party ideas to parents/guardians and teachers, including non-food celebration ideas.
2. **Classroom snacks brought by parents/guardians.** The District will provide or make available to parents/guardians a list of foods and beverages that meet the USDA Smart Snacks nutrition standards.
3. **Rewards and incentives.** The District will provide teachers and other relevant school staff a list of alternative ways to reward children or other comparable resources. Foods and beverages will not be withheld as punishment for any reason, such as for performance or behavior.

Fundraising. Foods and beverages that meet or exceed the USDA Smart Snacks nutrition standards may be sold through fundraisers on the school campus during the school day.

Nutrition Promotion. Nutrition promotion will be provided through both classroom and school meal program efforts, which encourage participation in school meal programs and the consumption of nutrient-rich foods. Students and staff will receive consistent nutrition messages throughout the school building, classrooms, gymnasiums, and cafeterias.

Nutrition Education. The District will teach, model, encourage, and support healthy eating by all students.

Physical Education. A substantial percentage of students' physical activity can be provided through a Comprehensive School Physical Activity Program (CSPAP). The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education.

Classroom Physical Activity Breaks. Students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

Active Academics. Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible. Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before-and-After-School Activities. The District offers opportunities for students to participate in physical activity either before and/or after the school day through a variety of methods. The District will encourage students to be physically active before-and-after-school by sponsoring or permitting physical activity clubs and physical activity in aftercare, intramurals, or interscholastic sports.

Active Transport. The District will support active transport to and from school, such as walking or biking.

Other Activities that Promote Student Wellness. The District will integrate wellness activities across the entire school setting, including other initiatives related to physical activity, physical education, nutrition, and other wellness components so efforts are complementary and work towards the same set of goals to promote student well-being, optimal development, and strong educational outcomes.

Community Partnerships. The District will develop, enhance, or continue relationships with parents/guardians, families, and community partners in support of this wellness policy implementation. Families, community members, and organizations will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

Community Health Promotion and Family Engagement. The District will promote to parents/guardians, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

Staff Wellness and Health Promotion. The SBPSDWC will focus on staff wellness issues, identify, and disseminate wellness resources and perform other functions that support staff wellness in coordination with human resources staff. Schools in the District will implement strategies to support staff in promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will receive information about health promotion efforts.

Professional Learning. When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school.