

Board of Education Regular Meeting  
Monday, July 21, 2025 7:00 PM  
Central Office Board Room  
401 South Pine Street  
Valley, NE 68064-0378

<b>1. Call to Order</b>	
<b>2. Public Communications and Correspondence</b>	<b>3</b>
<b>3. Approval of Agenda</b>	
<b>4. Administrative Reports</b>	
4.1. Superintendent's Report	5
4.2. Financial Report	7
<b>5. Consent Agenda</b>	
5.1. Approve Minutes	15
5.2. Approve Claims for Payment	
5.3. Approve Financial Report	
5.4. Approve Classified Staff	
<b>6. Old Business</b>	
6.1. Committee Updates	
<b>7. New Business</b>	
7.1. Approve Administration Evaluation & Continuous Growth Handbook	18
7.2. Approve 2025-2026 School District Student Handbook	79
7.3. First Reading 2025 Board Policy Updates	173
7.4. Right of Way Agreement with City of Valley for Fiber Optic Cables	322

7.5. Student Fees Hearing and Approval of Fees for the 2025-2026 School  
Year

327

**8. Adjournment**

## Board of Education

Cole Groteluschen

Dr. Kelly Hinrichs

Luke Janke

Jamie Jorgensen

Elizabeth Mayer

Jim Tomanek

Dr. Melissa Poloncic, Superintendent

Kristi Trost, Board Secretary

*This pamphlet has been developed to help the general public attending a meeting of the Board of Education to understand the internal operation of the Board. It is hoped that this pamphlet will foster improved relations between the Board and the citizens it serves.*

## Meetings of the Board

### When

- The Board of Education convenes once each month on the second Monday except in the months that have five Mondays. In months with five Mondays, the Board convenes on the third Monday of the month. Holidays and unexpected conflicts may create exceptions to this practice.
- The Board of Education will convene in special session whenever it is deemed necessary for the efficient operation of the school district.
- Board of Education meetings are called to order at 7:00 p.m. unless another time is stipulated.

### Where

- Regular and special meetings of the Board of Education will be held in the Board Room on the Valley Campus at 401 S. Pine St., in Valley, unless another location is specifically identified.
- Whenever public participation dictates the need for a larger meeting room, the Board will convene in the High School library.

### Notice of Meetings

- Official notice of the time and place of the regular board meetings are posted on the doors of the schools, banks in Valley and Waterloo and the Valley City Hall.
- Notice of special meetings will be posted at least 24 hours in advance. Hearings will be published in The Omaha Daily Record.

## Business of the Board

### Agendas

- Agendas for the regular meeting on the second Monday of the month will be prepared in advance and kept current and available in the superintendent's office. Business items of an emergency nature may be placed on the agenda by a majority vote of the Board of Education.
- Parents, employees and patrons may request items placed before the Board of Education for consideration by contacting the Superintendent at least three business days in advance of a regular meeting.

### Public Participation

- The Board of Education invites you to offer comments during the Public Communication and Correspondence portion of the meeting. Public requesting to offer comments during the Public Communication portion of the meeting shall make a request to speak or complete the sign-in information sheet at the meeting. The individual is asked to state the purpose and general nature of his or her appearance before the Board. The Board President shall indicate to the individual how much time the Board will allot the individual. Speakers normally will be given five minutes with a maximum of 20 minutes set aside for such communications.
- Members of the public requesting to speak to an item considered New or Old Business on the Agenda will request time during the Public Communications portion of the meeting. Unless the comments are related to an agenda item no action will be taken by the Board. Questions or requests of the Board by the public will be taken under consideration. The Board will direct the Superintendent, or the Superintendent's designee, to respond in writing to any public

question or request brought before the Board. Equal time shall be allotted to individuals speaking for and against a proposal when opposing points of view are represented at the board meeting.

- The Board invites you to share any information you may have or address any question to any Board member or the Superintendent regarding new business in the week prior to the next meeting.
- If, at any Board meeting, any person shall conduct himself or herself in a disorderly manner and after notice of the president or the person presiding shall persist therein, the president or person presiding may ask the person to leave and if the person refuses, the president or presiding officer may order any law enforcement officer or any other person or persons to take him or her into custody until the meeting is adjourned.
- Meetings may be recorded. Recording must be done so as not to disrupt the meeting.
- Meetings of the Board of Education shall be conducted in compliance with appropriate policy, state statutes and open meeting laws.

#### **Mission Statement**

**DC West Community Schools engages, prepares, and empowers all of our students for the future.**



The Douglas County West Community Schools does not discriminate on the basis of race, color, national origin, sex, disability, religion, age 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:** Superintendent of Schools, 401 S. Pine St., Valley, Nebraska 68064 (402-359-2583).

**Employees and Others:** Superintendent of Schools, 401 S. Pine St., Valley, Nebraska 68064 (402-359-2583).

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. Dept. of Education (OCR), please contact OCR at 8930 Ward Pkwy, Suite 2037, Kansas City, Missouri 64114, (816) 268-0550 (voice) or (877) 521-2172 (telecommunications device for the deaf) or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

## **Board Meeting Procedures**

*“Engage, Prepare, and Empower”*

**Douglas County West  
Community Schools  
P.O. Box 378  
401 S. Pine St.  
Valley, Nebraska 68064**



# **DC WEST** Community Schools

**Engage, Prepare, and Empower**

## **Superintendent's Report July 21, 2025**

### **DC West Athletic Complex Project Private Donor**

We have a private donor that has given an anonymous donation of \$200,000 to the new athletic complex. They have requested that we use their donation on expenses that would enhance the complex beyond the amenities already included in the project. Mr. Travis and I met with the donor and discussed a list of enhancements including: windscreens with graphics, sunshade-covered bleachers at the ballfields, upgraded signage, ballfield equipment, and a six passenger golf cart to assist spectators with physical accessibility challenges. They were agreeable to these items. We will continue to have conversations with the donor as the available balance of the funds is known after these purchases. I have asked for and been given guidance from the Nebraska Department of Education Finance officials on handling this donation. We thank this extremely gracious donor who does not want to receive any public recognition for their generosity. They are extremely grateful that the Board has invested in the athletic programs of DC West with this facility that will serve our community for years to come.

### **Federal Grant Program Delays**

We have received notification from the Nebraska Department of Education that the US Department of Education is still reviewing some federal grant programs that we typically receive a funding allocation. Our Title II-A, III-EL, and IV-A are the funds in question. These funds totaled \$31,056 for us in the 2025 fiscal year. I will continue to monitor the status of these funds as we develop our budget for the 2026 fiscal year.

### **Long Term Facility Maintenance Planning**

As we continue to move forward in planning and allocating funds for our future long term facility maintenance planning that has been discussed the past two meetings, I reached out to our legal counsel to ask our first steps in moving forward. We have been advised to begin with our architect partner, BCDM, in refining the scope for more accurate budgeting and funding options. I am beginning that process and will potentially have an update at our August meeting..

### **DC West Athletic Complex Update**

We continue to be on target for completion and budget with the DC West Athletic Complex Project. MCL and related contractors have balanced the weather related issues with the work progress. I am working with MCL on scheduling a tour date for the Board of Education. There has been a great deal of excitement around the opening of this investment in our school district.

### **Elementary Playground Update**

The playground installation is finishing up in July. We did have to do some maintenance work on our existing drainage system in the process of installing but we have continued to progress to have the project complete before school starts. The PTSA and DC West Schools Foundation have both given us their donations. We are very grateful for their collaboration and support in completing this project for our kids!

**Superintendent Goals 2025:**

- Lead the vision and support needed to implement strategic plan priorities in 2025. Particularly engaging in the area of high level proficiency in core area student achievement district-wide.
- Complete construction of the new sports complex opening on time and on budget.
- Complete the adoption and implementation of a new administrator evaluation system.
- Continue to unify, lead, and empower the entire administrative team to excellence.
- Identify with the Board, areas to study & research to facilitate the growth of the communities and district in the next five to ten years so we are proactive rather than reactive. Seek outside resources to consult in this process.
- Begin to develop a leadership succession plan within the district and a transition process to proactively identify and transition new leadership within the district. (Strategic Plan, Strategy 3.4)

**Upcoming Dates:****[2025-2026 District Calendar](#)**

July 23-25~ Administrative Team at Administrator Days in Kearney

July 29~ Back to School Information Sent

August 1~ School Offices Open

August 4-7~ Open Student Registration

August 5~ New Teachers Begin

August 7~ All Teachers Return

August 11~ Open House

August 11~ Regular Board of Education Meeting

August 13~ First Day of School

## Financial Recap June 2025

	6/1/2025	Receipts	Expenditures	6/30/2025
<b>General Fund</b>	\$8,562,740.55	\$ 1,122,779.29	\$ 1,540,460.96	\$8,145,058.88
<b>Depreciation Fund</b>	\$1,635,846.95	\$ 2,363.80	\$ 16,469.09	\$1,621,741.66
<b>Food Service Fund</b>	\$77,372.45	\$ 23,853.29	\$ 45,111.08	\$56,114.66
<b>Qualified Capital Fund</b>	\$530,227.33	\$ 8,312.32	\$ 2,977.50	\$535,562.15
<b>Bond Fund</b>	\$1,566,758.75	\$ 24,809.16	\$ -	\$1,591,567.91
<b>Special Building Fund</b>	\$1,576,554.44	\$ 29,287.34	\$ 965,097.08	\$640,744.70
	<b>\$13,949,500.47</b>	<b>\$1,211,405.20</b>	<b>\$2,570,115.71</b>	<b>\$12,590,789.96</b>

### General Fund Detail

<u>Expenditures</u>	June	YTD	Budgeted	<u>Revenues</u>	June	YTD
All Instructional Program	\$ 805,327.56	\$ 6,743,381.17	\$ 8,372,681.00	Personal and Prop Taxes	\$ 100,121.41	\$ 5,032,873.67
SPED Instructional Program	\$ 215,133.09	\$ 1,838,788.02	\$ 2,266,547.00	Carline Tax	\$ -	\$ 9,869.80
Support Services SPED Related	\$ 39,744.57	\$ 420,532.28	\$ 596,720.00	Motor Vehicle Taxes	\$ 127,193.91	\$ 1,275,358.75
Support Services Non-SPED Related	\$ 38,259.72	\$ 422,350.85	\$ 497,980.00	Facility Rental	\$ -	\$ 4,230.00
Support Instructional	\$ 65,537.41	\$ 538,102.03	\$ 757,644.00	Tuition Received from Individuals	\$ (438.80)	\$ 80,053.65
Board of Education	\$ 3,661.03	\$ 73,156.99	\$ 87,200.00	Interest	\$ 5,635.00	\$ 45,746.22
Executive Administration Services	\$ 28,078.73	\$ 315,233.26	\$ 387,300.00	Local License Fees	\$ -	\$ 3,040.00
District Legal Services	\$ 3,560.78	\$ 17,545.88	\$ 40,000.00	Grants from Corporations/Private	\$ -	\$ 179,291.48
Office of the Principal	\$ 83,711.14	\$ 795,811.18	\$ 965,742.00	Other Local Receipts	\$ 7,511.14	\$ 11,498.77
General Admin - Business Services	\$ 20,395.94	\$ 230,457.01	\$ 323,944.00	County Fines and License Fees	\$ 2,413.65	\$ 21,223.05
Maint & Operation of Building & Sit	\$ 78,632.06	\$ 1,236,918.86	\$ 2,026,979.00	ESU Receipts	\$ -	\$ 5,473.00
Vehicle Acquisition & Maint	\$ -	\$ 4,033.61	\$ 15,713.00	State Aid	\$ 284,748.00	\$ 2,848,936.00
Regular Pupil Transportation	\$ 56,355.43	\$ 365,994.64	\$ 550,095.00	Special Education Programs	\$ 556,466.00	\$ 1,806,370.00
SPED Pupil Transportation	\$ 12,508.04	\$ 100,963.81	\$ 165,302.00	Special Education Transportation	\$ -	\$ 92,006.00
Categorical Grant from Coporation	\$ 38,463.80	\$ 134,585.97	\$ 164,525.00	Homestead Exemption	\$ 29,455.96	\$ 118,791.92
State Categorical Programs	\$ 10,756.72	\$ 115,097.89	\$ 137,588.00	Pro-Rate Motor Vehicle	\$ -	\$ 14,029.17
Federal Programs	\$ 40,334.94	\$ 363,748.97	\$ 439,266.00	High Ability Learners	\$ -	\$ 9,786.00
Transfer Out	\$ -	\$ -	\$ -	Early Childhood Grant	\$ -	\$ 65,222.00
	<b>\$ 1,540,460.96</b>	<b>\$ 13,716,702.42</b>	<b>\$ 17,795,226.00</b>	State Apportionment	\$ -	\$ 333,245.60
				Other State Receipts	\$ 9,313.02	\$ 9,313.02
				Prop & Personal Property Tax Credit	\$ -	\$ 3,106,974.84
				Title ESSA Programs	\$ -	\$ 139,407.00
				IDEA Programs	\$ -	\$ 259,663.00
				Medicaid	\$ -	\$ 26,543.31
				ESSER II & ESSER III	\$ -	\$ 743,529.00
				Other Federal Categorical Receipts	\$ -	\$ -
				Sale of Property	\$ 360.00	\$ 7,291.25
				Insurance Adjustment	\$ -	\$ -
					<b>\$ 1,122,779.29</b>	<b>\$ 16,249,766.50</b>

### June 2025 Payroll

Net Payroll	\$ 667,587.93
Payroll Taxes (District)	\$ 72,315.89
Payroll Withholding (Employees)	\$ 180,157.74
Retirement (District)	\$ 89,032.21
Retirement Withholding (Employees)	\$ 88,150.77

**Activity Fund Balance Report - Summary - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts with Activity; Fund Number 05, 12

**Fund: 05      ACTIVITY FUND**

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704	INTEREST	3,640.25	0.00	113.33	0.00	3,753.58
05 704 1001	ACTIVITY PASSES	21,707.64	0.00	0.00	0.00	21,707.64
05 704 1002	CORPORATE SPONSORSHIPS	4,716.13	384.60	0.00	0.00	4,331.53
05 704 1003	INSTRUMENTAL MUSIC	4,861.00	489.20	0.00	0.00	4,371.80
05 704 1004	HS DC WEST TRAVEL	0.00	0.00	0.00	0.00	0.00
05 704 1005	STAFF LOUNGE	2,157.74	0.00	90.32	0.00	2,248.06
05 704 1007	VALLEY WAY	8,697.57	0.00	0.00	0.00	8,697.57
05 704 1011	PTSA DONATION	4,117.70	0.00	0.00	0.00	4,117.70
05 704 1023	PROM	2,165.76	0.00	0.00	0.00	2,165.76
05 704 1102	ARTS & HUMANITIES	447.02	100.00	0.00	0.00	347.02
05 704 1104	ATHLETICS HS	3,708.04	880.00	0.00	0.00	2,828.04
05 704 1106	BASEBALL TEAM	1,199.55	0.00	0.00	0.00	1,199.55
05 704 1107	BAND	3,088.65	75.00	0.00	0.00	3,013.65
05 704 1108	CHEER	8,765.13	15,705.93	181.00	0.00	(6,759.80)
05 704 1110	SPRING PLAY	1,727.16	0.00	0.00	0.00	1,727.16
05 704 1111	BBB TEAM	3,592.05	1,570.00	2,370.00	0.00	4,392.05
05 704 1112	CONCESSIONS	35,869.83	2,620.47	0.00	0.00	33,249.36
05 704 1113	CONSTRUCTION TECH	7,106.79	0.00	0.00	0.00	7,106.79
05 704 1114	DANCE TEAM	2,498.33	1,813.40	2,260.00	0.00	2,944.93
05 704 1115	HS MUSICAL	5,857.55	0.00	0.00	0.00	5,857.55
05 704 1116	ONE ACT	1,050.06	0.00	0.00	0.00	1,050.06
05 704 1117	FBLA	2,363.22	0.00	0.00	0.00	2,363.22
05 704 1118	HIGH SCHOOL	955.51	0.00	0.00	0.00	955.51
05 704 1119	DC TECH 1:1	(352.91)	0.00	0.00	0.00	(352.91)
05 704 1120	GBB TEAM	4,677.14	225.00	130.00	0.00	4,582.14
05 704 1123	HOSA	3,382.57	0.00	25.00	0.00	3,407.57
05 704 1124	STUCO HS	2,965.09	1,176.00	0.00	0.00	1,789.09
05 704 1128	NATIONAL HONOR SOCIETY	1,495.37	385.00	0.00	0.00	1,110.37
05 704 1131	FOOTBALL TEAM	1,523.22	0.00	0.00	0.00	1,523.22
05 704 1132	SCIENCE CLUB	615.19	0.00	0.00	0.00	615.19
05 704 1133	SPEECH TEAM	3,156.17	0.00	0.00	0.00	3,156.17
05 704 1134	VOCAL MUSIC	4,061.97	0.00	0.00	0.00	4,061.97
05 704 1136	WORLD LANGUAGE CLUB	682.12	0.00	0.00	0.00	682.12
05 704 1137	ROBOTICS TEAM	3,576.08	0.00	0.00	0.00	3,576.08
05 704 1141	GOLF TEAM	349.88	0.00	0.00	0.00	349.88
05 704 1142	YEARBOOK HS	3,547.49	0.00	0.00	0.00	3,547.49

**Activity Fund Balance Report - Summary - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts with Activity; Fund Number 05, 12

**Fund: 05      ACTIVITY FUND**

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 1151	CROSS COUNTRY TEAM	1,975.43	0.00	0.00	0.00	1,975.43
05 704 1161	SOFTBALL TEAM	4,780.36	0.00	0.00	0.00	4,780.36
05 704 1166	BOYS TRACK TEAM	185.52	0.00	0.00	0.00	185.52
05 704 1167	GIRLS TRACK TEAM	57.50	0.00	0.00	0.00	57.50
05 704 1176	VOLLEYBALL TEAM	7,793.90	484.00	926.00	0.00	8,235.90
05 704 1186	WRESTLING TEAM	1,668.67	0.00	0.00	0.00	1,668.67
05 704 1198	SUMMER SPORTS CAMPS	598.12	0.00	0.00	0.00	598.12
05 704 1199	CHANGE BAGS	0.00	0.00	0.00	0.00	0.00
05 704 1222	SCIENCE GRANT	3,055.68	0.00	0.00	0.00	3,055.68
05 704 1224	STUCO MS	14,529.47	0.00	0.00	0.00	14,529.47
05 704 1225	COFFEE CART - EL SPED	1,576.40	0.00	0.00	0.00	1,576.40
05 704 1319	DISNEY MUSICAL	15,203.93	0.00	100.00	0.00	15,303.93
05 704 1320	PRESCHOOL	11,198.17	424.50	0.00	0.00	10,773.67
05 704 2112	MS CONCESSIONS	3,392.11	79.84	0.00	0.00	3,312.27
05 704 2121	MS BBB TEAM	211.05	0.00	0.00	0.00	211.05
05 704 2136	MS FOOTBALL TEAM	368.47	0.00	0.00	0.00	368.47
05 704 2201	ART CLUB MS	157.88	0.00	0.00	0.00	157.88
05 704 2204	ATHLETICS MS	1,824.30	50.00	0.00	0.00	1,774.30
05 704 2205	UNIFIED SPORTS	1,514.93	90.85	250.00	0.00	1,674.08
05 704 2216	MS DRAMA	147.66	37.99	0.00	0.00	109.67
05 704 2218	MIDDLE SCHOOL	2,839.11	2,463.25	0.00	0.00	375.86
05 704 2242	MS YEARBOOK	3,374.48	0.00	20.00	0.00	3,394.48
05 704 3220	ELEM FIELD TRIP	1,453.09	570.00	0.00	0.00	883.09
05 704 3221	PBIS/FALCOIN	3,879.10	0.00	0.00	0.00	3,879.10
05 704 3222	BATTLE OF THE BOOKS	26.65	0.00	0.00	0.00	26.65
05 704 3318	ELEMENTARY	6,453.48	0.00	0.00	0.00	6,453.48
Fund Total: 05		248,237.52	29,625.03	6,465.65	0.00	225,078.14

**Activity Fund Balance Report - Summary - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts with Activity; Fund Number 05, 12

**Fund: 12 STUDENT FEES**

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
12 704	STUDENT PARTICIPATION FEE	24,178.22	0.00	0.00	0.00	24,178.22
Fund Total: 12		24,178.22	0.00	0.00	0.00	24,178.22

07/16/2025 08:57 PM

JULY 21, 2025 BOARD BILLS

User ID: CQ

Vendor Name	Vendor Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
ABE'S TRASH SERVICE, INC		300.00
ACTIVE INTERNET TECHNOLOGIES		1,512.00
AKRS EQUIPMENT SOLUTIONS INC		21,485.24
ALL VOLLEYBALL, INC		1,348.36
AMAZON CAPITAL SERVICES, LLC		25,611.12
ARBITER SPORTS, LLC		685.00
ASCD		119.00
BLICK ART MATERIALS		171.91
BORDER STATES INDUSTRIES INC		153.66
BSN SPORTS LLC		470.76
CINTAS CORP		362.52
CODE HS, INC		3,850.00
COMPLETE COMMUNICATION, LLC		10,575.58
CONTROL DEPOT		987.82
CROUCH RECREATIONAL DESIGN INC		12,255.00
DAILY RECORD, THE		311.33
DIETZE MUSIC HOUSE		1,253.41
DISCOUNT SCHOOL SUPPLY		8,422.09
EAGLE SERVICES INC.		647.16
EDUCATIONAL SERVICE UNIT #3		4,545.40
EGAN SUPPLY CO		29,895.00
ELECTRONIC SOUND INC		187.50
ELKHORN GLASS, INC		400.00
EPS LEARNING		283.20
ESU COORDINATING COUNCIL		40.00
EVERYDAY SPEECH		499.99
EXPLORE LEARNING		2,195.00
FIBER PLATFORM, LLC		1,395.81
FILAMENT ESSENTIAL SERVICE		3,700.00
FILE, ERICA		1,679.02
FIREGUARD LLC		2,117.50
FIRST STUDENT		40,914.26
FLINN SCIENTIFIC INC		910.47
FREMONT ELECTRIC INC		604.57
GAINES, SERENA		1,962.63
GLASER CERAMICS, INC		1,190.00
GOPHER SPORT		579.00
GRAHAM, TERA		1,680.03
HANSEN, BRITTANY		577.15
HEARTLAND PEST CONTROL		350.00
HOMETOWN LEASING		2,522.27
HOODMASTERS, INC		977.20
HOWIES ATHLETIC TAPE		609.30
INSTRUCTIONAL COAHNCING GROUP		3,990.00
JUST FOR KIDS THERAPY INC		490.00
LAKESHORE LEARNING MATERIALS, LLC		3,488.85
MACKIN EDUCATIONAL RESOURCES		8,118.02
MALMSTROM, ASHLEE		533.75
MASLO, PAUL		380.16
MATHESON TRI-GAS INC		42.00
MCGRAW-HILL EDUCATION INC		595.06
MEDCO SUPPLY COMPANY		778.00
MENARDS - ELKHORN		150.88
METAL DOORS & HARDWARE CO		149.00
METRO OMAHA EDUCATION CONSORTIUM		6,000.00

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JULY 21, 2025 BOARD BILLS

User ID: CQ

Vendor Name	Vendor Description	Amount
MILLARD SPRINKLER INC		1,220.88
MS WIEKHORST ARBOR CO		700.00
NACIA		40.00
NATIONAL ASSOC FOR MUSIC EDUCATION		284.00
NCS PEARSON INC		97.75
NEBRASKA ASCD		140.00
NEBRASKA RURAL COMMUNITY SCHOOLS ASSOCIATION		850.00
NORTHWEST FITNESS		322.50
NWEA - HOUGHTON MIFFLIN HARCOURT PUBLISHING CO.		2,637.50
OMAHA PUBLIC POWER DISTRICT		28,597.90
OMAHA WORLD-HERALD		2,799.00
ONE SOURCE		825.80
PERRY GUTHERY HAASE & GESSFORD		288.00
PLAY THERAPY SUPPLY, LLC		18.99
PRAIRIE MECHANICAL CORP		5,475.64
PUBLICATION PRINTING		14.50
QUILL, LLC		250.36
REALLY GOOD STUFF INC		88.24
ROGUE FITNESS		8,200.00
SCHOOL HEALTH CORPORATION		325.00
SCHOOL SPECIALTY INC		7,315.42
SECURITY EQUIPMENT INC.		7,212.00
SEESAW LEARNING INC		4,075.00
SHERWIN-WILLIAMS CO		429.08
SMART PASS, INC		1,566.18
SOCIAL THINKING		50.51
SOFTWARE UNLIMITED, INC.		13,000.00
SPEECH SQUAD, LLC		870.75
STANZEL'S MOW & SNOW LLC		325.00
STAPLES ADVANTAGE		1,311.26
SWEETWATER SOUND, LLC		743.00
TEACHING STRATEGIES LLC		1,748.50
THEODORE PRESSER COMPANY		79.95
ULINE, INC		1,785.54
VALLEY ACE HARDWARE		205.67
VERNIER SCIENCE EDUCATION		1,410.71
WASTE CONNECTIONS OF NEBR, INC		1,208.82
WATER ENGINEERING INC		317.62
WATERLOO WOOD WORKS, LLC		1,650.00
WESTCOM WIRELESS, INC		2,671.50
WINSUPPLY COMMERCIAL CHARGE		5,170.73
Fund Number 01		<u>321,376.28</u>

Checking Account ID 2	Fund Number 02	DEPRECIATION	
AMAZON CAPITAL SERVICES, LLC			2,033.91
BSN SPORTS LLC			13,557.68
CROUCH RECREATIONAL DESIGN INC			94,424.00
Fund Number 02			<u>110,015.59</u>

Checking Account ID 6	Fund Number 06	NUTRITION FUND	
CINTAS CORP			337.88
EGAN SUPPLY CO			509.48
HILAND DAIRY	12		574.02
Fund Number 06			<u>1,421.38</u>

Vendor Name	Vendor Description	Amount
Checking Account ID 9	Fund Number 09	
BORDER STATES INDUSTRIES INC	QCPUF	271.67
FREMONT ELECTRIC INC		19,140.00
Fund Number 09		<hr/> 19,411.67

07/16/2025 08:55 PM

MID MONTH BILLS - JUNE/JULY 2025

User ID: CQ

Vendor Name	Vendor Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
ACH BANK FEE		60.25
BEST BUY		2,343.17
CITI CARD - COSTCO		24.68
CITY OF VALLEY		6,725.50
COX BUSINESS		393.74
DC WEST DEPRECIATION FUND		38,300.00
HY-VEE INC		216.98
LOVE'S TRAVEL STOPS & COUNTRY STORE		1,022.79
MADISON NATIONAL LIFE INS CO IN		5,911.65
MAGIC WRIGHTER, INC.		341.50
NEBRASKA COACHES ASSOC		1,645.00
OMAHA PUBLIC POWER DISTRICT		22,430.76
PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC		96.00
USBANK		8,086.39
VERIZON		210.28
WALMART COMMUNITY		666.51
WOODRIVER ENERGY LLC		4,129.17
ZOOM VIDEO COMMUNICATION, INC.		16,555.75
Fund Number 01		<u>109,160.12</u>
Checking Account ID 2	Fund Number 02 DEPRECIATION	
NORTHERN TOOLS - TREVI PAY		5,431.49
USBANK		2,489.83
Fund Number 02		<u>7,921.32</u>
Checking Account ID 8	Fund Number 08 SPECIAL BUILIDING FUND	
DC WEST DEPRECIATION FUND		100,000.00
Fund Number 08		<u>100,000.00</u>
Checking Account ID 9	Fund Number 08 SPECIAL BUILIDING FUND	
FIRST CITIZENS BANK		36.00
Fund Number 08		<u>36.00</u>

**MINUTES OF THE REGULAR MEETING OF THE BOARD OF  
EDUCATION OF DOUGLAS COUNTY SCHOOL DISTRICT 28-0015,  
a/k/a, DOUGLAS COUNTY WEST COMMUNITY SCHOOL DISTRICT  
Monday, June 16, 2025**

The regular meeting of the Board of Education, District #15, in the County of Douglas, in the State of Nebraska, was convened in open and public session on Monday, June 16, 2025 at the Central Office Board Room, 401 South Pine Street, Valley, NE 68064-0378.

Following public notification procedures approved by the Board of Education, February 14, 2011, in adherence to 84-1411, notice of the meeting was given in advance thereof by posting such Notice on the exterior front door of the high school, elementary school, middle school, Valley City Hall, First Nebraska Bank, and Foundation One Bank. Notice of the meeting was simultaneously given to all members of the Board of Education. Availability of the agenda was communicated in advance notice and in the notice to the Board of Education of the meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

Attendance Taken at 7:00 PM.

Cole Groteluschen: Present  
Kelly Hinrichs: Present  
Luke Janke: Present  
Jamie Jorgensen: Present  
Elizabeth Mayer: Absent  
Jim Tomanek: Present  
Present: 5, Absent: 1.

### **1. Call to Order**

The agenda, listing items for consideration by the Board, is on file in the Superintendent's office. Other matters may come before the Board and the Board has the right to modify the agenda before the meeting.

President – “As I call the meeting to order I wish to inform everyone present that a current copy of the Open Meetings Act is posted on the back wall of the Board Room for your review at any time.”

### **2. Public Communications and Correspondence**

Comments from the audience were accepted at this time. No Correspondence addressed to the Board.

### **3. Approval of Agenda**

Motion to approve agenda as presented Passed with a motion by Jamie Jorgensen and a second by Kelly Hinrichs.

Cole Groteluschen: **Yea**, Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Jim Tomanek: **Yea**  
Yea: 5, Nay: 0

### **4. Administrative Reports**

- 4.1. Superintendent's Report
- 4.2. Financial Report

### **5. Consent Agenda**

Motion to approve Consent Agenda Passed with a motion by Kelly Hinrichs and a second by Jim Tomanek.

Cole Groteluschen: **Yea**, Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Jim Tomanek: **Yea**  
Yea: 5, Nay: 0

5.1. Approve Minutes  
Regular Meeting Date:  
Special Meeting Date:

5.2. Approve Claims for Payment

5.3. Approve Financial Report

5.4. Approve Classified Staff

The following classified staff have reported they will not return for the 2025-2026 school year:

Morgan Morrison Elem Sped Para- exit 5/23/2025

Kara Jennings Elem Sped Para- exit 5/23/2025

Kelly Ellis Food Service Director- exit 5/30/2025

Terrie Emmons Food Service- exit 5/23/2025

Barb Feldhacker HS Health Para- exit 5/22/2025

Jennifer Hall Preschool Para- exit 5/22/2025

Susan Harder Preschool Para- exit 4/30/2025

Frank Ambriz HS Sped Para- exit 5/23/2025

## **6. Old Business**

### **6.1. Special Improvement Project Discussion**

Last month a Special Improvement Project Proposal was shared on behalf of Mr. Dave Williams, representing the Valley Alumni Association. This request has been corrected and resubmitted for Board discussion. Mr. Williams has requested that the plaque attached to the flagpole at the new DC West Athletic Complex read "Donated by the Valley Alumni Association". The Board agreed that in order for the plaque to be placed at the new sports complex the Board would like it to read "Donated by DC West Alumni". Dr. Polonic will reach out to Mr. Willaims and propose the new verbiage or, if Mr. Willaims would like to keep the donation from the Valley Alumni Association, suggest a donation to other projects on the school's campus through the PTSA or the Foundation.

### **6.2. QCPUF Long Term Maintenance Discussion**

Dr. Polonic has continued to engage with Facility Advocates on the analysis of the budget for long-term maintenance planning. The Board suggested that Dr. Polonic contact our legal to start the qualification process for a 10-year Energy Savings bond for replacement of the roof on the High School, replacement of the HVAC units that are near the main competition gym and the replacement cycle of some of the older rooftop units over the next several years.

Cole Groteluschen also asked about the possibility of getting a quote for a water filtration system. Dr. Polonic will look into possible filtration system in the cafeterias.

## **7. New Business**

### **7.1. Personal Electronic Device Procedures Presentation**

Administration facilitated conversations and gathered valuable feedback from parents, teachers, and students regarding new DC West Personal Electronic Device Procedures to be included in our DC West Handbooks for the 2025-2026 school year. Dr. Marten presented the findings and recommendations to the Board for discussion. In July, the Board will be approving handbooks including the procedures for Personal Electronic Devices as proposed by administration.

### **7.2. Administrator Evaluation System Update**

One of Dr. Polonic's Superintendent Goals for 2025 is to complete the adoption and implementation of a new administrator evaluation system. A handbook of the new system with companion policies will be presented for approval in July. Dr. Polonic reviewed the process and progress of the workgroup creating the new system with the Board.

### 7.3. Code of Conduct Update

Throughout the school year, the administrative team has been working on creating a Code of Conduct for our student handbooks. The updated Code of Conduct will be included in the student handbooks for your approval in July. Dr. Poloncic shared the components of the Code of Conduct with the Board in order to provide an overview and for the members to ask questions.

### 7.4. Preview of Fiscal Year 2026 Budget Components

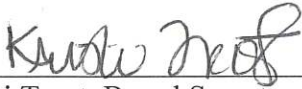
Estimates of the main budget components for the 2026 fiscal year have been received. A preview was shared with the Board.

### 7.5. Executive Summary 2025 Engagement Survey

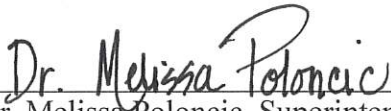
DC West values and supports gathering feedback on the culture of our organization. Annual surveys serve as one measurement of our strategic goal of culture and cohesion. The annual staff, student, and parent surveys were conducted in April. The Board received the full summary of the results by email on May 23rd. The executive summary of results and strategies for action were shared for the Board's information.

## 8. Adjournment

Motion to adjourn meeting @ 8:09 Passed with a motion by Jamie Jorgensen and a second by Kelly Hinrichs. Cole Groteluschen: **Yea**, Kelly Hinrichs: **Yea**, Luke Janke: **Yea**, Jamie Jorgensen: **Yea**, Jim Tomanek: **Yea**  
Yea: 5, Nay: 0

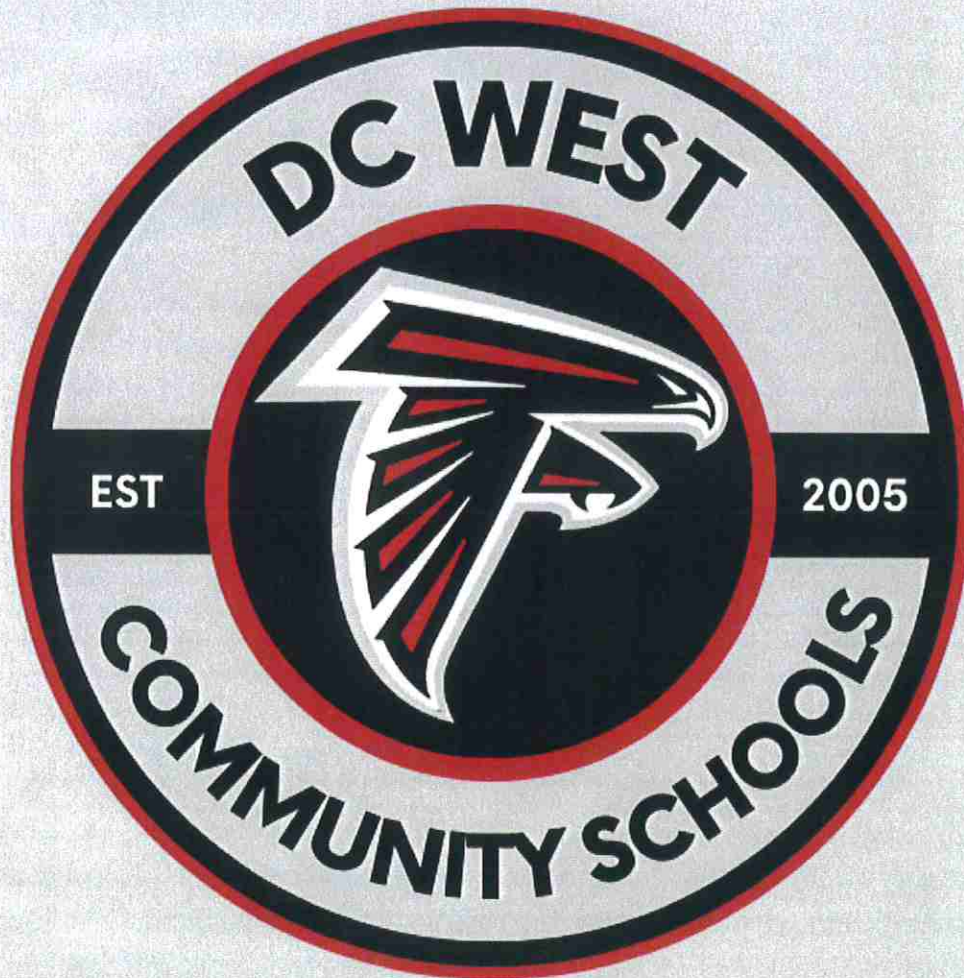


Kristi Trost, Board Secretary



Dr. Melissa Poloncic, Superintendent

# Douglas County West Community Schools



## Administration Evaluation & Continuous Growth Handbook

Adopted by the DC West Board of Education, July 21, 2025

Board Policy 2232



# DC WEST Community Schools

**Engage, Prepare, and Empower**

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### Committee Participants

- Dr. Melissa Poloncic, Superintendent
- Dr. Dawn Marten, Director of Learning
- Dr. Jed Johnston, Interim Elementary Principal
- Dr. Jeffrey Kerns, Middle School Principal
- Jim Knott, High School Principal
- Shawna Younghans, High School Administrative Facilitator
- DC West School Board Members

### Introduction

The evaluation of administrators is a vital component of Douglas County West Community Schools' continuous improvement efforts. Its primary purpose is to support administrators in reaching their full potential by defining clear expectations, improving communication, and aligning with district goals. In addition, this also provides supervisors with a framework to guide administrators in their unique roles. Rooted in DC West's mission to "engage, prepare, and empower all students for the future," this process is guided by the district's beliefs, which serve as the foundation. This process focuses on administrator growth and enhancing performance, rather than identifying deficiencies. If significant concerns regarding the performance of the administrator exist, a plan of assistance is utilized.

### DC West Mission & Beliefs

DC West Community Schools engages, prepares, and empowers all of our students for the future.

#### **We believe...**

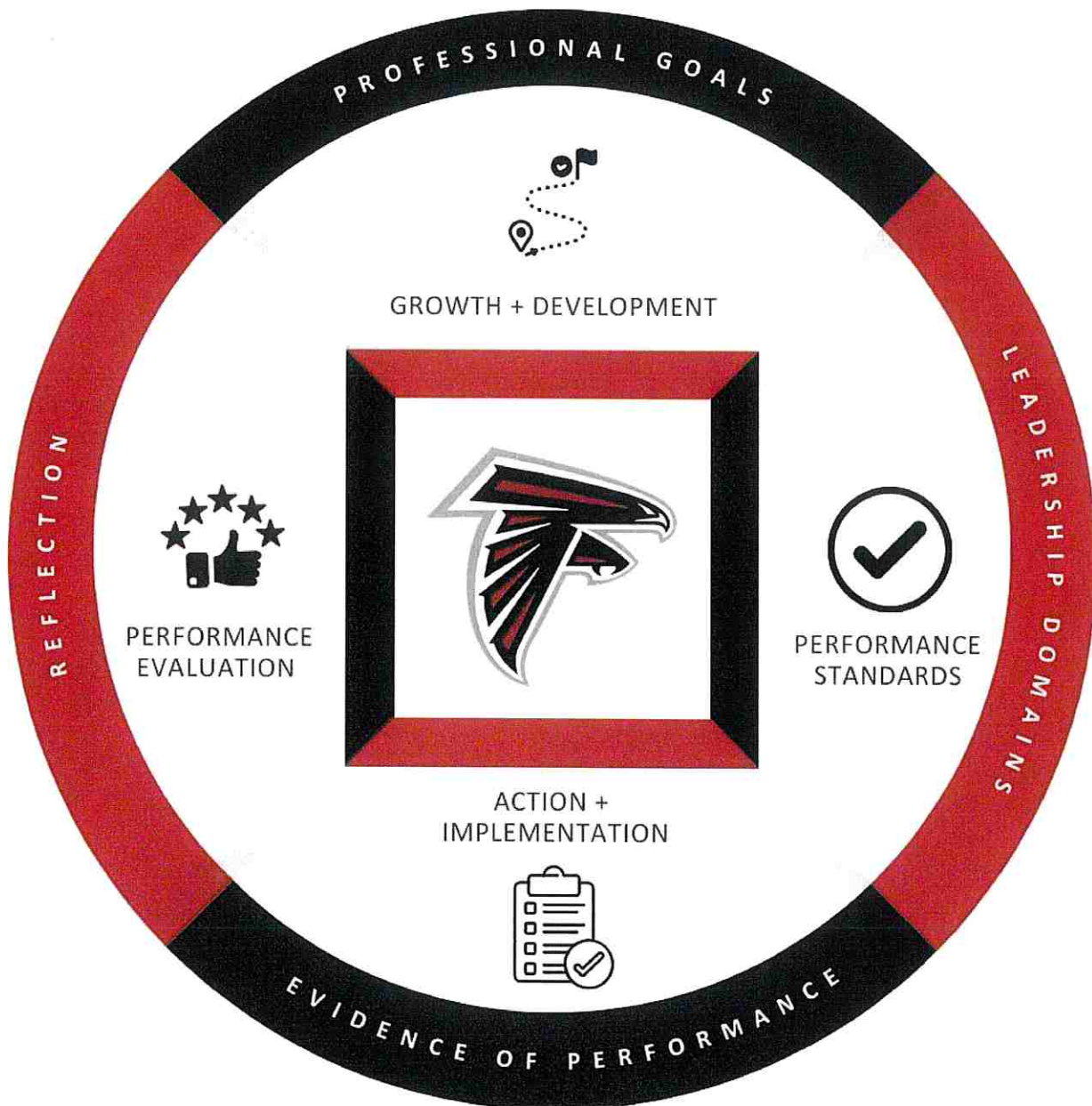
- Achievement and growth empowers students.
- We learn through and from inclusive experiences.
- We provide educational opportunities that challenge all of us.
- Everyone is important and unique with their own special talents.
- The school district is accountable to the community.
- Physical and emotional safety is essential for learning.
- A positive learning and teaching environment is created through mutual respect for all.
- Our educational process prepares everyone to be productive and responsible citizens.
- Students, parents and educators share the responsibility for learning.
- Public education is the responsibility of the entire community.



# DC WEST Community Schools

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## DC West Administration Evaluation and Continuous Growth Model





# DC WEST Community Schools

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## Administrator Performance Standards

**Standard 1: Vision for Learning.** The administrator establishes and communicates a vision for teaching and learning that results in improved student achievement.

**Standard 2: Continuous Improvement.** The administrator leads a continuous improvement process that results in improved student performance and school effectiveness.

**Standard 3: Instructional Leadership.** The administrator provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

**Standard 4: Culture for Learning.** The administrator creates a culture that enhances the academic, social, physical, and emotional development of all students.

**Standard 5: Systems Management.** The administrator manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

**Standard 6: Staff Leadership.** The administrator uses effective personnel practices to select, develop, support, and lead high quality teachers and classified staff.

**Standard 7: Developing Relationships.** The administrator promotes and supports productive relationships with students, staff, families, and the community.

**Standard 8: Professional Ethics and Advocacy.** The administrator acts with fairness, integrity, and a high level of professional ethics, and advocates for practices and policies that promote access and excellence in support of the vision.



## Administrator Evaluation Timeline

Activity & Timeframe	Action(s)	Documents Utilized
<b>New Hire</b> (August)	Superintendent/designee shares the job description, evaluation process, and forms.	<ul style="list-style-type: none"> <li>● Job Description</li> <li>● Evaluation &amp; Continuous Growth Handbook</li> </ul>
<b>Fall Meeting</b> (August - October 1st)	Superintendent/designee and administrator will review the job description, evaluation process, and forms. The administrator develops their personalized goals based on the summative meeting. The superintendent/designee and administrator review and agree upon the goals.	<ul style="list-style-type: none"> <li>● Job Description</li> <li>● Evaluation &amp; Continuous Growth Handbook</li> <li>● ADMIN: Personalized Goal Form</li> </ul>
<b>Quarterly Reflective Meetings</b> (by the end of 2nd, 3rd, and 4th quarter)	The superintendent/designee and administrator will have a reflective meeting. The administrator will share progress regarding their personalized goal(s).	<ul style="list-style-type: none"> <li>● ADMIN: Personalized Goal Form</li> <li>● SUPT: Quarterly Reflective Meeting Form</li> </ul>
<b>Summative Meeting</b> (June/July)	The administrator will prepare for the summative meeting by using the reflective questions to share accomplishments toward goals and reflect on the school year. During this meeting the administrator will share reflections. The superintendent/designee will complete the summative evaluation form.	<ul style="list-style-type: none"> <li>● ADMIN: Personalized Goal Form</li> <li>● ADMIN: Reflective Questions for Summative Evaluation</li> <li>● SUPT: Summative Evaluation Form</li> </ul>
**ADMIN = Administrator Completes, SUPT = Superintendent or Designee Completes		



# DC WEST Community Schools

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## Overall Standard Ratings

Administrators are evaluated based on a comprehensive set of Performance Standards. The standard rating system is categorized into four distinct levels: *ineffective*, *developing*, *effective*, and *exemplary*. This rating system is designed to provide clear feedback on their leadership and management capabilities, guiding professional development and ensuring that the administrator meets the needs of students, staff, and the community.

<b>Overall Standard Rating</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Exemplary</b>
	Little or no implementation or execution of indicator	Inconsistent implementation or executions of indicators	Consistent implementation and execution of indicators	Consistent implementation and execution of indicators to the highest degree



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## FORMS



# DC WEST Community Schools

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## Personalized Goal Form

The administrator and/or superintendent/designee will identify up to three personalized goals to be accomplished over the course of the school year. When creating a goal, the administrator will use the following as a guide for goal identification: personal and professional aspirations, reflective discussions, significant projects or initiatives, key areas for impacting student outcomes, the Strategic Plan, or continuous improvement goals.

This form is to be completed prior to the fall Quarterly Reflective Meeting. Goal(s) should align to the DC West Administrative Performance Standards.

Action Steps	Timeline	Resources	Data Source
The major steps the Administrator will take to accomplish the goal.	When action steps will be completed.	The time, fiscal, human, and collaborative support required to accomplish the goal.	The data used to measure the progress and achievement of the goal.

Administrator:

Title:

Goal #1:

Administrator Performance Standard(s):

Action Steps	Timeline	Resources	Data Source

Administrator Reflections:

Goal #2:

Administrator Performance Standard(s):

Action Steps	Timeline	Resources	Data Source



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**Community Schools**  
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Administrator Reflections:

Goal #3:

Administrator Performance Standard(s):

Action Steps	Timeline	Resources	Data Source

Administrator Reflections:

Administrator or evaluator feedback/comments based on Personalized Goal, if desired:

*I understand that my electronic signature on this document merely acknowledges my receipt of the document, not my agreement with its contents. I am able to respond with clarification and comments in writing within 10 calendar days.*

Administrator Signature:

Date:

Evaluator Signature:

Date:



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### Quarterly Reflective Meetings

The purpose of quarterly reflective meetings is to support the professional growth and self-reflection of the administrator. These meetings may focus on performance standards, professional goals, or the administrator's overall progress. Administrators may add comments to the form either before or after the meeting.

- **Topics of Conversation:** Completed by Administrator and/or Superintendent/Designee before, during, or after the meeting
- **Notes of Conversation:** Completed by Superintendent/designee after the meeting
- **Optional Comments:** Completed by Administrator after the meeting

**Administrator:**

**Title:**

Fall Meeting
<b>Date:</b> <b>Topics of Conversation:</b>
<b>Notes of Conversation:</b>
<b>Optional Comments by Administrator:</b>



# DC WEST

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### 2nd Quarter Meeting

Date:

Topics of Conversation:

Notes of Conversation:

Optional Comments by Administrator:

### 3rd Quarter Meeting

Date:

Topics of Conversation:

Notes of Conversation:

Optional Comments by Administrator:



# DC WEST

## Community Schools

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4th Quarter Meeting
Date: Topics of Conversation:
Notes of Conversation:
Optional Comments by Administrator:

Administrator Signature:

Date:

Evaluator Signature:

Date:



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## Reflective Questions for Summative Evaluation

The administrator will use these questions as a catalyst to guide reflection prior to the Summative Evaluation Meeting. During the Summative Evaluation Meeting the administrator will share their reflection on various questions. The administrator may elect to prepare notes or bring key evidence of performance around these areas.

Standard	Reflective Questions
<b>Vision for Learning</b>	<ol style="list-style-type: none"> <li>1. What did you do to deepen the strength of your school's/the district's vision/mission/beliefs during this school year? How successful were you in that work?</li> <li>2. What is your school/the district good at doing? Are there three things that you can confidently share with the public that your school/the district excels?</li> </ol>
<b>Continuous School Improvement</b>	<ol style="list-style-type: none"> <li>1. What do you make of your school's or the district's progress or performance this school year? How did it align with your expectations? Why or why not?</li> <li>2. How is the climate of your school or district? What will you do to maintain a positive climate for next year?</li> <li>3. What is your school/the district average at doing?</li> <li>4. What are you struggling with as this year comes to a close? What have you just not figured out at this point?</li> </ol>
<b>Instructional Leadership</b>	<ol style="list-style-type: none"> <li>1. As a whole, how much did your faculty grow professionally this year? To what do you attribute this?</li> <li>2. What is your area of growth for this summer? What skill(s) do you need to improve? What area do you need to gain more knowledge?</li> </ol>
<b>Culture for Learning</b>	<ol style="list-style-type: none"> <li>1. Do your students enjoy going to your school? Is there an advantage for a student to go to your school instead of some other school?</li> <li>2. What do you believe is the perception of your school/the district for the parents of the students? How have you arrived at that conclusion?</li> <li>3. What did you do to maintain and promote a positive climate at your school or the district?</li> </ol>
<b>Systems Management</b>	<ol style="list-style-type: none"> <li>1. What did you get right and what did you get wrong in terms of time management this year?</li> <li>2. On a scale of 1 to 10 (1 is low; 10 is high), how well did you achieve an appropriate work-life balance this year? What will your plan be for next year? How will you remain consistent in that work?</li> </ol>



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**Engage, Prepare, and Empower**

<b>Staff Leadership</b>	<ol style="list-style-type: none"><li>1. In what ways did you excel as a leader this year? What did you do well?</li><li>2. What was your biggest failing as the school's or district leader this year? What did that experience teach you?</li><li>3. As the school or district leader, what did you accomplish this year of which you're the most proud?</li></ol>
<b>Developing Relationships</b>	<ol style="list-style-type: none"><li>1. How did you build relationships this year? Where did you excel, and where did you flounder?</li><li>2. How strong are your relationships with the Superintendent's Office or the building principals? What can you plan for next year to strengthen those connections?</li><li>3. How well did you connect with other colleagues from other schools, districts, and systems? What will you do moving forward to make this a priority?</li></ol>
<b>Professional Ethics and Advocacy</b>	<ol style="list-style-type: none"><li>1. Are you enjoying being a principal or district leader?</li><li>2. What were some tough decisions that challenged you as a building or district leader?</li><li>3. How well have you collaborated with others to ensure that resources, opportunities, and support were distributed across students and staff?</li></ol>



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## SUMMATIVE EVALUATION FORMS



# DC WEST Community Schools

**Engage, Prepare, and Empower**

## Principal Summative Evaluation Form

The Summative Evaluation form is used to assess the Administrator's performance over the evaluation period. Prior to the Summative Evaluation meeting, the Administrator should review the Summative Reflection questions to prepare for a meaningful dialogue when the Administrator and Superintendent or designee meet. The Administrator may provide evidence or artifacts that illustrate their work throughout the year, aligning these materials with each standard. Following the meeting, the Superintendent will complete the Summative Evaluation form to ensure that all feedback, observations, and dialogue are accurately recorded, providing a clear summary of accomplishments, areas for growth, and future goals.

**Administrator:**

**Title:**

**Summative Evaluation Meeting Date:**

<b>Standard 1: Vision for Learning</b>	<b>The administrator establishes and communicates a vision for teaching and learning that results in improved student achievement.</b>
<b>Overall Standard Rating:</b> ___ Ineffective    ___ Developing    ___ Effective    ___ Exemplary	
<b>Indicators</b>	a. Uses varied sources of information and analyzes multiple sources of data about current practices and outcomes to shape the vision, mission, and goals of the school.
	b. Engages constituent groups within the school community to develop commitment to the vision, mission, and goals of the school.
	c. Aligns the school's vision, mission, and goals to district, state, and federal policies.
	d. Communicates the vision in order to establish high expectations for student performance.
	e. Leads a systematic review of the vision, mission, and goals and revises as appropriate.
<b>Evidence of Performance</b>	

<b>Standard 2: Continuous Improvement</b>	<b>The administrator leads a continuous improvement process that results in improved student performance and school effectiveness.</b>
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# DC WEST Community Schools

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<b>Overall Standard Rating:</b> ___ Ineffective    ___ Developing    ___ Effective    ___ Exemplary	
<b>Indicators</b>	a. Develops and implements, in collaboration with the school community, a school continuous improvement plan that is aligned with district, state, and federal guidelines and goals.
	b. Maintains comprehensive and current information about students, academic achievement, school effectiveness, and the school community.
	c. Makes informed decisions based on student achievement data, research, and best practices to improve teaching and learning.
	d. Increase school efficiency and effectiveness.
	e. Revises the school continuous improvement plan based on a systematic review of progress toward its goals.
	f. Uses the school continuous improvement plan to guide professional development within the school community.
<b>Evidence of Performance</b>	

<b>Standard 3: Instructional Leadership</b>	<b>The administrator provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.</b>
<b>Overall Standard Rating:</b> ___ Ineffective    ___ Developing    ___ Effective    ___ Exemplary	
<b>Indicators</b>	a. Promotes teaching practices based on sound instructional theory and professional collaboration to meet the learning needs of all students.
	b. Ensures effective instructional and assessment practices aligned with the DC West Instructional Model, and protects instructional time to maximize learning.
	c. Ensures the implementation of a curriculum that maximizes individual student learning and provides appropriate multiple perspectives.
	d. Uses student performance data to evaluate the curriculum and instructional program.



# DC WEST Community Schools

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	e. Assumes responsibility for the continued improvement of student learning within the school and holds staff accountable for the growth of student achievement across the curriculum.
<b>Evidence of Performance</b>	

<b>Standard 4: Culture for Learning</b>	<b>The administrator creates a culture that enhances the academic, social, physical, and emotional development of all students.</b>
<b>Overall Standard Rating:    ___ Ineffective    ___ Developing    ___ Effective    ___ Exemplary</b>	
<b>Indicators</b>	<p>a. Provides full access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.</p> <p>b. Promotes a culture of high expectations for self, students, and staff.</p> <p>c. Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior.</p> <p>d. Uses multiple indicators of student performance to encourage the development of the whole child in a manner consistent with academic achievement.</p> <p>e. Identifies barriers to student learning and development, and devises strategies to reduce or eliminate them.</p> <p>f. Maintains a high level of visibility within the school community, and recognizes the accomplishments of students and staff.</p> <p>g. Leads an ongoing assessment of the school climate and culture.</p>
<b>Evidence of Performance</b>	



# DC WEST Community Schools

**Engage, Prepare, and Empower**

<b>Standard 5: Systems Management</b>	The administrator manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.
<b>Overall Standard Rating:</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary	
<b>Indicators</b>	a. Allocates financial, material, and human resources to support the educational program.
	b. Monitors the school's site, facilities, services, and equipment to provide a safe and orderly environment.
	c. Identifies and resolves problems, manages conflict, and builds consensus to achieve the efficient operation of the school.
	d. Communicates with community agencies to provide a safe school environment.
	e. Develops procedures for the effective use of technology among staff, students, and the school community.
	f. Understands school law and its impact on staff, students, and families, and complies with local, state, and federal mandates.
	g. Guides and influences policymakers as they develop regulations, policies, and laws that impact the school.
<b>Evidence of Performance</b>	

<b>Standard 6: Staff Leadership</b>	The administrator uses effective personnel practices to select, develop, support, and lead high quality teachers and classified staff.
<b>Overall Standard Rating:</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary	



# DC WEST Community Schools

**Engage, Prepare, and Empower**

<b>Indicators</b>	a. Recruits, hires, develops, and retains high quality professional and support staff to realize the school's vision
	b. Develops and supports an effective learning environment for teachers and other staff.
	c. Mentors emerging staff leaders in order to build leadership capacity within the school community.
	d. Supervises the school's staff members and holds them accountable for results based on high expectations and professional standards.
	e. Implements a performance evaluation system and a professional development program for teachers and instructional support staff based on a common instructional language and effective teaching practices.
	f. Models continuous learning and provides professional development opportunities for all staff.
<b>Evidence of Performance</b>	

<b>Standard 7: Developing Relationship</b>	<b>The administrator promotes and supports productive relationships with students, staff, families, and the community.</b>
<b>Overall Standard Rating:</b> ___ Ineffective    ___ Developing    ___ Effective    ___ Exemplary	
<b>Indicators</b>	a. Builds relationships that support the school and its vision.
	b. Develops an understanding of the community's cultural, social, and intellectual resources among students and staff, and makes use of those resources to strengthen the school.
	c. Encourages active family and community participation in the learning process to enhance student achievement.



# DC WEST Community Schools

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	d. Strengthens the educational program by soliciting information from families and community members.
	e. Uses effective public information strategies.
	f. Creates strategic partnerships with business, religious, political, and other community leaders in order to carry out the school's mission.
	g. Strives to develop understanding and respect for others among students and staff.
<b>Evidence of Performance</b>	

<b>Standard 8: Professional Ethics and Advocacy</b>	<b>The administrator acts with fairness, integrity, and a high level of professional ethics, and advocates for practices and policies that promote access and excellence in support of the vision.</b>
<b>Overall Standard Rating:    ___ Ineffective    ___ Developing    ___ Effective    ___ Exemplary</b>	
<b>Indicators</b>	a. Treats others with dignity and respect.
	b. Protects the established rights and confidentiality of students and staff.
	c. Seeks to make decisions that are just and fair.
	d. Models and articulates reflective practice, transparency, and ethical behavior in accordance with established standards.
	e. Holds others in the school community accountable for demonstrating integrity and ethical behavior.
	f. Advocates for public policies that ensure appropriate and accessible resources for the education system.
	g. Responds to the political, social, economic, legal and cultural environment in which the school exists.
<b>Evidence of Performance</b>	



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Based on the year's collected evidence of performance, personalized growth goals, dialogue, and the Administrative Performance Standards, the evaluator will highlight strengths and areas of continued growth.

**Strength(s):**

**Area(s) for Continued Growth:**

**Hire Status:**  Renewal  Non-renewal  Leaving District (Other)

**Intensive Plan of Assistance:**  Not Applicable  Yes  Completed this School Year

*I understand that my electronic signature on this document merely acknowledges my receipt of the document, not my agreement with its contents. I am able to respond with clarification and comments in writing within 10 calendar days.*

**Administrator Signature:**

**Date:**

**Evaluator Signature:**

**Date:**



## Director of Learning Summative Evaluation Form

The Summative Evaluation form is used to assess the Administrator's performance over the evaluation period. Prior to the Summative Evaluation meeting, the Administrator should review the Summative Reflection questions to prepare for a meaningful dialogue when the Administrator and Superintendent or designee meet. The Administrator may provide evidence or artifacts that illustrate their work throughout the year, aligning these materials with each standard. Following the meeting, the Superintendent will complete the Summative Evaluation form to ensure that all feedback, observations, and dialogue are accurately recorded, providing a clear summary of accomplishments, areas for growth, and future goals.

**Administrator:**

**Title:**

**Summative Evaluation Meeting Date:**

<b>Standard 1: Vision for Learning</b>	<b>The administrator establishes and communicates a vision for teaching and learning that results in improved student achievement.</b>
<b>Overall Standard Rating:</b> <input type="checkbox"/> <b>Ineffective</b> <input type="checkbox"/> <b>Developing</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Exemplary</b>	
<b>Indicators</b>	a. Uses varied sources of information and analyzes multiple sources of data about current practices and outcomes to shape the vision, mission, and goals of the school.
	b. Engages constituent groups within the school community to develop commitment to the vision, mission, and goals of the school.
	c. Aligns the school's vision, mission, and goals to district, state, and federal policies.
	d. Communicates the vision in order to establish high expectations for student performance.
	e. Leads a systematic review of the vision, mission, and goals and revises as appropriate.
<b>Evidence of Performance</b>	

<b>Standard 2: Continuous Improvement</b>	<b>The administrator leads a continuous improvement process that results in improved student performance and school effectiveness.</b>
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# DC WEST Community Schools

**Engage, Prepare, and Empower**

<b>Overall Standard Rating:</b> ___ Ineffective    ___ Developing    ___ Effective    ___ Exemplary	
<b>Indicators</b>	a. Develops and implements, in collaboration with the school community, a district continuous improvement plan that is aligned with district, state, and federal guidelines and goals.
	b. Maintains comprehensive and current information about students, academic achievement, district and school effectiveness, and the school community.
	c. Makes informed decisions based on student achievement data, research, and best practices to improve teaching and learning.
	d. Uses technology to increase district and school efficiency and effectiveness.
	e. Revises the district continuous improvement plan based on a systematic review of progress toward its goals.
	f. Uses the district continuous improvement plan to guide professional development within the school community.
<b>Evidence of Performance</b>	

<b>Standard 3: Instructional Leadership</b>	<b>The administrator provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.</b>
<b>Overall Standard Rating:</b> ___ Ineffective    ___ Developing    ___ Effective    ___ Exemplary	
<b>Indicators</b>	a. Promotes teaching practices based on sound instructional theory and professional collaboration to meet the learning needs of all students.
	b. Ensures that the instructional program is aligned with content standards, includes effective instructional and assessment practices, and protects instructional time to maximize learning.
	c. Supports the selection of instructional content that maximizes individual student learning and provides appropriate multiple perspectives.



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	d. Uses student performance data from multiple assessments to evaluate the curriculum and instructional program.
	e. Assumes responsibility for the continued improvement of student learning within the school and holds staff accountable for the growth of student achievement across the curriculum.
<b>Evidence of Performance</b>	

<b>Standard 4: Culture for Learning</b>	<b>The administrator creates a culture that enhances the academic, social, physical, and emotional development of all students.</b>
<b>Overall Standard Rating:    ___ Ineffective    ___ Developing    ___ Effective    ___ Exemplary</b>	
<b>Indicators</b>	a. Provides full access to curricular and extra-curricular programs that address the needs, interests, and abilities of all students.
	b. Develops a culture of high expectations for self, students, and staff.
	c. Fosters an environment of respect and rapport based on clear guidelines for appropriate behavior.
	d. Uses multiple indicators of student performance to encourage the development of the whole child in a manner consistent with academic achievement.
	e. Identifies barriers to student learning and development, and devises strategies to reduce or eliminate them.
	f. Maintains a high level of visibility within the school community, and recognizes the accomplishments of students and staff.
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<b>Evidence of Performance</b>	



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**Engage, Prepare, and Empower**

<b>Standard 5: Systems Management</b>	The administrator manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.
<b>Overall Standard Rating:</b> <input type="checkbox"/> Ineffective <input type="checkbox"/> Developing <input type="checkbox"/> Effective <input type="checkbox"/> Exemplary	
<b>Indicators</b>	<p>a. Allocates financial, material, and human resources to support the educational program.</p> <p>b. Monitors the school’s site, facilities, services, and equipment to provide a safe and orderly environment.</p> <p>c. Identifies and resolves problems, manages conflict, and builds consensus to achieve the efficient operation of the school.</p> <p>d. Communicates with community agencies to provide a safe school environment.</p> <p>e. Develops procedures for the effective use of technology among staff, students, and the school community.</p> <p>f. Understands school law and its impact on staff, students, and families, and complies with local, state, and federal mandates.</p> <p>g. Guides and influences policymakers as they develop regulations, policies, and laws that impact the school.</p>
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<b>Standard 6: Staff Leadership</b>	The administrator uses effective personnel practices to select, develop, support, and lead high quality teachers and classified staff.
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<b>Indicators</b>	a. Recruits, hires, develops, and retains high quality professional and support staff to realize the school's vision
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	c. Mentors emerging staff leaders in order to build leadership capacity within the school community.
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<b>Indicators</b>	a. Builds relationships that support the school and its vision.
	b. Develops an understanding of the community's cultural, social, and intellectual resources among students and staff, and makes use of those resources to strengthen the school.
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	d. Strengthens the educational program by soliciting information from families and community members.
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<b>Standard 8: Professional Ethics and Advocacy</b>	<b>The administrator acts with fairness, integrity, and a high level of professional ethics, and advocates for practices and policies that promote access and excellence in support of the vision.</b>
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<b>Indicators</b>	a. Treats others with dignity and respect.
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	g. Responds to the political, social, economic, legal and cultural environment in which the school exists.
<b>Evidence of Performance</b>	



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Based on the year's collected evidence of performance, dialogue, and the Administrative Performance Standards, the evaluator will highlight strengths and areas of continued growth.

**Strength(s):**

**Area(s) for Continued Growth:**

**Hire Status:**  Renewal  Non-renewal  Leaving District (Other)

**Intensive Plan of Assistance:**  Not Applicable  Yes  Completed this School Year

*I understand that my electronic signature on this document merely acknowledges my receipt of the document, not my agreement with its contents. I am able to respond with clarification and comments in writing within 10 calendar days.*

**Administrator Signature:**

**Date:**

**Evaluator Signature:**

**Date:**



## Director of Student Services Summative Evaluation Form

The Summative Evaluation form is used to assess the Administrator's performance over the evaluation period. Prior to the Summative Evaluation meeting, the Administrator should review the Summative Reflection questions to prepare for a meaningful dialogue when the Administrator and Superintendent or designee meet. The Administrator may provide evidence or artifacts that illustrate their work throughout the year, aligning these materials with each standard. Following the meeting, the Superintendent will complete the Summative Evaluation form to ensure that all feedback, observations, and dialogue are accurately recorded, providing a clear summary of accomplishments, areas for growth, and future goals.

**Administrator:**

**Title:**

**Summative Evaluation Meeting Date:**

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<b>Overall Standard Rating:</b> <input type="checkbox"/> <b>Ineffective</b> <input type="checkbox"/> <b>Developing</b> <input type="checkbox"/> <b>Effective</b> <input type="checkbox"/> <b>Exemplary</b>	
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<b>Evidence of Performance</b>	



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Based on the year's collected evidence of performance, dialogue, and the Administrative Performance Standards, the evaluator will highlight strengths and areas of continued growth.

**Strength(s):**

**Area(s) for Continued Growth:**

**Hire Status:**  Renewal  Non-renewal  Leaving District (Other)

**Intensive Plan of Assistance:**  Not Applicable  Yes  Completed this School Year

*I understand that my electronic signature on this document merely acknowledges my receipt of the document, not my agreement with its contents. I am able to respond with clarification and comments in writing within 10 calendar days.*

**Administrator Signature:**

**Date:**

**Evaluator Signature:**

**Date:**



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<ul style="list-style-type: none"><li>• Introduction</li><li>• Evaluation &amp; Growth Model</li><li>• Administrative Performance Standards</li><li>• Administrator Evaluation Timeline</li><li>• Overall Standards Rating</li></ul>	<ul style="list-style-type: none"><li>• Personalized Goal Form</li><li>• Quarterly Reflective Meetings</li><li>• Reflective Questions for Summative Evaluation</li><li>• Summative Evaluation Forms</li></ul>	<ul style="list-style-type: none"><li>• Board of Education Policy</li><li>• Job Descriptions</li></ul>

## APPENDIX



# DC WEST Community Schools

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## Board Policy 2230

### Administration

#### Evaluation of Principals and Other Certificated Administrative Personnel

##### 1. Objectives

The Board recognizes that the roles of a school superintendent, principal, assistant principal, and other certificated administrative personnel of the School District (hereinafter collectively referred to as “Administrators”) are varied and complex requiring an appraisal process that accurately measures performance and provides support for the continued growth and improvement of the Administrator. The general job description and an evaluation instrument with performance standards for each administrative position shall be promulgated under the direction of the Superintendent of Schools and approved by the Board of Education, and provided to the affected Administrator. The District will train and continue to provide training and support to its evaluators by encouraging and sponsoring evaluators to attend professional training opportunities, such as those opportunities offered through professional organizations and associations. The appraisal process for each Administrator and administrative position shall serve these purposes:

- a. To raise the quality of administration and educational service to the children of our community.
- b. Clarify for the Administrators their respective role in the school system as seen by the Board.
- c. Clarify for all Board members the role of the administration and the immediate priorities among each Administrator’s responsibilities.
- d. Develop harmonious working relationships between the Board and administrative supervisors and each Administrator.
- e. Aid the individual Administrator to grow professionally.

The evaluation of administrative performance is intended to be a cooperative and continuing process designed to improve the quality of the educational program.

##### 2. General Procedures

The formal Administrator appraisal is based primarily upon the procedures and processes defined below. The procedures provide for a consistent and equitable appraisal of important aspects of the Administrator’s duties and responsibilities. They do not, however, specifically include the total range of expectations of the effective performance of the administrative duties of each administrative position or the Administrator assigned to such position. As a result, additional data and information related to the respective administrative role may be utilized to generate a comprehensive appraisal.

##### 3. Appraisal Cycle



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Probationary Administrators shall be observed and evaluated at least once each semester, except the Superintendent, who shall be observed and evaluated by the Board of Education once each semester in the first contract year of employment, and once per year each contract year thereafter. Permanent (tenured) Administrators shall be evaluated at least once each school year. Observations and evaluations of greater frequency or number than required may be conducted and made at the request of the Administrator or in the discretion of the appraiser. Administrators who will be evaluated shall receive a copy of the evaluation procedure at least annually and prior to their evaluation.

The appraisal cycle and appraisal process for a permanent Administrator is intended for the direction of the responsible appraiser. A failure to complete evaluations within the designated cycle or in the manner directed by this policy shall not give the permanent Administrator rights, but may be addressed in evaluating the responsible appraiser's performance.

The entire instructional period for Administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an Administrator's work for no less than fifty (50) minutes (cumulative) during the time periods being evaluated.

#### 4. Appraisal Process

The appraisal process is the responsibility of the Administrator and the Administrator's immediate supervisor as determined by the Board of Education and/or the Superintendent of Schools, provided that the supervisor of the Superintendent shall be the Board of Education. In the event the responsible appraiser has not initiated the appraisal process within the time or in the manner required, the Principal has the responsibility to timely notify the responsible appraiser.

Performance standard categories set forth in the evaluation instrument for each administrative position, as adopted and amended from time-to-time, shall serve as the basis for the informal job-target-based formative appraisal and the formal summative appraisal. During the formal summative appraisal, data is collected as required to provide a basis for appraising the performance categories. Data collection may include, but is not limited to, surveys (formal or informal information gathering from staff, students, parents, community members, and other Administrators), statistics received by routine reports; statistics generated by reports specifically designed for the appraisal; review of sample written materials of the Administrator (such as, for example, a Principal's evaluations of teachers) and observations of performance. This criteria shall include personal and professional conduct. The Administrator may be assigned responsibility to assist with data collection and shall have the duty to provide such assistance as is requested.

The collected data along with the professional opinions of the responsible appraiser shall serve as the basis for the final appraisal report.



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### 5. Final Formal Summative Evaluation

The appraisal process culminates in a final formal summative evaluation. The final formal summative evaluation consists of a rating of each performance category identified in the evaluation instrument, identification of whether the Administrator's performance meets or does not meet district standards of performance, a list of deficiencies in the Administrator's performance, suggestions and plans for improvement to assist the Administrator in overcoming such deficiencies, and follow-up evaluations as appropriate in order to correct performance below district standards. As a professional, the Administrator may be assigned responsibility to provide suggestions for improvement plans or similar job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, the Administrator shall have the duty to comply with such plans. The timeline for implementing any suggested improvements will depend on the situation and should be discussed and agreed upon with the Administrator. However, in any event, the timeline for implanting suggested improvements shall occur as soon as necessary to remedy any of the Administrator's noted deficiencies. The Administrator is expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the appraiser.

*See:* Evaluation instruments for each administrative position.

Date of Adoption: February 14, 2022



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## JOB DESCRIPTIONS



# DC WEST Community Schools

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## Elementary Principal Job Description

It is the policy of DC West Community Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

- A. **Job Title:** Elementary Principal
- B. **Department:** Administration
- C. **Education Level and Certification:** Bachelor's degree required; Master's degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10 and all other required or assigned certification and training.
- D. **Reports To:** Superintendent or Superintendent's Designee
- E. **Required Job Tasks**

The Elementary Principal is the chief administrator of the elementary school and serves in both a leadership and management role. The responsibilities of the Elementary Principal extend to all activities of the elementary school. The Elementary Principal may delegate performance of management duties. Such delegation does not relieve the Elementary Principal from ultimate responsibility or accountability.

1. Serve as the educational leader of the school and as a positive contributing member of the administrative team.
2. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy.
3. Prescribe rules for the classification and advancement of students in accordance with policies.
4. Collaborate with the administrative team and teachers to develop and maintain curriculum standards, develop mission statements, and to set performance goals and objectives.
5. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
6. Collect and analyze survey data, regulatory information, and data on demographic and employment trends to forecast enrollment patterns and curriculum change needs.
7. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
8. Enforce discipline and attendance rules.
9. Teach classes or courses to students when necessary in the absence of teachers.
10. Establish, coordinate, and oversee particular programs, such as programs to evaluate student academic achievement.



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11. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.
12. Ensure that the mission and goals of the school district are adequately reflected in the school's educational program and operations.
13. Ensure implementation of all board-approved curriculum and inclusion of state-mandated programs and curriculum content standards.
14. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
15. Develop and maintain a positive, professional rapport with students and parents.
16. Serve as a role model to all students.
17. Serve as a positive member of the community in a way that does not negatively affect the District's reputation or image in the community.
18. Refrain from engaging in conduct that interferes with the operations of the District, including the education of students.
19. Develop and maintain a positive and professional working relationship with other staff and administration.
20. Adhere to all District policies, rules, regulations, and supervisory directives.
21. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
22. Adhere to the code of ethics of the District and the Nebraska Department of Education (NDE Rule 27).

## **F. FLSA Status:** Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.



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- G. Essential Functions:** The essential functions of the Elementary Principal position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:



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Physical Requirements Elementary Principal	NE	NE	E	E	E
E = Essential NE = Non-Essential					
<b>Stamina</b>					
1. Sitting				X	
2. Walking				X	
3. Standing				X	
4. Sprinting/Running	X				
<b>Flexibility</b>					
5. Bending or twisting at the neck more than the average person			X		
6. Bending or twisting at the trunk more than the average person			X		
7. Squatting/Stooping/Kneeling			X		
8. Reaching above the head			X		
9. Reaching forward			X		
10. Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
<b>Activities</b>					
11. Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12. Hand/grip strength			X		
13. Driving on the job			X		
14. Typing non-stop			X		
<b>Use of Arms and Hands</b>					
15. Manual dexterity (screwing a lid on a jar)			X		
16. Finger dexterity (typing)			X		
<b>Lifting Requirements</b>					
17. Lifting up to 10 pounds (Mark all that apply)					
Floor to waist			X		
Waist to shoulder			X		
Shoulder to overhead			X		
18. Lifting 11 to 25 pounds (Mark all that apply)					
Floor to waist			X		
Waist to shoulder			X		
Shoulder to overhead		X			
19. Lifting 26 to 50 pounds (Mark all that apply)					
Floor to waist			X		
Waist to shoulder			X		
Shoulder to overhead		X			
20. Lifting 51 to 75 pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
21. Lifting 76 plus pounds (Mark all that apply)					
Floor to waist	X				
Waist to shoulder	X				
Shoulder to overhead	X				
22. Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads? <b>62</b>	X				
<b>Pushing/Pulling</b>					



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23.	25 to 50 pounds		X			
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
<b>Carrying</b>						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				



## Secondary Principal Job Description

It is the policy of DC West Community Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

- A. **Job Title:** Secondary Principal
- B. **Department:** Administration
- C. **Education Level and Certification:** Bachelor's degree required; Master's degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rule 10 and all other required or assigned certification and training.
- D. **Reports To:** Superintendent or Superintendent's Designee
- E. **Required Job Tasks**

The Secondary Principal is the chief administrator of a secondary school and serves in both a leadership and management role. The responsibilities of the Secondary Principal extend to all activities of the secondary school. The Secondary Principal may delegate performance of management duties. Such delegation does not relieve the Secondary Principal from ultimate responsibility or accountability.

1. Serve as the educational leader of the school and as a positive contributing member of the administrative team.
2. Provide a leadership structure to ensure rules and instructions to school employees and students are in compliance with Board policy.
3. Set or recommend educational standards and goals, including the minimum goal of maintaining accreditation, and recommend and implement policies and procedures to carry them out.
4. Observe teaching methods and examine instructional materials in order to evaluate and standardize curricula and teaching techniques, and to determine areas where improvement is needed.
5. Coordinate with the Activities Director and assist with extracurricular activities and programs, such as after-school events and athletic contests.
6. Confer with parents and staff to discuss educational activities, policies, and student behavioral or learning problems.
7. Counsel and provide guidance to students regarding personal, academic, vocational, or behavioral issues.
8. Enforce discipline and attendance rules.
9. Teach classes or courses to students when necessary in the absence of teachers.



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10. Establish, coordinate, and oversee particular programs, such as programs to evaluate student academic achievement.
11. Ensure completion of student assessments in accordance with Board policy and state and federal laws and regulations. Initiate program changes in light of such assessments.
12. Ensure that the mission and goals of the school district are adequately reflected in the school's educational program and operations.
13. Ensure implementation of all board-approved curriculum and inclusion of state-mandated programs and curriculum content standards.
14. Develop strategies to promote parental involvement in their children's education and provide opportunities for parent-teacher interaction.
15. Develop and maintain a positive, professional rapport with students and parents.
16. Serve as a role model to all students.
17. Serve as a positive member of the community in a way that does not negatively affect the District's reputation or image in the community.
18. Refrain from engaging in conduct that interferes with the operations of the District, including the education of students.
19. Develop and maintain a positive and professional working relationship with other staff and administration.
20. Adhere to all District policies, rules, regulations, and supervisory directives.
21. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
22. Adhere to the code of ethics of the District and the Nebraska Department of Education (NDE Rule 27).

**F. FLSA Status:** Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion or other change of status of other employees are given particular weight.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.



# DC WEST Community Schools

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- G. Essential Functions:** The essential functions of the Secondary Principal position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:



# DC WEST Community Schools

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Physical Requirements Secondary Principal		NE	NE	E	E	E
E = Essential NE = Non-Essential						
<b>Stamina</b>						
1.	Sitting				X	
2.	Walking				X	
3.	Standing				X	
4.	Sprinting/Running	X				
<b>Flexibility</b>						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head			X		
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
<b>Activities</b>						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)			X		
12.	Hand/grip strength			X		
13.	Driving on the job			X		
14.	Typing non-stop				X	
<b>Use of Arms and Hands</b>						
15.	Manual dexterity (screwing a lid on a jar)		X			
16.	Finger dexterity (typing)				X	
<b>Lifting Requirements</b>						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead			X		
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
<b>Pushing/Pulling</b>						
23.	25 to 50 pounds		X			



# DC WEST Community School

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24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
<b>Carrying</b>						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				



# DC WEST Community Schools

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## Director of Learning Job Description

It is the policy of DC West Community Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

- A. **Job Title:** Director of Learning
- B. **Department:** Administration
- C. **Education Level and Certification:** Bachelor's degree or higher required, in addition to all other required or assigned certification and training. Certificated position; Nebraska Administrative and Supervisory Certificate with Curriculum Supervisor endorsement is required. Experience in curriculum development, instructional leadership or educational administration is required.
- D. **Reports To:** Superintendent or Superintendent's Designee
- E. **Performance Responsibilities and Job Tasks**

The Director of Learning is responsible for strategically leading and integrating all aspects of curriculum, instruction, assessment, and professional learning across the PK-12 continuum. This role ensures a cohesive, high-quality educational experience for every student by:

1. Leading the development, implementation, and evaluation of instructional programs.
2. Using data and research to inform decision-making and drive academic excellence.
3. Providing expert guidance and support to school leaders and instructional staff.
4. Promoting a culture of continuous growth, innovation, and reflective practice among educators.
5. Championing equity, access, and inclusion in all learning initiatives.
6. Collaborating with teachers, families, and community partners to support student success.
7. Clearly communicating the vision, goals, and implementation of the PK-12 educational program to the community and Board of Education.
8. Lead district-wide initiatives in digital learning, including the implementation and evaluation of educational technology tools and resources.
9. Develop and implement strategies to close achievement gaps.
10. Monitor and ensure compliance with federal, state, and local regulations related to curriculum, assessment, and instruction.
11. Research, evaluate, and prepare recommendations on curricula, instructional methods, and materials for the school district.
12. Directs the administration, coordination, development, and implementation of the district PK-12 educational program.



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13. Facilitate vertical and horizontal curriculum alignment across grade levels and subject areas.
14. Oversee the adoption, implementation, and evaluation of instructional technology and blended learning models.
15. Serves as a resource to principals to ensure appropriate curricular and instructional programming, implementation, and monitoring of curricular programs and resources.
16. Coordinates and assists with the development, implementation, and maintenance of support programs: K-12 English Learner, K-8 High Ability Learner, Title I, Multi-tiered Systems of Support, and Summer School.
17. Supervises and evaluates staff as assigned.
18. Supports the development of K-12 education budgets.
19. Recommend, order, and authorize purchases of instructional materials, supplies, equipment, and visual aids designed to meet student educational needs and district standards.
20. Interprets, along with building personnel, the PK-12 program for staff, parents, community, and the Board of Education.
21. Serves as a liaison with district, community, Nebraska Department of Education, state, metro educational organizations, and state programs.
22. Maintains knowledge of current educational issues through reading, conference attendance, and other personal growth experiences.
23. Coordinates the development, implementation, and review of district and state assessments.
24. Lead data-driven decision-making processes, including data collection, analysis, and interpretation to inform instructional improvement.
25. Develops, implements, and supports ongoing professional development to staff and administrators on assessments and data analysis.
26. Ensure ethical use and confidentiality of student assessment data.
27. Maintains and provides student data and submits reports to the federal and state government, and other agencies.
28. Supports principals, teachers, and district administration in the planning, development, and implementation of professional learning to ensure that staff are adequately trained to support district programs, strategic plan, federal and state mandates, and professional training needs.
29. Directs the New Staff Induction program.
30. Directs the Instructional Coaching program.
31. Develop and maintain a positive, professional rapport with students and parents.
32. Serve as a role model to all students.
33. Serve as a positive member of the community in a way that does not negatively affect the District's reputation or image in the community.



# DC WEST Community Schools

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34. Refrain from engaging in conduct that interferes with the operations of the District, including the education of students.
35. Develop and maintain a positive and professional working relationship with other staff and administration.
36. Adhere to all District policies, rules, regulations, and supervisory directives.
37. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
38. Adhere to the code of ethics of the District and the Nebraska Department of Education (NDE Rule 27).

**F. FLSA Status:** Exempt.

1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion, or other change of status of other employees are given particular weight.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

**G. Essential Functions:** The essential functions of the Curriculum and Assessment Director position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and (3) the ability to perform the following identified physical requirements:



# DC WEST Community School

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Physical Requirements Curriculum and Assessment Director		NE	NE	E	E	E
E = Essential NE = Non-Essential						
<b>Stamina</b>						
1.	Sitting				X	
2.	Walking				X	
3.	Standing			X		
4.	Sprinting/Running	X				
<b>Flexibility</b>						
5.	Bending or twisting at the neck more than the average person		X			
6.	Bending or twisting at the trunk more than the average person		X			
7.	Squatting/Stooping/Kneeling		X			
8.	Reaching above the head		X			
9.	Reaching forward		X			
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
<b>Activities</b>						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job			X		
14.	Typing non-stop		X			
<b>Use of Arms and Hands</b>						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16.	Finger dexterity (typing or putting a nut on a bolt)		X			
<b>Lifting Requirements</b>						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
<b>Pushing/Pulling</b> <span style="float: right;">72</span>						
23.	25 to 50 pounds		X			



# DC WEST Community School

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24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
<b>Carrying</b>						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds	X				
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				



# DC WEST Community Schools

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## Director of Student Services and Special Education Job Description

It is the policy of DC West Community Schools to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

- A. **Job Title:** Director of Student Services and Special Education
- B. **Department:** Administration
- C. **Education Level and Certification:** Bachelor's degree required, in addition to all other required or assigned certification and training; Master's degree or higher preferred. Must possess a Nebraska Administrative and Supervisory Certificate at all times during employment with such endorsements as required by NDE Rules 10 and 51. Experience in student services is required.
- D. **Reports To:** Superintendent
- E. **Required Job Tasks**

The Director of Student Services and Special Education is the chief administrator of the District's special education program and serves in both a leadership and management role in student services, enrollment, discipline and other resources as needed. The special education program includes services to students with disabilities under NDE Rule 51, the IDEA, Section 504 or other applicable law.

1. Administer, as chief administrator, the development and maintenance of a special education program designed to meet the needs of students eligible for special education services and to carry out the policies of the Board of Education.
2. Determine the scope of special education program offerings and the staffing and facility required to provide the educational program.
3. Collect and analyze survey data, regulatory information, and data on demographic trends to forecast special education patterns and service needs.
4. Develop IEPs and 504 Plans, assist special education employees in the development of IEPs and 504 Plans for which they are responsible, participate in MDT, IEP and 504 team meetings, and ensure that services and accommodations are provided to students in accordance with the IEPs and 504 Plans.
5. Provide special education instruction and related services to students as needed.
6. Ensure the District's compliance with all special education-related laws, regulations, and other guidance.
7. Direct and coordinate activities of teachers, administrators, and support staff within the special education program.
8. Recommend and implement the school district's special education program staff training.



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9. Hold meetings of teachers and other employees for the discussion of matters concerning the improvement and welfare of the special education program.
10. Assist Elementary Administration in the compliance and program development of the Early Education Program.
11. Organize and implement programs that serve student needs.
12. Coordinate with staff members and parents to identify students in need of academic assistance or other programming.
13. Attend meetings involving services to students, as assigned.
14. Continually inform parents, students, staff and community members of services available to students in the District.
15. Consult and guide administration in student behavior and disciplinary issues that may arise.
16. Research, evaluate, and prepare recommendations on ways that the District could better serve students.
17. Monitor the district schools' sites, services, and equipment to provide a safe and orderly environment.
18. Communicate with community agencies to provide a safe school environment.
19. Support principals, teachers, and district administration in the planning, development, and implementation of training to ensure that staff are adequately skilled to support district programs, strategic plan, federal and state mandates.
20. Serves as a liaison with district, community, Nebraska Department of Education, state, metro educational organizations, and state programs.
21. Maintains and provides student data and submits reports to the federal and state government, and other agencies.
22. Develop and maintain a positive and professional working relationship with students, parents, and staff.
23. Serve as a role model to all students.
24. Serve as a positive member of the community in a way that does not negatively affect the District's reputation or image in the community.
25. Refrain from engaging in conduct that interferes with the operations of the District, including the education of students.
26. Develop and maintain a positive and professional working relationship with other staff and administration.
27. Adhere to all District policies, rules, regulations, and supervisory directives.
28. Maintain confidentiality of information concerning staff, students, and parents in accordance with law and District rules.
29. Adhere to the code of ethics of the District and the Nebraska Department of Education (NDE Rule 27).

**F. FLSA Status:** Exempt.



# DC WEST

## Community Schools

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1. Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.
2. Executive exemption: The primary duty of the employee is the management of a department or subdivision. The employee customarily and regularly directs the work of two or more other employees and has authority to hire or fire other employees or the employee's recommendations as to hiring, firing, promotion, or other change of status of other employees are given particular weight.
3. Administrative exemption: The employee has the primary duty of performing office or non-manual work directly related to the management of general business operations of the school district. The employee customarily and regularly exercises discretion and independent judgment or has a primary duty of performing administrative functions directly related to academic instruction or training in the school district or a department or subdivision.

**G. Essential Functions:** The essential functions of the Special Education Director position include: (1) regular, dependable in-person attendance on the job; (2) the ability to perform the identified tasks and to possess and utilize the identified knowledge, skills, and abilities and to perform the identified work activities; and, (3) the ability to perform the following identified physical requirements:



# DC WEST Community School

Engage, Prepare, and Empower

Physical Requirements Special Education Director		NE	NE	E	E	E
E = Essential NE = Non-Essential						
<b>Stamina</b>						
1.	Sitting				X	
2.	Walking				X	
3.	Standing				X	
4.	Sprinting/Running	X				
<b>Flexibility</b>						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head			X		
9.	Reaching forward			X		
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)			X		
<b>Activities</b>						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job			X		
14.	Typing non-stop				X	
<b>Use of Arms and Hands</b>						
15.	Manual dexterity (screwing a lid on a jar)			X		
16.	Finger dexterity (typing)			X		
<b>Lifting Requirements</b>						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
<b>Pushing/Pulling</b>						
23.	25 to 50 pounds		X			
24.	51 to 75 pounds		X			



# DC WEST Community School

Engage, Prepare, and Empower

25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
<b>Carrying</b>						
27.	10 to 25 pounds		X			
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

DC WEST  
School District



Student Handbook  
2025-2026

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# DC West Community Schools Student-Parent Handbook 2025-2026 School Year

## **Foreword**

### **Section 1 Intent of Handbook**

This handbook is intended to be used by students, parents, and staff as a guide to the rules, regulations, and general information about DC West Community Schools. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents 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. Every parent or guardian and student should familiarize themselves with Board Policies online at: <https://www.dctest.org/>.

### **Section 2 School Calendar** [2025-2026 District Calendar](#)

## **Article 1 – Mission and Goals**

### **Section 1 Mutual Respect**

The DC West Community Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of students will not be tolerated.

### **Section 2 Complaint Procedures**

The proper procedure for a parent 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 Handbook to address specific complaints or concerns, such as discrimination or harassment, bullying, disciplinary actions. Those procedures should be used where applicable.

1. Complaint procedure
  - a. Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.
  - b. Step 2. Address the concern with the Principal if the matter is not resolved at Step 1.

- c. Step 3. Address the concern with the Superintendent if the matter is not resolved at Step 2.
  - d. 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.

## **Article 2 – School Day**

School begins at 8:00 AM and dismisses at 3:24 PM for all K-12 students on Mondays through Thursdays. On Fridays, the school day begins at 8:00 AM and dismisses at 2:04 PM.

**Building-specific schedules can be found in each building’s section of the handbook.**

The Superintendent may close public schools in case of severe weather or an emergency. The school will notify parents and guardians, as well as the local media, when the schools will be closed.

Parental Decisions. Parents may decide to keep their children at home during inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will generally be considered an excused absence.

Pickup During Inclement Weather. Parents should not come to school during severe weather, such as during a tornado warning since students will be moved into safe areas of the building and will not ordinarily be released during inclement weather or dangerous circumstances.

### **Section 1 Closed Campus**

DC West Campus operates under a closed-campus policy. Students are not allowed to leave the building during the school day without permission from the student’s parents/guardian and the administration. All students leaving the building for any reason (which includes going to a car to get something) must receive permission from an administrator. Students leaving without permission will be considered truant and dealt with accordingly. Students will not be excused to leave for lunch. Students must always have a pass in their possession when they are not in the area they are assigned.

### **Section 2 Supervision Responsibility Before/After School**

#### Arrival at School/Dismissal From School

Students are expected to arrive at school no more than 30 minutes prior to the first class or school program in which they are participating. Prior to that time, the school is not responsible for supervision of the students. Students will ordinarily be admitted to the school building 30 minutes prior to the first class if they are eating breakfast. Students will not be permitted to enter earlier unless the Principal determines it to be necessary due to inclement weather or other factors. Students are to enter through their assigned entrance and proceed to designated areas.

Students will be dismissed at the end of the last period of the school day unless there are other circumstances (early dismissal, detention etc.). Upon dismissal, students must leave the school grounds and proceed home or to a previously designated location unless participating in a school-sponsored activity. The school is not responsible for supervision of students once the students are to have left school grounds.

Certain days on the calendar are “shortened days,” meaning that the school day starts or ends other than on the normal schedule. Parents are strongly encouraged to be aware of those days, so their children are not left in an unsupervised situation or without a means to get home upon dismissal.

### **Article 3 – Use of Building and Grounds**

#### **Section 1 Visitors at School**

Parents or guardians are encouraged to visit school during school hours. All visitors are asked to please report to the school office prior to going to their child’s classroom. We feel it is important for the safety and well-being of all persons that the office personnel know who is in the building at all times. Students will not be allowed to bring friends to school to visit during regular school hours, unless the visiting student is considering transferring to our school. The following procedures are designed to help parents feel comfortable about visiting school. These procedures are also designed to help teachers create a learning environment free from undue disturbances and are designed to create a safe place for all students. The procedures are not intended to interfere with parental desires to be involved in the education of their child/children.

1. All visitors arriving at school are asked to report and sign in at the office.
2. All visitors must wear a visitor badge which is available in the office.
3. Parents who need to pick up children during the school day are asked to come to the office. The office will contact the teacher and request the student's release.
4. Parents are asked to contact the office if they need to have someone else pick up their child/children. This is especially true if school personnel are unfamiliar with the visitor. Visitors should report to the office and students will be sent to the office to meet the visitor.
5. Parents are encouraged to visit the school and classrooms. Parents interested in visiting school are asked to contact the teacher or the principal to arrange the visit. By communicating with teachers, parents can explain what they hope to observe and the teacher can then schedule the optimum times for the visit.
6. Parents who would like to talk with a teacher before or after school are asked to contact the teacher to schedule a mutually agreeable time. "Unannounced" visits before or after school may interrupt a teacher's plan to work with students or other staff members.
7. If teachers are contacted by someone who is unfamiliar to them, they are expected to refer that person to the office area.
8. Teachers may not authorize any contact between students and visitors that they do not know.
9. A teacher who has concerns about an unfamiliar visitor is to immediately contact an administrator.
10. Visitors will not be allowed to record or videotape any classroom activities without the consent of the building administrator and teacher.
11. If a parent, guardian, relative, or another visiting student would like to eat lunch with a

current student, they may do so under the following conditions:

- a. They must report and sign into the office.
- b. They must wear a visitor badge which is available in the office.
- c. They must wait in the office for the student to meet them and escort them to lunch.
- d. They must eat at the designated table/area that will be assigned for visitors eating lunch with students.
- e. They must under no circumstances talk with other students in a negative or confrontational manner.
- f. They must sign back out in the office when leaving after lunch.

## **Section 2 Smoke-Free Environment**

All of our school buildings and grounds are smoke and tobacco-free. No smoking or tobacco is allowed on school grounds or at any school activity.

## **Section 3 Care of School Property**

1. Students are responsible for the proper care of all books, equipment, supplies, and furniture supplied by the school.
2. Students who damage property, break windows, or cause other harm to school property or equipment will be required to pay the cost to repair or replace the item.
3. School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued.

## **Section 4 Lockers**

Students will be assigned a locker upon request. Students must use their own lockers and are not to share lockers with other students, except as assigned by school officials. Students are expected to keep all books, etc., in their assigned locker. Students are also responsible for the cleanliness inside their locker and the door of their locker. Students may be assessed a fine for damage to lockers.

Students may not display images, information or messages that may cause a substantial disruption to the operations of the school. If a staff member sees or learns of an image or message that may cause a disruption, the staff member may ask the student to remove the image or message from the locker. If the student refuses, then the administration will meet with the student and parents to discuss the situation. The principal shall have the final say on whether a student needs to remove the image or message from the locker.

## **Section 5 Searches of Lockers and Other Types of Searches**

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

The following rules apply to searches of students and of a student's personal property and to the seizure of items in a student's possession or control:

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 a school rule violation. The search is to 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.
5. Searches of the District's computer system may be conducted at the discretion of the administration at any time.

### **Section 6 Video Surveillance**

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the administration. As a result, notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

### **Section 7 Recording of Others**

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 (1) the person or persons being recorded or whose image or sound is being transmitted, (2) 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 (3) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including students, parents, 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 meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

### **Section 8 Use of Personal Electronic Devices and Cell Phones [Board Policy 6113](#)**

The DC West Community Schools is committed to safeguarding instructional time to ensure every student thrives academically, behaviorally, socially, and emotionally. The Personal Electronic Device procedures aim to minimize distractions and enhance academic focus, which is grounded in robust research. Protecting instructional time by reducing digital interruptions is a proven strategy to enhance academic focus, support higher achievement, foster an optimal learning environment, and support the mental health and well-being of our students. Personal electronic devices include cell phones, smart watches, earbuds, etc.

#### **Elementary School**

- Restrict personal electronic devices during school hours.
  - Students must power off devices and store them in a backpack or locker until dismissal.

- This approach minimizes distractions and ensures that young children focus on learning and social development without the influence of technology.
- Exceptions may be granted for educational purposes outlined in a student’s IEP or 504 Plan, or for medical needs as documented in the Individualized Health Plan.

### **Middle School**

- Restrict personal electronic devices during school hours. They may be used before and after school.
  - Students must power off devices and store them in a backpack or locker until dismissal. For students who do not carry a backpack or have a locker, the device will be given to the student’s Advisory teacher.
  - Middle school students are particularly vulnerable to distractions, cyberbullying, and social comparison via smartphones.
  - Prohibiting access during class and free periods fosters better academic performance and social engagement.
  - Exceptions may be granted for educational purposes outlined in a student’s IEP or 504 Plan, or for medical needs as documented in the Individualized Health Plan.

### **High School**

- Personal electronic devices may be used during passing periods, lunch break, before school, and after school.
  - Personal electronic devices are strictly prohibited in locker rooms and restrooms.
  - Personal electronic devices are prohibited during class to improve focus and reduce distractions, as studies show significant academic performance benefits when devices are restricted.
  - Exceptions may be granted for educational purposes outlined in a student’s IEP or 504 Plan, or for medical needs as documented in the Individualized Health Plan.

### **Consequences for Non-Compliance**

#### **1. First Offense:**

- a. The device is confiscated by the teacher and turned over to an administrator.
- b. The administrator documents the infraction into Edclimber.
- c. The student retrieves the device from an administrator at the end of the school day.

#### **2. Second Offense:**

- a. The device is confiscated by the teacher and turned over to an administrator.
- b. The administrator contacts the parent.
- c. The administrator documents the infraction into Edclimber.
- d. The student loses privileges for the next school day. The device is checked in with an administrator in the morning, or not brought to school.

#### **3. Third Offense:**

- a. The device is confiscated by the teacher and turned over to an administrator.
- b. Administrator contacts the parent.
- c. Administrator documents the infraction into Edclimber..
- d. The parent must pick up the device from an administrator.

- e. The student loses privileges for five school days. The device is checked into the office in the morning or not brought to school.

#### **4. Fourth Offense:**

- a. The device is confiscated by the teacher and turned over to an administrator.
- b. The administrator contacts the parent.
- c. The administrator documents the infraction into Edclimber.
- d. The parent must pick up the device from an administrator.
- e. The student loses privileges for the remainder of the semester. The device is checked into the office in the morning or not brought to school.

### **Section 9 Student Valuables**

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. The school does not guarantee or represent that the student's property will not be subject to loss, theft, or damage.

### **Section 10 Bulletins and Announcements**

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution need to be approved by the Principal's office. The person or organization responsible for distributing the posters is responsible for seeing that all posters are removed within 48 hours after the event or when directed by the Principal.

### **Section 11 Copyright**

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

### **Section 12 Behavioral Health Points of Contact**

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 and/or students should contact their building principal. This information, as well as the District's behavioral points of contact, are also listed on the District's website.

## **Article 4 – Attendance**

### **Section 1 Attendance**

Regular and punctual student attendance is required. The administration is responsible for developing further attendance rules and regulations and staff are responsible for assisting in the enforcement of the rules and regulations. Students and parents are responsible for developing behaviors which will result in regular and punctual student attendance.

### **Section 2 Attendance and Absences [Board Policy 5008](#)**

Excused and Unexcused Absences. An absence from school will be reported as: (a) an excused absence or (b) an unexcused absence.

1. Excused Absences. Absences should be cleared through the Principal's office in advance, whenever possible. An absence or tardy, even with parental approval, may not be considered excused by the school. All absences, except for illness and/or death in the family, require advance approval. An absence for any of the following reasons will be typically excused, provided the required procedures have been followed:
  - a. Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents).
  - b. Illness which causes a student to be absent from school.
  - c. Doctor or dental appointment which requires students to be absent from school.
  - d. Court appearances that are required by a court order.
  - e. School sponsored activities which require students to be absent from school.
  - f. Other absences which have received prior approval from the Principal.

The Principal has the discretion to deny approval for a student's absence, depending on circumstances, such as the student's absence record, the student's academic status, the tests or other projects which may be missed, and other relevant reasons.

2. Unexcused Absences: An absence which is not excused is unexcused. If a student's absence is unexcused the student may be required to make up work and the time missed.

Tardy to School. Students will be considered tardy to school if they are not seated in their assigned class or ready and attentive in their assigned area when the bell for their first-class rings.

Tardy to Class. Students have a sufficient time period between classes to make it to their next assigned class on time. Students will be considered tardy to class if they are not in their assigned classroom when the tardy bell rings unless they have a pass from a staff member. Specific tardy guidelines once students are in the classroom doorway are at the discretion of the classroom teacher.

Leaving School or Class. Students who leave school for any reason during the school day must check out of the office before leaving. Students leaving school must be cleared in advance by the student's parent or legal guardian. Upon returning to school that same day, students must check in at the office.

Students who leave school without permission and without signing out in the proper manner, or who leave their assigned classroom without teacher permission, may be considered truant.

### **Section 3      Make-up Work**

Written make-up work may be assigned for each day missed regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required. The time each student is allowed for make-up work will be determined by the teacher. The student has the responsibility to contact teachers, initially, regarding make-up assignments.

### **Section 4      Attendance is Required to Participate in Activities**

Full-time students must attend school all day on the day of any scheduled school activity in order to participate in the activity. Part-time eligible students must attend their classes on the day of the school activity in order to participate in the activity. A "school activity" includes athletic

contests, practices, and dances. Failure to attend may result in a student being withheld from participation in the activity. The Principal retains the right to grant participation should exceptional circumstances prevail.

## **Section 5      Truancy**

A student who engages in unexcused absences may be considered truant under state law. Truancy is a violation of school rules. The consequence of truanancies may include disciplinary action up to expulsion and referral to the county attorney for compulsory attendance violations.

Reporting and Responding to Truant Behavior. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child aged six (6) to eighteen (18) to attend school regularly without lawful reason, shall within three (3) days report such violation to the Superintendent or designee. The Superintendent or designee shall immediately cause an investigation into any such report to be made. The Superintendent or designee shall also investigate any case when, based on the Superintendent's personal knowledge or based on a report or complaint from any resident of the district, the Superintendent or designee believes that any child is unlawfully absent from school. 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 remediate the child's truant behavior.

Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

1. One or more meetings shall be held between a school attendance officer, school social worker, or other person designated by the school administration and the parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such a meeting, the principal shall place in the student's attendance records documentation of such refusal.
2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
4. Investigation of the truancy problem by the school social worker, or if such school does not have a school social worker, another person designated by the administration to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

Reporting Habitual Truancy. Students who accumulate twenty (20) unexcused absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student)

warning him or her to comply with the provisions of that law. If within one (1) week after the time the notice is given such a person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

## Article 5 – Scholastic Achievement

### Section 1 Grading System

The grading system of Douglas County West Community Schools shall be as follows:

- a. Achievement marks shall be given on a numerical basis for all grades 4-12 with the mark of 59 or lower considered a failure.
- b. The grading scale is as follows:

A	=	90-100
B+	=	87-89
B	=	80-86
C+	=	77-79
C	=	70-76
D+	=	67-69
D	=	60-66
F	=	0-59
I	=	Incomplete may be given to students that have not completed work by the end of the semester. Course work not made up will result in a failing grade.
P or NP	=	Pass or No Pass grades will be issued under special circumstances as approved by the administration.

- c. Grading guidelines for kindergarten through third grades shall be used to report academic progress, where applicable. The following continuum will be used:
  - ES = Exceeding Standard: *Student can apply the skill/concept independently.*
  - MS = Meeting Standard: *Student can apply the skill/concept with minimal support.*
  - AS = Approaching Standard: *Student can apply the skill/concept at times, but continues to need some support.*
  - NY = Not Yet Meeting Standard: *Student needs consistent support to apply the skill/concept.*
  - NE = Not Evaluated: *Skill/Concept not evaluated at this time.*
- d. For all other grading reports received for transfer students, the principal or designee shall convert the grades to an approximately equal grade on our system.
- e. All grade reports will contain a percentage and letter grade for each subject, as well as the following: absences, tardiness, comments (if teacher desires).

### Section 2 Promotion and Retention ([Policy 5201](#))

Students will be placed at the grade level and in the courses best suited to them academically, socially, and emotionally as determined by the school's professional staff. 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 professional staff to be appropriate for the educational interests of the student and the educational program.

### **Section 3      Schedule Changes**

Each student has a class schedule that has been developed through the cooperation of the advisor, parents, and student. Schedule changes may be made within the designated add/drop period of one week the first semester and two days the second semester, with involvement from the advisor, counselor, parent, and teacher. Students changing their schedule after the designated time will receive a failing grade for classes dropped.

### **Section 4      Report Cards and Progress Reports**

Report cards are issued at the end of each quarter. In addition to quarterly report cards, parents may log in and view their student's grades from the school's student information system. Teachers are always available to assist the students and students should feel free to ask their teachers for help at any time.

### **Section 5      Parent-Teacher Conferences**

Parent-teacher conferences will be held near the end of the 1st and 3rd quarters. Students are welcome and encouraged to attend. There will also be an Open House at the beginning of each year. Refer to the school calendar for the schedule. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with the teachers.

## **Article 6 - Support Services**

### **Section 1      Special Education Services**

#### What Does Special Education Mean?

Special education means specially designed instruction and related services adapted as appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

#### Students Who May Benefit

A student identified as having autism, emotional disturbance, deaf-blindness, developmental delay, hearing impairments, intellectual disabilities, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments need special education and related services.

#### How are Students With Disabilities Identified?

Referrals are made by staff or parents to the Falcon Individualized Problem Solving Team (FIPS), which serves as the district's student assistance team. If the FIPS team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

### Independent Evaluation

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at the school's expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

### Reevaluation

Students identified for special education will be reevaluated at least every three (3) years by the student's IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, is needed. The school district will obtain parental consent prior to conducting any reevaluation of a student with a disability.

### Individual Education Program (IEP)

Upon a student being identified as having a disability, a conference will be held with parents. At the conference, an Individualized Education Program (IEP) will be developed specifying programs and services which will be provided by the schools. Parent consent will be obtained prior to a student being placed for the first time in a program providing special education and related services or early intervention services to infants and toddlers. Once in place, the IEP is reviewed on an annual basis, or more frequently as needed. Parents will be given a copy of the IEP.

### Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. 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 is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

Written notice shall be given to parents at a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

### More Information

Anyone interested in obtaining a copy of the District's special education policy, the Parental Rights in Special Education brochure, or a copy of the Nebraska Department of Education Rule 51 (special education regulations and complaint procedures) or Rule 55 (special education appeal procedures) may contact the Superintendent. A notice of parental rights, Rules 51 and 55 and more information about special education are also available at the Nebraska Department of Education's website.

## **Section 2      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, parents 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 school district advise you of your rights under federal law.
3. Receive notice with respect to 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 school 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 which 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 school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school 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 school 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 school 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 opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

### **Section 3 Health Services**

Student Illnesses: [Board Policy 5409](#)

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home may include: Temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

Students may not return to school until they are fever/symptom free for twenty-four (24) hours without the use of pain reducing medication, and/or bring a doctor's note granting permission to return.

### Accidents at School

Any accident that occurs at school is to be reported immediately by the student to the teacher in charge. If medical help is needed, the office will notify parents and the appropriate agency. Emergency numbers must be provided by the parent/guardian at the beginning of each school year. When accidents occur in the classroom or are observed by a teacher, an accident report is completed by the teacher and is on file in the office.

### Guidelines for Administering Medication

Whenever possible, students should be provided medications outside of school hours. When a physician prescribes medication for a student to take during school hours, it is the duty of the parent or guardian to make necessary arrangements with office personnel.

Parents who come to school to administer medication to a student must ask that the student be called to the office.

1. No students are allowed to administer their own medication without the prior approval of the administration.
2. The following procedure is to be used if the school is to give medication:
  - a. The parent must submit a permission form (to take medication) and the medication to the office.
  - b. The nurse or designee will administer the medication at the scheduled time.
  - c. Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted.
3. For each different prescription duration, a new medication form must be filled out with new instructions for that medication. If a new prescription duration is prescribed for the same medication, the form must be re-dated and signed.
4. It is illegal for a student to consume or dispense medication that is prescribed for someone else.

If a student has asthma or diabetes and is capable of self-managing his or her health condition, the student may coordinate with the health office to develop a self-management plan.

The school nurse may limit medications as the nurse deems appropriate.

### School Health Screening [Board Policy 5408](#)

Children in Preschool and Kindergarten through third grade, as well as children in sixth and ninth grades are screened for vision, hearing, dental defects, height, and weight. The screening program also incorporates scoliosis and blood pressure at the sixth and ninth grades. Students with identified health concerns may also be screened. Parents who do not wish their child to participate in the school screening program must communicate in writing to the school health office at the start of the school year.

### Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (6) months

prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the foregoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

### Immunizations

Students must show proof of immunization. A student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations must complete an affidavit.

Unimmunized students may nonetheless be excluded from school in the event of a disease outbreak.

The following are the current immunization requirements for students:

#### **Students 2–5 years of age:**

- 3 doses of pediatric Hepatitis B vaccine
- 4 doses DTP, or DT vaccine
- 3 doses of Polio vaccine
- 1 dose of MMR or MMRV given on or after 12 months of age
- 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age - 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age, or written documentation from parent(s)/guardian(s) or health care provider of the month and year of varicella disease

#### **All students from Kindergarten through 12th grade:**

- 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11– 15 years of age
- 3 doses DTP, DT or Td vaccine, one given on or after the fourth birthday - 3 doses of Polio vaccine
- 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least 1 month
- 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age, or written documentation from parent(s)/guardian(s) or health care provider of the month and year of varicella disease. (If the child has had varicella disease, they do not need the vaccination)

#### **Additionally for 7th grade students:**

- 1 dose of Tdap (must contain Pertussis Booster) given on or after 7 years of age.

### Birth Certificate Requirements

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time.

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 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.

### Guidelines for Head Lice

The following guidelines are in place to better control a nuisance condition, reduce absenteeism due to head lice, and involve parents as partners with the school in control efforts:

1. Children will be sent home from school for live head lice. In the event a child has two (2) cases of live lice in a semester, the child will be sent home until free of both live lice and nits (eggs).
2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice.
3. A child who is sent home from school for head lice should miss no more than two (2) school days.
4. A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
5. A child who returns to class with nits (eggs) will be checked again in 7-10 days.
6. Families are encouraged to report head lice to the school health office.
7. Classroom-wide or school-wide head checks will be conducted as needed in order to control the condition at school.

### Nurse and Medical Help

The DC West Community Schools employs a nurse who will service the Elementary, Middle, and High School buildings. Due to the multi-building responsibility, the nurse may be available on a limited basis. However, each building also has a Health Paraprofessional in their respective office who may be consulted for any illness or medical situation.

## **Section 4      Transportation Services**

Transportation to and from school is provided to students in accordance with law and Board policy. Students may also be provided transportation on field trips and when participating in school activities. DC West Schools contracts bus service for students. The following guidelines are established to maintain appropriate behavior and safety.

1. The schedule of bus stops will be established and made available to each family who has students utilizing bus service. This schedule may be adjusted as situations change.
2. Every effort will be made to maintain a schedule so as to get students to school on time and to return them home promptly. The bus will not leave the stops prior to the scheduled time, nor will it wait at any stop for late riders.
3. Buses shall not exceed the listed seating capacity. Non-bus students may ride the bus when space is available by providing a written request from parents to an administrator.

Students are expected to follow the following rules while riding school buses:

### **Behavior on School Buses**

General Conduct Rules Apply: While riding a school bus, a student must follow the same student conduct rules which apply when the student is on school property or attending school activities, functions, or events. There are also special conduct rules for riding school buses. These rules also apply to riding other school vehicles.

Special Conduct Rules for Riding School Buses.

#### Rules for Getting On and Off the Bus

1. Be on time to be picked up. As a general rule, get to your bus stop five (5) minutes before your scheduled pick-up time. If you miss the bus, immediately return to your home, and tell your parents so they can take you to school.
2. While waiting for the bus, stay at least five (5) feet away from the street, road, or highway. Wait until the bus comes to a complete stop before approaching the bus. You may exit the bus only at your approved destination (your school or your approved bus stop). Exit the bus as directed by the driver. Do not run.
3. If you must cross the street after exiting the bus, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

#### Rules on the Bus

1. Be respectful of the bus driver. Immediately follow all directions of the driver and any paraeducator or adult on the bus.
2. No Standing on the bus
3. No jumping from seat to seat
4. Sit in your seat facing forward. Use seat belts in vehicles in which they are available. Keep the aisles clear.
5. Open and close windows only upon receiving permission from the driver.
6. Talk quietly and use appropriate language.
7. Keep all parts of your body inside the bus.
8. Keep your arms, legs, and belongings to yourself.
9. No fighting, harassment, bullying, intimidation, or horseplay.
10. Do not throw any object.
11. No eating or drinking
12. No use of tobacco, alcohol, drugs, or flammables.
13. Do not bring any weapon (real or imitation) or dangerous objects on the school bus.
14. Do not damage the school bus.
15. Actions on the bus are an extension and subject to the student code of conduct

#### Getting the Driver's Assistance:

If you need assistance from the driver, wait until the bus is at a full stop. If you are close enough, tell the driver what you need. If you are too far away for the driver to hear you, ask a student in front of you to get the driver's attention. If necessary, walk up to the driver, while the bus is at a full stop. If you need immediate assistance in an emergency, take all action needed to safely get the help of the driver.

#### Consequences for Rule Violations:

Consequences for school bus misconduct may include restriction or suspension of bus privileges and other disciplinary measures, up to and including expulsion from school.

The following procedures will be observed if a student breaks a bus rule. Each case will be handled individually. Due process procedure will be observed. Serious offenses may be subject to more severe consequences.

- First Offense: Warning and parent notification
- Second Offense: Up to 5 day suspension from the bus
- Third Offense: Up to 10 day suspension from the bus
- Fourth Offense: Suspension from the bus for up to the remainder of year

## **Section 5 School Resource Officer (SRO)**

SROs or police officers shall not be responsible for normal school discipline issues. SROs and police officers are primarily responsible for responding to criminal law matters where it is mandated by law that such offenses be referred to the criminal justice system. Absent an immediate threat of serious bodily injury and/or criminal law matters, school discipline issues should be addressed by school staff.

SROs or police officers who witness school rule/policy violations shall locate school personnel to respond to the situation. The SRO shall not act as a school disciplinarian. SROs should act as any school adult in redirecting minor misbehavior, and may choose to de-escalate a situation using conflict resolution techniques and leverage existing positive relationships with those involved. Incidents must be referred to school personnel to determine the appropriate response in relation to the School Code of Conduct.

## **Article 7 – Drugs, Alcohol and Tobacco**

### **Section 1 Drug-Free Schools**

The District is a safe and drug-free schools zone. Any use, possession, distribution, manufacture, sale, consumption, or ingestion of illicit drugs or tobacco products on school grounds, at a school activity, or in a school vehicle is strictly prohibited.

### **Section 2 Education and Prevention**

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades.

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations. All students will be provided with 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. Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor.

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

### **Section 3 Standards of Student Conduct Pertaining to Drugs, Alcohol and Tobacco**

The District prohibits the possession, use, or distribution of illicit drugs (including electronic nicotine delivery systems) and alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. The conduct prohibited includes, 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 or 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.
6. Possession, use or distribution of any tobacco product.

### **Disciplinary Sanctions**

Violation of any of the above prohibited conduct will result in student discipline, up to and including 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 unlawful substances will be turned over to law enforcement authorities.
3. The student may be referred for counseling or treatment.
4. Parents or legal 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.

## Article 8 – Student Code of Conduct

### Section 1 Purpose

DC West Community Schools believes that a positive learning and teaching environment is created through mutual respect for all and that physical and emotional safety is essential for learning. The Student Code of Conduct is designed to support these beliefs by developing, through reasonable and consistent practices, appropriate student behavior. The behaviors and disciplinary actions identified in the Code of Conduct are designed to promote learning experiences for students. Compliance with the Student Code of Conduct is expected of all students. Administrators will consider student age and grade-level, along with other factors, when assigning disciplinary actions.

### Section 2 Multi-Tiered System of Support for Behavior (MTSS-B)

The DC West Community Schools are committed to creating a learning environment where every individual is valued, respected, and supported. The district's Code of Conduct was created within the context of the district's Multi-Tiered System of Supports for Behavior (MTSS-B), which emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. It provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

DC West MTSS- is a 3-Tier Model that provides comprehensive, quality instruction to all students from preschool through high school. The model is designed to provide evidence-based instruction, targeted supports, and intensive interventions that lead to successful academic and behavioral achievement.

#### Tier 1: Universal Instruction and Supports:

- School-Wide Expectations that clarify expected student behaviors for the school.
- Direct teaching of the Falcon Way expected behaviors
- Elementary and Middle School Responsive Classroom model
- Elementary and Middle Second Step Social-Emotional Curriculum Implementation
- High rates of positive adult attention and feedback for appropriate, expected behaviors.
- Schoolwide values that clarify expected student behaviors: Falcon Way
- Restorative Practices

#### Tier 2: Targeted Intervention and Supports

- Counselor - evidence-based small groups
- Skybound Mentoring
- Zones of Regulation
- Data Collection and Progress Monitoring
- Check-In/Check-Out

#### Tier 3: Intensive Instruction and Intervention

- Functional Behavior Assessment and Behavior Intervention Plans
- Behavior Skills-Focused Classroom
- Licensed Mental Health Therapist
- Behavior Plan Data Collection and Progress Monitoring

### **Section 3 Social Emotional Learning**

In addition to MTSS-B, the DC West Community Schools supports Social Emotional Learning through curriculum strategies, and resources. Social Emotional Learning is the process through which students acquire and apply the knowledge, skills, and attitudes to manage their emotions, achieve goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. Our goal at DC West Community Schools is to focus on five competencies:

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making

MTSS-B and Social Emotional Learning work together to support student success in academics, behavior, attendance, and overall well-being.

### **Section 4 Expectations for All**

The **Student** Is Expected to:

1. Behave according to The Falcon Way.
2. Respectful and Responsible, Inclusive, Safe, and Engaged
3. Follow expectations, guidelines, rules and regulations established by the School and District.
4. Attend school daily on time; and
5. Adhere to a high personal standard of academic effort and achievement.

The **Parent(s)/Guardian(s)** Are Expected to:

1. Set an example of respecting the worth of other persons.
2. Review school expectations, guidelines, rules and regulations with student and family members;
3. Collaborate with school staff;
4. Seek help from school and community agencies when necessary to support a student's achievement;
5. Inform school staff of concerns relating to student needs; and
6. Make sure the student attends school daily on time.

The **Teacher** Is Expected to:

1. Treat each child with dignity and respect.
2. Teach and positively reinforce the expectations outlined in the Student Code of Conduct.
3. Review the school expectations, procedures, and routines with students;
4. Establish and maintain an atmosphere of high achievement and appropriate behavior in the learning environment.
5. Communicate with students and parent(s)/guardian(s) regularly about student behavior and academic progress; and
6. Report frequent student misbehavior promptly to the school office, and report immediately any misbehavior that will or may result in expulsion or suspension.

The **Principal** Is Expected to:

1. Establish building-wide values and expectations, procedures, and routines with input from school staff and in alignment with district policies and procedures.
2. Communicate building expectations, procedures, and routines as well as the Student

Code of Conduct to parent(s)/guardian(s), staff, and students.

3. Consistently enforce building-wide expectations and the Student Code of Conduct; and
4. Collaborate with parent(s)/guardian(s) and teachers regarding student behavior problems.

The **Board of Education** and **District Administration** are Expected to:

1. Establish school district policy relative to student behavior and discipline.
2. Train and support school administrators in appropriate application of the Student Code of Conduct.

## **Section 5 Behavior Violations & Response Levels**

The Student Code of Conduct is organized around levels of interventions and responses to behavior violations. Violations are organized alphabetically and include behaviors ranging from those that can be managed in the classroom to more serious incidents that may require an administrative response. Applying a leveled intervention and response to behavior violations supports a teaching and learning approach to managing behavior in our schools. School administration considers the least restrictive resolutions to managing behavior violations.

When determining a resolution for a behavior violation of the Student Code of Conduct, school administration will consider:

- the age and experience of the student;
- the developmental level of the student;
- the student's intent;
- the severity of the circumstances;
- the impact of disruption to the school environment (including behavior after the initial incident);
- the repeated nature of the situation (if applicable); and
- other mitigating factors.

Interventions that may be applied to address behavior labeled in leveled categories in Level 1-4. Interventions listed are guidelines and school administration may apply a more or less severe resolution depending on the situation.

**Level 1** interventions aim to teach alternative behavior so students can learn and demonstrate safe, respectful, and responsible behavior. Staff members are encouraged to try a variety of teaching and classroom management strategies, which may include, but are not limited to:

- Parent(s)/guardian(s) conference or contact made
- Expectations established and taught (The Falcon Way: RISE & SOAR)
- Positive rapport/relationship
- Re-teaching, prompting, and feedback
- Effective classroom supervision
- Verbal correction
- Collaborative problem solving
- Written reflection or apology
- Classroom Interventions
- Calm Corner
- Positive referral
- Teacher or student conference

- Detention
- Classroom contribution/service
- Skills Teaching/Social Emotional Learning
- Responsive Classroom model (e.g., Morning Meeting, Calm Corner)
- School-wide incentive programs (e.g., FalCoins and FalCash)
- Keystone & Advisory SEL Support

**Level 2** interventions often involve the family, support staff from both school-based and community settings, and/or the administrator. These interventions aim to enhance the student's skills, positive view of schooling, and positive experiences at school, thereby reducing the likelihood of misbehavior continuing or escalating.

In-school suspension may be applied due to the severity or chronic nature of an individual's behavior. In cases of multiple infractions, an assistance plan may be developed.

Level 2 interventions may include, but are not limited to:

- Parent/guardian collaboration (a parent/guardian meeting is a recommended element of response to chronic misbehavior)
- School or Community Counselor support (e.g., small group/ individual)
- Behavior card
- Change in schedule or class
- Consultation with School Psychologist
- Mentoring
- In-School Suspension
- Referral to a school-based mental health therapist
- After-school program (e.g., Falcons Nest)
- Service to School/Service to Community
- Conflict resolution
- Loss of school privileges
- Bus suspension
- Revision of Individual Educational Plan (IEP)/504 Plan
- Referral to a community agency
- Late School
- Additional restorative practices that teach desired behaviors and repair the relationship
- Check in/ Check out

**Level 3** violations may result in the short-term removal of a student from the school environment due to the severity of the behavior. The duration of the short-term suspension, if issued, is to be as limited as possible while adequately addressing the behavior. In cases of repeated need for short-term suspension, an assistance plan (such as a Behavior Intervention Plan or a Functional Individual Problem-Solving Plan) should be developed. Interventions for Level 3 Violations may include, but are not limited to:

- Functional Behavior Assessment (FBA)
- Parent(s)/guardian(s) collaboration meeting
- Plan of assistance (Behavior Intervention Plan, Falcon Individual Problem Solving Plan)
- Consult with a school psychologist
- Restitution
- Communication with law enforcement (as needed)

- Behavior Skills-Focused Classroom (Elementary Only) (\*IEP Team decision only)
- Falcon Achievement Center
- Short-term suspension

**Level 4** violations have the potential to impact the safety of the school environment significantly. These violations may result in the removal of a student from the school environment due to the severity of the behavior. Such violations may involve reassigning a student to an alternative program. These interventions focus on maintaining the safety of the school community and correcting self-destructive and dangerous behavior.

A long-term suspension may be applied when it is feasible to reintegrate the student back into the school environment. Reassignment may be used when chronic misbehaviors are present and school staff have documented efforts to intervene and support the development of acceptable behavior. Expulsion may be applied when a student’s presence at school is deemed too dangerous or disruptive for staff to maintain a safe and positive climate. Upon returning to a traditional school setting after expulsion, the school staff will establish a plan of support (e.g., an early intervention or safety plan) to ensure the student’s ongoing success at school.

Violence against school staff is an egregious act that not only jeopardizes the safety and well-being of individuals but also undermines the foundations of our ongoing efforts to maintain a safe and secure environment conducive to teaching and learning. Because intentional and knowing violence against a staff member is highly disruptive to the learning environment, it may result in consequences, including expulsion in grades where these consequences are available, even in cases of first offense. As in every disciplinary situation, student age, developmental level, the severity of the circumstances, and other mitigating factors will be considered.

Interventions for Level 4 Violations may include, but are not limited to:

- Parent(s)/guardian(s) notification
- Long-Term Suspension
- Assignment to an Alternative to Suspension Program
- Expulsion
- For students in grades K-5, expulsion will not be a consequence for violating the Student Code of Conduct, except in cases of knowingly and intentionally possessing a firearm.
- Referral to the IEP team (students with disabilities) for manifestation determination
- Alternative educational placement
- Communication with law enforcement (as needed)

### Behavior Violations and Response Levels

Conduct Violations	Response Levels			
	1	2	3	4
<b>Absence or Tardiness, Excessive</b> In accordance with Student Attendance Policy 5008, school staff will intervene when a pattern of attendance emerges that is concerning or seems counter to the student’s continued school success	x	x		
<b>Alcohol and Drugs, Possession or Under the Influence</b> Drugs, alcoholic beverages, controlled or imitation controlled substances, or other mood-altering chemicals *See page 23 of handbook	x	x	x	x

<b>Arson</b> Intentionally setting or attempting to set a fire on or in school property		X	X	X
<b>Assault</b> No Injury- Attempting to cause injury to another person, including staff; by knowingly and intentionally using force that places another person in reasonable apprehension of imminent personal injury		X	X	X
<b>Assault with Injury (Intentional)</b> Assault of another person, including staff, when the student has knowingly and intentionally used force to cause personal injury			X	X
<b>Bullying</b> Any intentional ongoing pattern of written or verbal expression, electronic abuse, physical acts, or gestures intended to cause distress/harm upon one or more students and includes an imbalance of power *Board Policy 5415		X	X	X
<b>Bus Misconduct</b> Activity on the bus which is unsafe; refusal to follow directions of the driver or aide *See page 21 of handbook	X	X		
<b>Careless Driving</b> Driving on school grounds carelessly or without due caution so as to endanger a person or property		X		
<b>Cheating or Plagiarizing</b> Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas of writings of another person *See page 39 of the handbook	X	X		
<b>Classroom Disruption/ Other Behavior Disruptive to the School Environment</b>	X	X		
<b>Damage to School, Staff or Student Property</b> Willfully or recklessly causing or attempting to cause damage		X	X	
<b>Disrespectful to Adults/ Others</b> Using words or actions that are impolite or indicate a lack of respect or courtesy	X	X		
<b>Distribution</b> Selling, Distributing, Intent to Distribute, or Attempting to Distribute Alcoholic Beverages, or a Controlled/ Imitation Controlled Substance *Law Enforcement will be Contacted			X	X
<b>Dress Code/Inappropriate Clothing</b> Words or images that promote alcohol, drug use, weapons, insult or demean others, or disrupt the school environment are not acceptable at school *Board Policy 5101 *See page 38 of the handbook	X			
<b>Excessive Tardies/ Hall Sweep</b> Arriving late to class excessively, as determined by individual school procedures or is caught in the hallway by school staff after the tardy bell has rung	X	X		
<b>Exposure to Bodily Fluid</b> Intentionally creating or attempting to create an exposure to bodily fluids, including but not limited to, spitting, throwing, wiping, or otherwise dispersing bodily fluids on or to		X	X	X

another person for any reason				
<b>Failure to Serve Detention</b> Student does not serve an assigned detention, whether it is scheduled during the school day or after school hours	x	x		
<b>False Alarm/ Bomb Threat</b> Causing a substantial disruption to the school environment and/or placing students at risk by making a false report or activating an alarm			x	x
<b>False Allegations Against Staff</b> Any knowingly or recklessly false allegation against a staff member, written, spoken or otherwise communicated which is harmful to the reputation of the staff member, or which may impede the ability of the staff member to perform assigned duties		x	x	x
<b>Fighting, Less Serious</b> Mutual physical combat that does not result in injury or a substantial disruption to the school environment, other than the disruption of the fight itself		x	x	
<b>Fighting, Serious</b> Mutual physical combat that results in injury, creates a substantial disruption involving large numbers of students, and/or results in the potential for continued fighting		x	x	x
<b>Firearm</b> Knowing and intentional possession, use or transmission of a firearm as defined in 18 U.S. Code 921 *Board Policy 5101 *Law Enforcement Will Be Contacted				x
<b>Harassment</b> Any physical, verbal, graphic, electronic, or written material or behavior, which may be related, but not limited to a person's disability, gender, race, color, national origin, gender identity, sexual orientation, age, religion, or marital status which has the effect of creating an intimidating, hostile, or offensive school environment		x	x	x
<b>Inappropriate Language</b> Using inappropriate words or topics of conversation in school	x			
<b>Inappropriate Public Display of Affection Kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others.</b>	x	x	x	
<b>Insubordination/Non-Compliance with Behavioral Expectations</b> <b>Failure to comply with the instructions of school staff when current behavior prevents success of the student or impacts learning</b>	x	x	x	
<b>Misuse of Computers, Digital Devices, or Network</b> Creation or access of inappropriate material; vandalizing; gaining or attempting to gain unauthorized access; using computers, digital devices or networks for harassing or threatening or other non-educational purpose	x	x	x	
<b>Misuse of Pass/ Out of Area</b> Student is out of the assigned area during the school day, uses a hall pass in a way not intended by the issuer	x	x		
<b>Possession of Obscene or Pornographic Literature, Materials, or Electronic Images</b> The possessing, taking, disseminating, transferring, or sharing of obscene, pornographic,		x	x	

lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise *Board Policy 6800				
<b>Reckless Behavior</b> Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk, resulting in substantial disruption	X	X	X	
<b>Reckless Behavior Resulting in Personal Injury</b> Recklessness involves the creation of an unjustifiable risk of harm to others and a conscious (and sometimes deliberate) disregard for or indifference to that risk resulting in personal injury		X	X	X
<b>Sexual Assault</b> Sexual Assault in the first or second degree as defined in Nebraska Statutes 28-319 thru 28-320.01 *Law Enforcement Will Be Contacted				X
<b>Sexual Misconduct/Public Indecency</b> Behaviors described in Nebraska Statute 28-806 except that this violation shall apply only to students at least 12 years of age. For students under age 12, other violations may apply		X	X	X
<b>Theft Stealing or attempting to steal property</b>	X	X	X	
<b>Threats, Intimidation, or Extortion</b> Use or threat of violence, force, intimidation or similar conduct in a manner that constitutes substantial interference with school purposes. Threats may include behavior, verbal, written and/or physical action		X	X	X
<b>Tobacco and Vapor Devices, Use of</b> To include students found to be in use of tobacco, vapor devices or any product that may be used to distribute tobacco in any form, including the use of vapor products, electronic nicotine delivery systems, or alternative nicotine products while in the school building, on school grounds or at school activities	X	X		
<b>Trespassing</b> To enter or remain on any school district property or property where a school event is being held without authorization and with no legitimate purpose for entry *Law Enforcement May Be Contacted *Board Policy 3250		X	X	X
<b>Truancy</b> Neither the family nor school officials know the student's whereabouts or the student is refusing to attend school or class	X	X		
<b>Unauthorized Entry</b> Allowing or assisting any individual to enter a district building other than through the designated entrances or that breaches any method of established security		X	X	X
<b>Unauthorized Use of Camera, Video Device, Personal Device that Attaches to School/District Network, Cell Phone or Recording Device</b> Student use of cameras/video devices without explicit, prior written authorization of the principal is prohibited	X	X		
<b>Unlawful Activity</b> Engaging in any activity forbidden by state or federal law and not otherwise specifically		X	X	X

included in this Code which creates potential danger in the school environment or interferes with school purposes *Law Enforcement May Be Contacted				
<b>Verbal Conflict</b> Disrupting the school environment by engaging in a loud argument that includes disparaging comments or discussion of potential physical conflict	x	x		
<b>Vulgarity/Profanity</b> Written or oral language that is disgusting and/or repulsive, but does not constitute harassment	x	x		
<b>Weapon (other than firearm)</b> Knowing and intentional possession, handling, transmission, or use of any knife or dangerous weapon *Law Enforcement May Be Contacted			x	x
<b>Willfully or recklessly causing or attempting to cause damage</b>		x	x	

## Section 6 Forms of School Discipline [Board Policy 5101](#)

Students who violate the student conduct rules may be subject to the following forms of discipline: See the District Student Code of Conduct for additional information

### Short-Term Suspension:

Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five (5) 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; or
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 the Principal's designee 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, but not more than 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or 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 or guardian, to have a conference with the Principal or administrator ordering the short-term suspension

before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.

5. A student on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

Notwithstanding the foregoing, no pre-kindergarten through second grade student may be short-term 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 these disciplinary procedures.

#### Long-Term Suspension:

A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (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. Pursuant to the Nebraska Student Discipline Act, a notice will be given to the student and the parents/guardian when the 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:

##### Meaning of 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 (a) within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten (10) 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 (c) 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 school 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. A notice will be given to the student and the parents/guardian when the 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.

#### Suspension 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 until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the

principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) 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 to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal, or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

#### Suspension of Enforcement of an Expulsion:

Enforcement of an expulsion action may be suspended (i.e., “stayed”) if the Superintendent approves the suspension of an expulsion. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.

#### 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 or institution accredited by one (1) of the six (6) regional accrediting bodies in the United States.

#### Emergency Exclusion:

A student may be excluded from school 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; or
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.

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.

If the emergency exclusion will be for five (5) school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or designee determines that an emergency exclusion shall extend beyond five days, a hearing may, upon a parent or guardian's request, be held and a final determination made within ten (10) school days after the initial date of exclusion. Such appeal procedures shall substantially comply with the procedures set forth in this Handbook for a long-term suspension or expulsion and be modified by the Board of Education 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. Such actions may include, but are not limited to, counseling of students, parent 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 the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. 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, well-being or rights of other students, staff, or visitors.

#### Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment.

The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff, and other persons or to interfere with the educational process otherwise seriously. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.

3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or 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.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing, or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. 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, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct. 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. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or has the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials 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.

13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. 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 (including skin color, hair texture and protective hairstyles), gender, disability, national origin, or religion.
15. Willfully violating behavioral expectations for riding school buses or vehicles.

In addition to the foregoing, a student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

1. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
2. The known and intentional possession, use, or transmission of a dangerous weapon other than a firearm. The term “dangerous weapon” includes any personal safety or security device (such as tasers, mace, and pepper spray). If a student desires to carry or possess a personal safety or security device, the student must obtain prior approval from the building principal before bringing such device to school grounds. If a student obtains prior approval from the building principal, the student must store the device during the school day in the student’s locker, in the main office or in another secure location designated by the building principal. A student shall not carry a personal safety or security device during the school day.

Further, a student will be expelled for one (1) calendar year if the student knowingly and intentionally possesses, uses, or transmits a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. The term “firearm” means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. The only exception to this rule is if the student obtains prior written permission to bring the firearm on school grounds by the Superintendent for a school-related purpose.

#### Additional Student Conduct Expectations and Grounds for Discipline.

The following additional student conduct expectations are established. Failure to comply with such rules may be grounds for disciplinary action, up to and including an expulsion.

#### 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. The following is a non-exhaustive list of examples of attire that are not appropriate at school:

1. Clothing that shows an inappropriate amount of bare skin or underwear or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
2. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
3. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horseplay” or that would damage property (e.g. cleats).
4. Headwear including hats, caps, and bandannas.
5. Clothing or jewelry which exhibits nudity, makes sexual references, or carries lewd, indecent, or vulgar double meaning.
6. Clothing or jewelry that is gang related.

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in 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.

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.

### **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 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.

## Definitions:

The following definitions provide a guide to the standards of academic integrity:

- “**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:
  - **Tests** (includes tests, quizzes and other examinations or academic performances):
    - **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.
    - **Use of Unauthorized Materials:** Using notes, textbooks, pre-programmed formulae 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.
    - **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.
    - **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.
    - **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.
  - **Papers** (includes papers, essays, lab projects, and other similar academic work):
    - **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.
    - **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.
    - **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 or sibling, and the essay is substantially re-written by the

student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

- 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.
  - 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.
  - 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.
- “Plagiarism” means to take and present as one's own a 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:
    - Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves the use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
    - 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.
  - “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.
  - Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
    - Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standard, the instructor will assign a grade which the instructor determines to be appropriate for the work.
    - Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
    - Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The 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.

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:

1. 1st Offense: Student will be directed to stop.
2. 2nd Offense: Student will be directed to stop, and parents will be notified.
3. 3rd Offense: Student may be suspended from school for a minimum of one (1) day, and parents and student will need to meet with the administration to address the ongoing conduct.

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.

#### Law Violations

Any act of a student which is a basis for expulsion and which the Principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible.

#### Anti-Bullying: [Board Policy 5415](#)

One of the missions of the District is to provide safe and secure environments for all students and staff. 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. Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report. The district's anti-bullying policy is available for review on the District's website.

#### Network, E-Mail, Internet, and Other Computer Use Rules:

1. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Access for all staff and students is a privilege and not a right.
2. Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.

3. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
4. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained, or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
5. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

#### Rules for Acceptable Use of Computers and the Network:

The following rules for acceptable use of computers and the network, including Internet, shall apply to all students:

1. Students shall not erase, remake, or make unusable anyone else's computer, information, files, or programs.
2. Students shall not let other people use their name, account, log-on password, or files for any reason (except for authorized staff members).
3. Students shall not use or try to discover another user's account or password.
4. Students shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
5. Students shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
6. Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software.
7. Students shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create, or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
8. Students shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources.

#### **Article 9 – Student Fees Policy: [Board Policy 5416](#)**

The District's general policy is to provide 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.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District has set forth in policy its guidelines or policies for specific categories of student fees. 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 specifics of student fees and materials required of students for the current school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics. The District’s entire Student Fees Policy is available on the District’s website.

**Article 10 – State and Federal Programs**

**Section 1 Notice of Nondiscrimination [Board Policy 5401](#)**

The School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, 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 the admission, access to its facilities or programs or activities, treatment, or employment.

**Section 2 Designation of Coordinators**

Any person having concerns or needing information about the District’s compliance with anti-discrimination laws or policies should contact the District’s designated Coordinator for the applicable anti-discrimination law.

Law, Policy, or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin; harassment	Dr. Melissa Poloncic, Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Dr. Dawn Marten, Director of Learning
Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA)	Discrimination, harassment, or reasonable accommodations of persons with disabilities	Nicki Pechous, Director of Special Education
Homeless student laws	Children who are homeless	Dr. Melissa Poloncic, Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Dr. Melissa Poloncic, Superintendent

The Coordinator may be contacted at: DC West Community Schools, 401 S. Pine Street, Valley, NE 68064 (402) 359-2583.

**Section 3 Multicultural**

The philosophy of the District’s multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) 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 (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. 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.

#### **Section 4 Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973**

The following is a description of the rights granted to qualifying students with disabilities under Section 504 of the Rehabilitation Act. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

#### **Section 5 Notification of Rights Under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents 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.

- a. Parents 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 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 or eligible student believes are inaccurate or misleading at the time the record was created.
  - a. Parents or eligible students may ask the School 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. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent 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 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.
  - a. 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 School 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 or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.
  - b. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or 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:

Office of the Chief Privacy Officer  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4605

#### **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 may include:

- A playbill, showing your student’s role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- 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, can also be disclosed to outside organizations without a parent’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 work or other contact information of the student’s parent/guardian or other adult acting in loco parentis or with authority to act as parent or 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 date of birth and place of birth;
6. Student’s extra-curricular participation;
7. Student’s achievement awards or honors;
8. Student’s weight and height if a member of an athletic team; and
9. 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 or eligible student has the right to refuse to let the District designate information about the student as directory information. Parents or 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 or guardian notifies the Superintendent in writing.

### **Section 6 Military Recruiters**

The District will provide military recruiters with access to routine directory information of each high school student unless the student’s parent or guardian requests in writing that their student’s information not be shared with a military recruiter. Parents and guardians who do not want their student’s information to be shared with a military recruiter must notify the high school principal in writing. If a parent or guardian does not notify the high school principal in writing, the District will provide a military recruiter with the student’s routine directory information.

### **Section 7 Combined District and School Title I Parent and Family Involvement**

The written District parent and family engagement policy has been developed jointly with, updated periodically, and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents is available for review on the District's website.

## **Section 8 Student Privacy Protection Policy**

### **Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties:**

Parents shall have the right to inspect, upon the parent'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'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 to Inspect Instructional Materials:**

Parents 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 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 shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) 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, 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 of such concern and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

### **Rights of Parents 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 parental 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) hearing,

vision, or scoliosis screenings; (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 of and 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: a student or parent’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: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) 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; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

#### Parental 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 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 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 (5) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent 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 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 parent as soon as such instrument can be reasonably obtained.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events:

The District will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

- 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).
- Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,
- 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 parental opt-out right: (1) hearing, vision, or scoliosis screenings; (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).

Parents 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, or educational decisionmaker;
2. Mental or psychological problems of the student or the student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student’s parent, guardian, or educational decisionmaker; 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).

Any survey administered by the District that asks a student 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, and educational decisionmakers that their students 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 student 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.

## **Section 9 Homeless Students**

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. Any person with knowledge of a homeless student in the District should contact the District's Homeless Coordinator. A copy of the District's Homeless Policy is available on the District's website.

### **Nondiscrimination Statement**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for or prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

- (1) Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410 or
- (2) Fax: (833) 256-1665 or (202) 690-7442; or
- (3) Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.

## **Article 11 - School Specific Information**

### **Section 1 Elementary Specific Information**

#### **The Falcon Way Be Safe, Be Respectful, Be Responsible**

#### **Arrival/Dismissal Expectations**

##### **BE SAFE**

1. Walk on the sidewalks.
2. Keep hands, feet, belongings to yourself.
3. Walk bikes on school property.
4. Watch for cars and buses.
5. Use a crosswalk for crossing the street.
6. Wait for parents before entering the parking lot.

##### **BE RESPECTFUL**

1. Wait quietly in a designated area.
2. Watch out for those around you.
3. Walk around groups of people who are talking.

##### **BE RESPONSIBLE**

1. Arrive on Time:
  - a. Breakfast 7:30
  - b. Walking Club 7:45
  - c. First Bell 7:55
  - d. Late Bell 8:00
2. K-5 Enter only through the front doors.
3. Report to the office if you are late.
4. Go directly to the designated area upon entry.

#### **Bathroom Expectations**

##### **BE SAFE**

1. Walk in the bathroom.
2. Wash hands-use soap-rinse dry.
3. Keep water in the sink.
4. Keep feet on the floor- no climbing on walls or doors. No crawling under stalls.

**BE RESPECTFUL**

1. Use quiet voices.
2. Give others their privacy.

**BE RESPONSIBLE**

1. Make sure the toilet/urinal flush completely.
2. Make sure all trash gets into the garbage.

**Bus Expectations****BE SAFE**

1. Stay seated while the bus is moving – do not get up until the bus has come to a complete stop.
2. Face forward.
3. Keep aisles and exits clear.
4. SILENCE at railroad crossings.
5. Keep hands, feet & belongings to self.

**BE RESPECTFUL**

1. Wait to have your name checked off on the bus list before getting on the bus.
2. Listen to the bus driver and follow directions.
3. Let others sit with you – three to a seat if needed – without arguing.
4. Talk quietly with those around you.

**BE RESPONSIBLE**

3. Take care of your belongings – keep things in your backpack – throw trash away.
4. Arrive at your bus on time.
5. Exit the bus and proceed to your designated area.
6. Walk in front of the buses, not in-between the buses.

**Hallway Expectations****BE SAFE**

1. Walk at all times.
2. Walk on the right side of the hallway.
3. Keep hands and feet to yourself.
4. Keep your eyes facing forward.

**BE RESPECTFUL**

1. Voices off.
2. Walk with quiet feet.
3. Respect others' property.

**BE RESPONSIBLE**

1. Stay in order.

2. Listen to the adults and follow their instructions.
3. Keep track of belongings.
4. Make sure to have your hall pass to show where you are going.

### **Indoor Recess Expectations**

#### **BE SAFE**

1. Keep hands and feet to yourself.
2. Be respectful of personal space.
3. Follow classroom expectations.

#### **BE RESPECTFUL**

1. Play fairly.
2. Include others.
3. Follow the game rules.
4. Be a good sport.
5. Try to avoid going through other students' games.

#### **BE RESPONSIBLE**

1. Get permission from an adult if there is a need to leave.
2. Put away all materials when done.
3. Report problems to an adult on duty.

### **Lunchroom Expectations**

#### **BE SAFE**

1. Walk in the lunchroom.
2. Keep food to yourself.
3. Sit with your bottom on the bench, facing the table, and feet on the floor.
4. Clean up spills – get help from an adult if needed.

#### **BE RESPECTFUL**

1. Use quiet voices.
2. Use good table manners. (please, thank you, chew with your mouth closed)
3. Raise your hand to get an adult's attention and to get up.
4. Voices off in the kitchen area.

#### **BE RESPONSIBLE**

1. Remember to get milk, utensils, and condiments before sitting down.
2. Raise your hand for permission to get seconds or go to the bathroom.
3. Clean up your area when you are finished eating.
4. Wait quietly in your seat until you are dismissed.

### **Outdoor Recess Expectations**

#### **BE SAFE**

1. Keep hands and feet to yourself.
2. Swings – sit on bottoms, back and forth only, no side to side.
3. Slides – go up the stairs down the slides, on bottoms, feet first.
4. Climbing equipment – no climbing on the outside of tubes, no jumping off the spider web.
5. Throw or kick sporting equipment according to the game rules.
6. Keep wood chips, rocks, sand, dirt, snow, and ice on the ground.
7. Stay in the designated area.

### **BE RESPECTFUL**

1. Play fairly.
2. Include others.
3. Follow the game rules.
4. Be a good sport.
5. Wait your turn for the disc swing. (4 at a time K-3<sup>rd</sup>, 2 at a time 4<sup>th</sup>-5<sup>th</sup>)

### **BE RESPONSIBLE**

1. Get permission from an adult if there is a need to leave the playground.
2. Put away equipment when done.
3. Report problems to the adult on duty.
4. Boots must be worn to leave the pavement when there is snow.
  - a. Students may use the playground without boots, when the snow is compacted.
  - b. Snow pants and boots must be worn if the students want to sit or lie in the snow.

### **Pod Expectations**

#### **BE SAFE**

1. Walk quietly through the pod.
2. Push chairs into tables when entering the classroom.
3. Keep hands and feet to self.

#### **BE RESPECTFUL**

1. Respect others' spaces.
2. Use inside voices.
3. Share the materials, games, and touch panels with friends.

#### **BE RESPONSIBLE**

1. Stay in order.
2. Listen to and follow the instructions of the adult in charge of the pod.
3. Pick up after yourself, wipe down tables.
4. Put chairs and stools back where you found them.
5. Return to class promptly.

### **Special Events Expectations**

#### **BE SAFE**

1. Walk quietly to the event.
2. Sit properly on the floor, chairs, or bleachers.
3. Keep hands and feet to yourself.

#### **BE RESPECTFUL**

1. Pay attention to the speaker/performers.
2. Voices off.
3. Make no noise with hands or feet.
4. Respond/applaud appropriately.

#### **BE RESPONSIBLE**

1. Sit where you are told
2. Listen to and follow the instructions of the adult in charge
3. Pick up after yourself.

### **Walking Club Expectations**

#### **BE SAFE**

1. Walk at all times.
2. Walk facing forward.
3. Walk in groups of 2 or 3 students.
4. Keep hands and feet to yourself.
5. Allow others to pass.

#### **BE RESPECTFUL**

1. Talk quietly.
2. Watch out for others.
3. Listen to the adult on duty and follow their directions.
4. Walk around the outer edges of the gym.

#### **BE RESPONSIBLE**

1. Only enter the gym when an adult is present.
2. Go straight to the gym after coming into the school.
3. Get permission from an adult if there is a need to leave the gym.
4. After walking club is over , walk quietly to class when dismissed by an adult.

### **Expected Classroom Behaviors**

The following is a general but not exhaustive list of expectations for each student:

- Respect the rights of others at all times.
- Come to class prepared to learn.
- Complete assigned work neatly, accurately and on time.
- Pay attention in class and not disturb others.
- Follow all school and classroom rules.
- Work cooperatively with members of the assigned group.
- Come to class with tools needed to learn.
- Do their best at all times.

## **Drop Off/Pick Up Procedures**

Children's safety is everyone's responsibility. Thank you for your patience and for modeling to model the Falcon Way to your young Falcon(s). Procedures have been developed to provide a safe and efficient way to get all of our students to and from school safely each day:

- **Drop Off:** Please drop off your (K-5) Falcon(s) in the large loop on the east side of the building and please drop off your Preschool Falcons in the small loop on the north side.
- **Pick Up:** Please pick up your (1-5) Falcon(s) in the large loop on the east side of the building and please pick up your Preschool and Kindergarten Falcon(s) in the small loop on the north side of the building.
- Please make sure your Falcons are ready to exit and enter your vehicle and do so on the **passenger side**.
- Please do not leave your vehicle when waiting for your Falcon(s) in either loop.
- While in the loop, please pull as far forward as you can as the line moves forward.
- **If you would like to walk your child** to the front door, please park in the parking lot and escort your child to the door. Be sure to model safety by only crossing in the marked crosswalks and always walk with your child in the lot.
- **If you would like to get out and wait for your child after school**, please park in the parking lot and walk to the door.
- **Students walking to/from school from Valley** will need to walk down the sidewalk between the two high school parking lots proceeding around the bus barn to the elementary parking lot. Adults will be on duty in the elementary parking lot after school to escort students to the sidewalk and staff will also be in front of the elementary building in the parent drop off area.
- Please do not park in the drop off loops.

## **Field Trips**

In some classes, part of the planned activities by the teacher may include a field trip away from the building. At all times students are expected to observe regular school rules and to follow the orders of their supervisor. Parents and siblings of students are not allowed to ride school transportation. Parents may choose to leave with their child at the conclusion of the field trip in their vehicle if the proper forms have been signed before leaving on the field trip. The school does not assume any liability of non school-age children allowed on the field trip.

## **Fire Drills**

Schools are required to have one fire drill during each month. All students are to leave the building immediately through the nearest exit at the time the fire alarm bell is sounded. The fire signal is an automated message with an intermittent ring. Students are not to stop to take coats or books with them and are required to move a distance of one hundred feet from the building. The classroom instructor is responsible for the class during the fire drill. Upon the signal of the school bell, all students will return to their classes.

## **Tornado Drills**

When the tornado bell rings and an announcement is made over the intercom. Everyone will proceed to the designated storm shelter, which is the entire preschool wing. Classrooms will have specific rooms to take shelter within this pod.

**Weather**

In the event of school cancellations due to inclement weather, parents/guardians will be notified by our automated calling system. This system can send out a recorded message to all staff and students within seconds. Radio and local TV stations will also announce school cancellations due to bad weather. Parents are requested to refrain from calling the school for this information. Parents or designated adults who become fearful of the weather conditions may pick up their children any time. Occasionally weather conditions may force the closing of school during the day. It is suggested that parents make arrangements for their children to stay with friends or neighbors if the need should arise. In an active tornado warning students and staff will be sheltered, please do not come to school to pick up students. They will not be checked out to leave during this time.

In the event that the building goes into shelter during a time that impacts dismissal, please note that students will not be dismissed until we can determine that there is no threat to the student and the all clear has been given by the superintendent.

**Lost and Found**

Lost and found items will be turned into the bin in the cafeteria. Items not claimed will be given to deserving agencies.

**Sporting Events**

During football games students are requested to sit in the bleachers to watch the football game. Students may be on the sideline if they are with their parents. Football catch, tag, tackle football or other games are not allowed in or around the football field. Students are encouraged to promote school spirit by cheering for the Falcons.

**Change of Address**

Whenever a student moves or changes his address or phone number, the student should report this change to the office immediately.

**Substitute Teachers**

In the absence of the regular classroom teacher, a substitute teacher may be asked to teach the class. All students are expected to follow the regular established classroom procedures under the direction of the substitute teacher and will address the substitute teacher in the same manner as any other staff member.

**Lunch Times/Procedures**

Monday-Thursday Grade Level Lunch Times

Kindergarten	11:15-11:45
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1st grade	11:20-11:50
2nd grade	11:50-12:20
3rd grade	11:55-12:25
4th grade	12:25-12:55
5th grade	12:30-1:00

- All students will go to recess before lunch and then transition to the lunchroom with their class.
  - Water bottles are allowed at lunch
  - We ask that no soda is brought to lunch
  - Students are not allowed to share food off their plates or give food to another student
  - Students that have a family visitor are only allowed to pick 2 friends to sit with them.
- This rule helps to prevent our students from fighting and arguing about joining the table.

### **Use of Personal Electronic Devices and Cell Phones**

The DC West Community Schools is committed to safeguarding instructional time to ensure every student thrives academically, behaviorally, socially, and emotionally. The Personal Electronic Device procedures aim to minimize distractions and enhance academic focus, which is grounded in robust research. Protecting instructional time by reducing digital interruptions is a proven strategy to enhance academic focus, support higher achievement, foster an optimal learning environment, and support the mental health and well-being of our students. Personal electronic devices include cell phones, smart watches, earbuds, etc.

### **Elementary School**

- Restrict personal electronic devices during school hours.
  - Students must power off devices and store them in a backpack or locker until dismissal.
  - This approach minimizes distractions and ensures that young children focus on learning and social development without the influence of technology.
  - Exceptions may be granted for educational purposes outlined in a student's IEP or 504 Plan, or for medical needs as documented in the Individualized Health Plan.

### Consequences for Non-Compliance

#### **1. First Offense:**

- a. The device is confiscated by the teacher and turned over to an administrator.
- b. The administrator documents the infraction into Educlimber.
- c. The student retrieves the device from an administrator at the end of the school day.

#### **2. Second Offense:**

- a. The device is confiscated by the teacher and turned over to an administrator.
- b. The administrator contacts the parent.

- c. The administrator documents the infraction into Edclimber.
  - d. The student loses privileges for the next school day. The device is checked in with an administrator in the morning, or not brought to school.
- 3. Third Offense:**
- a. The device is confiscated by the teacher and turned over to an administrator.
  - b. Administrator contacts the parent.
  - c. Administrator documents the infraction into Edclimber..
  - d. The parent must pick up the device from an administrator.
  - e. The student loses privileges for five school days. The device is checked into the office in the morning or not brought to school.
- 4. Fourth Offense:**
- a. The device is confiscated by the teacher and turned over to an administrator.
  - b. The administrator contacts the parent.
  - c. The administrator documents the infraction into Edclimber.
  - d. The parent must pick up the device from an administrator.
  - e. The student loses privileges for the remainder of the semester. The device is checked into the office in the morning or not brought to school.

### **Searches on Ipads**

Use of iPads and Computers and access to network services at DC West is provided to you primarily to conduct research and to work on assignments at school. By accepting an iPad for use at school you are agreeing to follow the Falcon Way to use in a responsible way.

Searches: We want you to be able to conduct research for assignments and use your iPad for learning. However, there are times when some students are searching for inappropriate terms or topics. If you cannot show a direct tie between a search and the class subject you are in, then do not search.

Please know:

1. All searches that are inappropriate are reported to your Principals.
2. Inappropriate searches may result in a visit and conversation and possible disciplinary action.

Please follow these guidelines when conducting a search:

1. If the search is for a word/term/topic that you would not feel comfortable raising your hand and asking in class, then do not search.
2. If the search is for a word/term/topic that is not a part of the school subject, do not search.
3. If you search a word and it gets blocked - you get no definition - stop. Do not search again. It might be inappropriate.
4. If you search a word that you did not mean to search, and it gets blocked, then report it to your teacher.

## **Section 2 Middle School Specific Information**

### **Middle School Staff**

#### Administrative Staff:

Dr. Jeffrey Kerns, Principal  
Dr. Melissa Poloncic, Superintendent  
Dr. Dawn Marten, Director of Learning  
Mrs. Nicole Pechous, Director of Student Services  
Mr. Jeremy Travis, Director of Athletics & Activities 7-12

#### Middle School Staff:

Mrs. Kristen Phillips, School Psychologist  
Mrs. Rachel Smith, Speech Pathologist  
Sandi Kerkhoff, District Technology Coordinator

#### School Resource Officer:

Deputy Alex Johnson

#### School Nurse:

Mrs. Sara Widhelm

#### Office Staff:

Mrs. Chelsea Dembinski (Secretary)  
Mrs. Autumn Burmeister (Health Para)

#### Teaching Staff:

**Interventionist:** Desi Samson (Reading), Janna Giles (Math)

**Guidance Counselor:** Ty Hansen

**English Language Learners:** Alyssa Lindahl

**Special Education:** Amber Goddard, Lisa Masters, Michelle Anderson

**6<sup>th</sup> grade:** Megan Garcia (Math), Kerry Reker (Science), Nolan Zimmer (Social Studies), Molly Dembinski (ELA)

**6<sup>th</sup> grade Specials:** James Eddy (STEM), Russ Ninemire (Health), Logan Dunn (Digital Citizenship/HAL), Dawn Beyl (Theatre), Bob Wald (Computers), Morgan Thompson (Band Lessons), Liz Guinn (Band Lessons)

**7<sup>th</sup> grade:** Lindsey Pearson (Math), Jesse Hays (Science), Ady Watts (Social Studies), Julia Reddel (ELA)

**7<sup>th</sup> grade Specials:** James Eddy (STEM), Russ Ninemire (Health), Lisa Benson (French), Ty Hanson (Careers), Logan Dunn (Media/Yearbook)

**8<sup>th</sup> grade:** Traci Evans (Math), Jalen Hausmann (Science), Ben Steward (Social Studies), Sherry Dill (ELA)

**8<sup>th</sup> Grade Specials:** James Eddy (STEM/Falcon Athletic Advantage), Russ Ninemire (Health), Lisa Benson (Spanish), Cyndi Thomas (Family Consumer Science), Morgan Bergen, (Falcon Athletic Advantage), Ty Hanson (Careers 2)

**Instrumental Music (Band):** Elizabeth Guinn

**Vocal Music (Choir):** Dawn Beyl

**Physical Education/Health:** Bob Wald, Russ Ninemire

**Art:** Sara Gotch

### **Bell Schedule**

#### **MIDDLE SCHOOL DAILY CLASS SCHEDULE (Monday-Thursday)**

<b>Teachers Available</b>	7:45	
<b>Breakfast</b>	7:30-7:55	
<b>1<sup>st</sup> Hour</b>	8:00-8:45	(45 MINS)
<b>2<sup>nd</sup> Hour</b>	8:48-9:33	(45 MINS)
<b>3<sup>rd</sup> Hour</b>	9:36-10:21	(45 MINS)
<b>4<sup>th</sup> Hour</b>	10:24-11:09	(45 MINS)
<b>6<sup>th</sup> Grade</b>	Class 10:24-11:00	(36 MINS)
	Lunch 11:00-11:30	(30 MINS)
	Class 11:30-11:39	(9 MINS)
	Pride 11:42-12:12	(30 MINS)
<b>7<sup>th</sup> Grade</b>	Class 10:24-11:09	(45 MINS)
	Pride 11:12-11:15	(3 MINS)
	Lunch 11:15-11:45	(30 MINS)
	Pride 11:45-12:12	(27 MINS)
<b>8<sup>th</sup> Grade</b>	Class 10:24-11:09	(45 MINS)
	Pride 11:12-11:30	(18 MINS)
	Lunch 11:30-12:00	(30 MINS)
	Pride 12:00-12:12	(12 MINS)
<b>5<sup>th</sup> Hour</b>	12:15-1:00	(45 MINS)
<b>6<sup>th</sup> Hour</b>	1:03-1:48	(45 MINS)
<b>7<sup>th</sup> Hour</b>	1:51-2:36	(45 MINS)
<b>8<sup>th</sup> Hour</b>	2:39-3:24	(45 MINS)

#### **FRIDAY EARLY DISMISSAL SCHEDULE**

<b>Teachers Available.</b>	7:45	
<b>Breakfast</b>	7:30-7:55	
<b>1<sup>st</sup> Hour</b>	8:00-8:35	(35 MINS)
<b>2<sup>nd</sup> Hour</b>	8:38-9:13	(35 MINS)
<b>3<sup>rd</sup> Hour</b>	9:16-9:51	(35 MINS)
<b>4<sup>th</sup> Hour</b>	9:54-10:29	(35 MINS)
<b>5<sup>th</sup> Hour</b>	10:32-11:07	(35 MINS)
<b>6<sup>th</sup> Grade</b>	Class 10:32-11:00	(28 MINS)
	Lunch 11:00-11:30	(30 MINS)
	Class 11:30-11:37	(7 MINS)
	Pride 11:40-12:10	(30 MINS)

<b>7<sup>th</sup> Grade</b>	Class	10:32-11:07	(35 MINS)
	Lunch	11:07-11:37	(30 MINS)
	Pride	11:40-12:10	(30 MINS)
<b>8<sup>th</sup> Grade</b>	Class	10:32-11:07	(35 MINS)
	Pride	11:10-11:15	(5 MINS)
	Lunch	11:15-11:45	(30 MINS)
	Pride	11:45-12:10	(25 MINS)
<b>6<sup>th</sup> Hour</b>		12:13-12:48	(35 MINS)
<b>7<sup>th</sup> Hour</b>		12:51-1:26	(35 MINS)
<b>8<sup>th</sup> Hour</b>		1:29-2:04	(35 MINS)

### **Backpacks**

Students will be allowed to carry their backpacks with them throughout the school day for this upcoming school year. However, there is a built-in combination locker available upon request.

### **Use of Personal Electronic Devices and Cell Phones**

The DC West Community Schools is committed to safeguarding instructional time to ensure every student thrives academically, behaviorally, socially, and emotionally. The Personal Electronic Device procedures aim to minimize distractions and enhance academic focus, which is grounded in robust research. Protecting instructional time by reducing digital interruptions is a proven strategy to enhance academic focus, support higher achievement, foster an optimal learning environment, and support the mental health and well-being of our students. Personal electronic devices include cell phones, smart watches, earbuds, etc.

### **Middle School**

- Restrict personal electronic devices during school hours. They may be used before and after school.
  - Students must power off devices and store them in a backpack or locker until dismissal. For students who do not carry a backpack or have a locker, the device will be given to the student's Advisory teacher.
  - Middle school students are particularly vulnerable to distractions, cyberbullying, and social comparison via smartphones.
  - Prohibiting access during class and free periods fosters better academic performance and social engagement.
  - Exceptions may be granted for educational purposes outlined in a student's IEP or 504 Plan, or for medical needs as documented in the Individualized Health Plan.

### Consequences for Non-Compliance

#### **1. First Offense:**

- a. The device is confiscated by the teacher and turned over to an administrator.
- b. The administrator documents the infraction into Edclimber.
- c. The student retrieves the device from an administrator at the end of the school day.

#### **2. Second Offense:**

- a. The device is confiscated by the teacher and turned over to an administrator.
  - b. The administrator contacts the parent.
  - c. The administrator documents the infraction into Edclimber.
  - d. The student loses privileges for the next school day. The device is checked in with an administrator in the morning, or not brought to school.
- 3. Third Offense:**
- a. The device is confiscated by the teacher and turned over to an administrator.
  - b. Administrator contacts the parent.
  - c. Administrator documents the infraction into Edclimber..
  - d. The parent must pick up the device from an administrator.
  - e. The student loses privileges for five school days. The device is checked into the office in the morning or not brought to school.
- 4. Fourth Offense:**
- a. The device is confiscated by the teacher and turned over to an administrator.
  - b. The administrator contacts the parent.
  - c. The administrator documents the infraction into Edclimber.
  - d. The parent must pick up the device from an administrator.
  - e. The student loses privileges for the remainder of the semester. The device is checked into the office in the morning or not brought to school.

### **Change of Address**

Changes of address or phone number, as well as any new members of the family (new babies, adoptions), should be reported to the office so that we may keep our census up-to-date.

### **Field Trips**

Teachers may include a field trip away from the building as part of a planned class activity. Students are expected to observe regular school rules and to follow the directions of their teacher or supervisor. All field trips must be approved by the administration.

### **Fire Drills**

Schools are required to have periodic fire drills during each school year. All students are to leave the building immediately through the nearest exit at the time the fire alarm bell is sounded. Students are not to stop to take coats or books with them and are required to move a distance of one hundred feet from the building. The classroom instructor is responsible for the class during the fire drill. The administration will notify the students when they should return to their classes.

### **Food and Drink**

Food and drinks are strictly prohibited outside of the cafeteria area. Students are not allowed to take food or beverages into academic classes or the library. Sometimes the consumption of food or beverage is part of the regular planned classroom activity. The administration will give permission for the classroom teacher to allow consumption of these items during these special times. Students that bring or consume food or beverage items, with the exception of these planned activities, are in violation of school rules.

### **Insurance**

DC West School makes an insurance program available to students through a qualified insurance carrier. Information concerning the cost to parents, type of coverage, and other information will be made available in the yearly registration materials before school begins in the fall. Students will not be required to purchase this insurance; however, it is required for students who are participating in athletics to be covered by some type of insurance.

### **Lost and Found**

Lost and found items will be turned into the office. Items not claimed will periodically be given to deserving agencies in the local area.

### **Property Checked Out to Students**

Books and other school equipment or materials will be checked out to students throughout the school year for specific school work. Students are responsible for these materials and for their safekeeping. At the end of the year, the student will be expected to return the materials in good condition or to pay for any loss or abnormal wear.

### **Student Parking**

Students driving their cars to school must register that car in the office. Students are to park in designated parking areas and at no time should students park in areas behind the school or in spaces reserved for faculty parking. Students are expected to park on school property and not on any of the side streets or lots surrounding the school property. Students are not to be in their cars during the school day or during the lunch period. Students needing to go to their car to get items must first get permission from the administration. Violations of these procedures may result in disciplinary action.

### **Substitute Teachers**

A substitute teacher may be asked to teach the class in the absence of the regular classroom teacher. All students are expected to follow the regular established classroom procedures under the direction of the substitute teacher and will address the substitute teacher in the same manner as any other staff member.

### **Detentions**

Students may be assigned additional time before or after school to receive assistance from their teachers to complete assignments, to make up work, or due to their classroom behavior. Our middle school students may be assigned to “The Falcon’s Nest” (an after school academic detention area) which will be supervised by a staff member from 3:30-4:00. The student is expected to report immediately after school to work on the missing assignment(s) and/or turn in the missing assignment(s). If a student is assigned to “The Falcon’s Nest” and they need to make transportation arrangements then they may come to the office to do so. All students that are assigned to “The Falcon’s Nest” are expected to report immediately after school if the homework has not already been turned in to their teacher. Failure to report may result in further disciplinary action to improve the student’s homework completion. The goal is for the students to turn in their completed assignments on time or in a timely manner and to essentially raise our homework completion percentages which will then assist in their overall academic performance.

### **Library and Media Center Rules**

While in the library, all students are expected to conduct themselves in a manner which enables others to study without interruption. Students should take care of all books, magazines, and other materials used or borrowed. When checking out materials or books, students will be given a “due date”. Students are responsible for returning these items on time. Fines will be charged for damaged or lost books. In addition to fines, the library may issue detention time for books not returned on time. The library is available to students at 7:45 a.m. until 3:45 p.m. each day.

### **Counseling**

The counseling program is available as a service to all students and parents who wish to receive help concerning personal, education and career matters. Students are encouraged to visit with the counselor and should make arrangements to do so before, during, and after school.

### **Falcon Reward System**

The Middle School Student Council sponsors the Falcon Reward System that will be celebrated at the end of each quarter. Students who have no failing grades, no written office referrals, and no missing assignments, will be given the opportunity to participate in a special activity. The activity is a reward for the student’s positive behaviors and provides an educational experience as well as some fun for the student. The student’s attendance records may be used in determining eligibility.

### **Homework**

Teachers may assign work to the students that cannot be completed during the regular class period. It is the student’s responsibility to make sure that this class work is completed by the assigned time. Failure to complete classroom assignments on time may result in the student being assigned to complete the work before or after school and may result in a failing grade. Our 6<sup>th</sup>/7<sup>th</sup>/8<sup>th</sup> grade students may be assigned to “The Falcon’s Nest” (an after school academic detention area) which will be supervised by a staff member from 3:30-4:00. The student is expected to report immediately after school to work on the missing assignment(s) and/or turn in the missing assignment(s). If a student is assigned to “The Falcon’s Nest” and they need to make transportation arrangements then they may come to the office to do so. All students that are assigned to “The Falcon’s Nest” are expected to report that immediate day and failure to do so may result in further disciplinary action to improve the student’s homework completion. The goal is for the students to turn in their completed assignments on time or in a timely manner and to essentially raise our homework completion percentages which will then assist in their academic performance.

### **Honor Roll and Merit Roll**

An Honor Roll and Merit Roll list will be published at the end of each quarter. This list will recognize the student’s academic success. The Honor Roll will consist of all students who have accumulated an average grade of 87% or higher for that grading period, without a grade of C or below. The Merit Roll list will consist of students with an average grade of 80%, without a grade of D or below.

### **Advisory**

In our Advisory Period, each student will have a teacher who will serve as the student’s mentor throughout the school year. The mentor and student will work together to provide an educational

foundation for success. The Advisory Period serves as an anchor for adolescents, a predictable routine that students need more than ever as they undergo rapid physical, emotional, and intellectual changes. Advisory provides a space and structure for teachers to support middle school students, both individually and as a group, as they develop their sense of self and identity in connection to their relationships with peers.

### **Student Awards and Honors**

At the end of the year, an awards program will be held to recognize students for their participation in activities and for academic excellence during the school year.

### **Student Records**

A cumulative file is maintained on each student. This file includes the grades and credits earned, special test scores, health records, and other student information. This file is open to the parents and the student upon request. If there appears to be a discrepancy with grades recorded or credits, the guidance office should be notified immediately. Before any information in the file may be forwarded to any other school or agency, a written or personal request from the student and/or parents must be presented to the school. Official records are mailed directly from the school to the school or agency requesting them.

### **Testing and Assessment**

DC West Schools use test data to assist students in understanding their strengths and weaknesses and to assist in the development of curriculum. Formative and summative classroom assessments are administered throughout the year, as well as criterion referenced and norm referenced assessments. Yearly performance is reported to the public and to the State Department of Education. Tests required by the school are administered without cost to students.

### **Passes**

Teachers are encouraged to keep students in the classroom. If a student needs to leave class, they are expected to have a pass from their supervising teacher with them at all times.

**Section 3 High School Specific Information**

**SCHOOL CONFERENCE – Nebraska Capitol Conference**

**ADMINISTRATIVE STAFF**

Dr. Melissa Poloncic, Superintendent	402-359-2583
Jim Knott, Principal	402-359-2121
Dr. Dawn Marten, Director of Learning	402-359-2583
Nicki Pechous, Director of Student Services	402-359-2583
Jeremy Travis, Director of Athletics & Activities 7-12	402-359-2121
Shawna Younghans, Administrative Facilitator	402-359-2121

**SCHOOL RESOURCE OFFICER**

Deputy Alex Johnson	402-359-2121
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**SCHOOL ADMINISTRATIVE ASSISTANT STAFF**

Jenny Finck, Administrative Assistant	402-359-2121
Rachel Higginson, Medical Para/Administrative Assistant	402-359-2121
Nicole Billedeaux, Counselor Assistant	402-359-2121

**DC WEST HIGH SCHOOL TEACHING STAFF**

Art	Sean Pralle
Alternative Education	Randy Donner
Business	Ben Knobbe
Computer Technology	Ben Knobbe, Lisa Leonard
Counselor	Katie Richards
English Learner Program	Alyssa Lindahl
Health/Family & Consumer Science	Cyndi Thomas
Industrial Technology	John Brockhaus, Lisa Leonard
Language Arts	Trey Baker, Maggie Dailey, Kristi Eggen, Jared Wiemer
Library/Media	Logan Dunn
Mathematics	Heather Cox, Chip Daehling
Music	Jacob Gagner, Karmen Koch
Physical Education	Dawn Beyl, Liz Guinn, Morgan Thompson
Science	Brant Loewe, Morgan Bergen
School Psychologist	Lindsey Boardman, Taylor Hyatt
Social Studies	Mike Troy
Special Education	Kristen Phillips
Speech Language Pathologist	Matt Caldwell, Brad Henderson
World Language	Kim LaChapelle
	Peggy Cooper, Garrett Hoffman
	Kimberly Loofe
	Rachel Smith
	Lisa Benson (French),
	Logan Johansen (Spanish)

## GENERAL INFORMATION

MONDAY-THURSDAY	
Teachers Available	7:45
Breakfast Served	7:30 - 7:52
Students Enter	7:50
Warning Bell	7:55
Period 1	8:00 - 8:45
Period 2	8:48 - 9:33
Period 3	9:36 - 10:21
Period 4	10:24 - 11:09
Period 5	11:12-11:57
Lunch=11:57-12:27, Keystone=12:30-1:00	
Period 6	1:03 - 1:48
Period 7	1:51 - 2:36
Period 8	2:39 - 3:24

FRIDAY	
Teachers Available	7:45
Breakfast Served	7:30 - 7:52
Students Enter	7:50
Warning Bell	7:55
Period 1	8:00 - 8:35
Period 2	8:38 - 9:13
Period 3	9:16 - 9:51
Period 4	9:54 - 10:29
Period 5	10:32 - 11:07
Period 6	11:10-11:45
Lunch=11:45-12:15, Keystone=12:18-12:48	
Period 7	12:51-1:26
Period 8	1:29-2:04
Teacher Professional Development	2:30 - 3:45

### ANNOUNCEMENTS

Any organization, student, teacher, or staff member wishing to include a message in the daily announcements should have it submitted to the HS secretary before 8:30 a.m. that morning. All announcements are subject to administrative review.

### COUNSELING

The counseling program is available as a service to all students and parents who wish to receive help concerning personal, education and career matters. Students are encouraged to visit with the counselor and should make arrangements to do so before, during, and after school.

### DANCES AND PARTIES

Various organizations may sponsor school dances and parties. They must be arranged with their sponsor and approved by the administration. Students will be expected to be at the dance within thirty minutes after the start of the dance and will not be allowed to enter after that time, unless there have been prior arrangements made with an administrator. Once a student enters a school dance or party, he/she will not be allowed to leave and then return. At all times, students are expected to observe school rules. High school students will not be allowed to attend middle school dances and middle school students will not be allowed to attend high school dances. Unless currently enrolled in our school district, individuals attending must be twenty years or younger. The school district reserves the right to test for drugs/alcohol at any school dance/party. Any violations of the code of conduct are subject to school discipline procedures. Law enforcement may be contacted by school personnel.

### DISASTER DRILLS

Schools have set rules to follow for the safety of all persons during a disaster, therefore disaster drills are practiced. When there is notification of a disaster, students should follow the procedures

designated by the teacher/administrator. Students may practice an evacuation procedure and be transferred to an off-site location.

### **FIRE DRILLS**

Schools are required to have periodic fire drills during each school year. All students are to leave the building immediately through the nearest exit at the time the fire alarm bell is sounded. Students are not to stop to take coats or books with them and are required to move a distance of one hundred feet from the building. The classroom instructor is responsible for the class during the fire drill. The administration will notify the students when they should return to their classes.

### **FIELD TRIPS**

Teachers may include a field trip away from the building as part of a planned class activity. Students are expected to observe regular school rules and to follow the directions of their teacher or supervisor. All field trips must be approved by the administration.

### **FOOD AND DRINK**

Lunch is to be consumed in the cafeteria as directed by school personnel. Limited food and drink consumed outside of the cafeteria during the school day is allowed as long as students do not cause a disruption to class and are clean with food-related trash. This privilege may be suspended for individual students or the entire student body if food and drink consumption become a disruption to the educational environment or students are not able to dispose of trash appropriately.

Sometimes the consumption of food or beverage is part of the regular planned classroom activity. The administration will give permission for the classroom teacher to allow consumption of these items during these special times.

### **HOT LUNCH PROGRAM**

Credit for the automated lunch accounting system can be purchased in the cafeteria or through E-Funds before school. Students are expected to pay for their lunches in advance. If a check is returned by the bank due to insufficient funds, the funds will be deducted from your student's lunch account, along with a \$5.00 fee.

1. The cost of breakfast and lunch will be set by the school.
2. ***Students may bring lunch from home.***
3. ***Students will not be allowed to charge extra items if they have a negative balance.***
4. Free or reduced priced lunches are provided for those children whose parents qualify. Application forms are available in the superintendent's office.
5. Students will remain in the cafeteria until the end of the lunch period.
6. Students will remove trays and materials from the table when finished unless they have permission to leave from an administrator.
7. Breakfast will be served in the cafeteria from 7:30 to 7:55 a.m.
8. Eating in the cafeteria is considered a privilege. Continued occurrences of improper conduct during breakfast or lunch may result in a student being required to make other arrangements for meals.
9. Students are not allowed to use outside food delivery services (DoorDash, Ubereats, Grubhub, etc) during lunch or school day.

## **HAZING**

DC West School does not condone or encourage initiations or hazing of any kind directed by any group of its students to any other group of students. The school encourages all parents and students to refuse to take part in such actions and activities, and will follow disciplinary action to the extent possible for those students insisting on carrying out such acts of hazing and initiation, regardless of the level of willingness on the part of the participants. School staff are encouraged to report any knowledge of such activities immediately to the administration, and parents will be notified.

## **INITIATIONS**

Certain organizations may initiate members into their group during the school year. Only formal ceremonies may be held, and must be under the supervision of their sponsor and with the approval of the administration. Any type of informal hazing of students will result in disciplinary action.

## **INSURANCE**

DC West Schools offers an insurance program to students through a qualified insurance carrier. Information concerning the cost to parents, type of coverage, and other information will be made available in the yearly registration materials before school begins in the fall. Students will not be required to purchase this insurance; however, it is required for students who are participating in athletics to be covered by some type of insurance.

## **INTERNET CONTRACT**

Students of DC West Schools will use the internet to complete projects in various classes. Students will access the internet through the use of a filtered computer system. This filtered system will ease the use of the internet while locking out sites deemed inappropriate. To obtain permission to use such technology at school, students must first sign an agreement of rights and responsibilities and receive training and a security code. Parents will also need to sign this contract, indicating their knowledge and agreement of the guidelines. Students and parents will receive a copy of this contract and the procedures for use of the Internet system. Violations of this contract may result in loss of computer privileges.

## **LIBRARY AND MEDIA CENTER RULES**

While in the library, all students are expected to conduct themselves in a manner that enables others to study without interruption. Students should take care of all books, magazines, and other materials used or borrowed. When checking out materials or books, students will be given a “due date”. Students are responsible for returning these items on time. Fines will be charged for damaged and lost books. In addition to fines, the library may issue detention time for books not returned on time. The library is available to students at 7:45 a.m. until 3:45 p.m. each day.

## **LOST AND FOUND**

Lost and found items will be turned into the office. Items not claimed will periodically be given to deserving agencies in the local area.

## **NEW ORGANIZATIONS**

Any school group that wishes to organize a new club or organization shall submit a proposed constitution to the administration for consideration.

## **OFFICE USE**

The school offices are available to help students, parents, and teachers. The offices will best be able to assist the student if a businesslike atmosphere exists. The office is not a social gathering place. Students who have specific business in the office should complete that business and return to class as quickly as possible. Students are to address the secretaries, who will direct them to the person who can assist them.

## **PEP RALLIES**

Pep Rallies may be held during the day to help support activities programs. Cheerleaders will arrange the activities under the supervision of the sponsor. Good sportsmanship, good manners, and a high degree of school spirit should be a part of each rally.

## **PLANNED ABSENCES**

Students who know in advance when they are going to miss classes due to school activities or for personal reasons are expected to communicate with their teachers before the planned absence in order to formulate a plan to complete the work and gain the knowledge missed. It is the responsibility of the student to communicate with the teacher and follow up after the absence to make sure all work is completed and turned in.

## **POSTERS**

Any student, group, or organization will need to have the approval of the sponsor and of the administration before any poster or sign is allowed to be hung on school property.

## **SKIP DAYS**

DC West Schools will not sanction any unsponsored or unapproved skip days for any student or groups of students. Students involved in unsponsored skip days will be counted absent for the class time that is missed. Regular school attendance is important for academic success.

## **STUDENT ACTIVITY FEE/PASS**

Students in grades 9-12 are required to pay a student activity fee which includes free admittance to all home activity events, except tournaments and special conference, district, or state-level events. The School Board will set all fees on an annual basis.

## **STUDENTS ATTENDING POST-SEASON TOURNAMENTS**

Students wanting to go to DC West postseason tournaments need to have parent permission communicated to the office before attending the tournament. Students involved in another activity would be allowed to return to school to practice on the day of their absence if these procedures are followed.

## **STUDENTS ATTENDING ATHLETIC CONTESTS DURING SCHOOL TIME**

A few athletic contests are scheduled during the school day. Students participating in the scheduled activity will be excused from their classes provided they have made arrangements for completing their school work. Students who desire to attend these events as spectators may be excused upon approval from their parents. Absence from school on these events will be noted on the student's attendance record.

## **STUDENT PARKING/ CAMPUS SAFETY**

Students driving their cars to school must register that car in the office. Students are to park in designated parking areas and at no time should students park in areas behind the school or in spaces reserved for faculty parking. Students are expected to park on school property and not on any of the side streets or lots surrounding the school property. Students are not to be in their cars during the school day or during the lunch period. Students needing to go to their car to get items must first get permission from the administration. Violations of these procedures may result in disciplinary action, including suspension of school parking privileges.

## **SUBSTITUTE TEACHERS**

A substitute teacher may be asked to teach the class in the absence of the regular classroom teacher. All students are expected to follow the regular established classroom procedures under the direction of the substitute teacher and will address the substitute teacher in the same manner as any other staff member.

## **TELEPHONE USE**

The telephone in the office is provided for emergencies or official business only. If a student must make a voice phone call, he or she needs to bring a pass from the teacher to the office. Students should not be released from class to use the phone, unless it is an emergency. If a student receives a phone call during class time, a message will be taken and given to the student.

## **USE OF PERSONAL ELECTRONIC DEVICE AND CELL PHONES**

The DC West Community Schools is committed to safeguarding instructional time to ensure every student thrives academically, behaviorally, socially, and emotionally. The Personal Electronic Device procedures aim to minimize distractions and enhance academic focus, which is grounded in robust research. Protecting instructional time by reducing digital interruptions is a proven strategy to enhance academic focus, support higher achievement, foster an optimal learning environment, and support the mental health and well-being of our students. Personal electronic devices include cell phones, smart watches, earbuds, etc.

### **High School**

- Personal electronic devices may be used during passing periods, lunch break, before school, and after school.
- Personal electronic devices are strictly prohibited in locker rooms and restrooms.
- Personal electronic devices are prohibited during class to improve focus and reduce distractions, as studies show significant academic performance benefits when devices are restricted.
- Exceptions may be granted for educational purposes outlined in a student's IEP or 504 Plan, or for medical needs as documented in the Individualized Health Plan.

### Consequences for Non-Compliance

#### **1. First Offense:**

- a. The device is confiscated by the teacher and turned over to an administrator.
- b. The administrator documents the infraction into Edclimber.

- c. The student retrieves the device from an administrator at the end of the school day.
- 2. Second Offense:**
  - a. The device is confiscated by the teacher and turned over to an administrator.
  - b. The administrator contacts the parent.
  - c. The administrator documents the infraction into Edclimber.
  - d. The student loses privileges for the next school day. The device is checked in with an administrator in the morning, or not brought to school.
- 3. Third Offense:**
  - a. The device is confiscated by the teacher and turned over to an administrator.
  - b. Administrator contacts the parent.
  - c. Administrator documents the infraction into Edclimber..
  - d. The parent must pick up the device from an administrator.
  - e. The student loses privileges for five school days. The device is checked into the office in the morning or not brought to school.
- 4. Fourth Offense:**
  - a. The device is confiscated by the teacher and turned over to an administrator.
  - b. The administrator contacts the parent.
  - c. The administrator documents the infraction into Edclimber.
  - d. The parent must pick up the device from an administrator.
  - e. The student loses privileges for the remainder of the semester. The device is checked into the office in the morning or not brought to school.

## **VAPE DETECTORS**

To ensure the safety and well-being of all students, our school has installed vape detectors in restroom areas. These detectors are designed to alert school staff—via secure notifications—when vapor is detected. Upon activation, staff will promptly investigate and student code of conduct will be followed.

## **SCHOLASTIC INFORMATION**

### **ALTERNATIVE HIGH SCHOOL (Falcon Achievement Center)**

The Douglas County West Alternative High School is available for at-risk students who, for a variety of reasons, are not able to be successful in the traditional high school setting.

#### **GOALS OF THE ALTERNATIVE HIGH SCHOOL:**

1. Improve the academic engagement and achievement of at-risk students.
2. Emphasize student strengths to meet their academic and social needs.
3. Provide progressive academic and behavioral expectations
  - a. Each student will have a AEP (Alternative Education Plan)
  - b. Each student will have a schedule that is conducive to his or her individual needs.
4. Provide for social and emotional growth.
5. Promote perseverance, productivity, and work ethic.
6. Explore future educational, career, and technical interests.
7. Ensure community and family involvement.

#### **SELECTION TO THE ALTERNATIVE HIGH SCHOOL:**

There is a set process that must be followed before a student is selected to the DC West Alternative High

School. Below are the three main ways a student can be brought to the admission committee:

1. Student (or parent) application
2. Suggestion by the High School Principal, Administrative Facilitator, or Counselor
3. Assigned by the High School Principal or Administrative Facilitator

After a referral is made, a committee will meet. That committee may be made up of the parent, student, high school principal, high school administrative facilitator, high school counselor, student services director, and the alternative school lead teacher will meet to discuss possible selection to the DC West Alternative High School. Topics that may be discussed and considered are academic, social, and behavioral struggles along with other extreme hardships that may make the alternative high school the right “fit” for the student. The high school principal or his/her designee will make the final decision on student acceptance within five school days of the committee meeting.

Each student (and their parent/guardian) who is selected to the alternative high school will be required to participate in an academic plan with expectations. The contract spells out behavioral, academic, and attendance expectations and consequences.

### **ASSEMBLIES, CONVOCATIONS, GUEST SPEAKERS**

Assemblies, convocations and guest speakers provide students with additional learning experiences. When speakers attend a classroom or when students attend assemblies, the students must give the speakers and performers their attention. School rules of behavior are in effect during these events.

### **CLASS RANK**

All courses taken in high school are counted for class rank.

Weighted courses at DC West will include advanced placement courses, on-campus college dual-credit courses, and the more academically rigorous courses.

Points Are Earned As Follows:

		½ Weighted	Full Weighted
A	4.0	4.5	5.0
B+	3.5	4.0	4.5
B	3.0	3.5	4.0
C+	2.5	3.0	3.5
C	2.0	2.5	3.0
D+	1.5	2.0	2.5
D	1.0	1.5	2.0
F	0.0	0.0	0.0

NC = 0 Points (Given for late withdrawals.)

NG = Does not affect honor roll or class rank.

### **COLLEGE/CAREER REPRESENTATIVES**

The counseling department arranges times for college and career representatives to speak to students. Students are notified and encouraged to contact these people when they have been scheduled. Scheduled times usually occur before or after school and during the lunch period.

## **CREDIT RECOVERY**

The Douglas County West administration and staff believes strongly that the best education for high school students is in the classroom. However, students occasionally may need to recover credits to stay on track for graduation because of a failing grade in the classroom. In these instances, the Principal or his/her designee may offer the student an online or alternative course to make up credits. The discretion to offer online or alternative credit recovery is completely up to the principal or his/her designee.

Occasionally, for varied reasons, the administration may decide that it is best for a student to receive all of his/her classes online outside of the school building. In these instances, the school will check the student's progress and communicate with the student and/or parent at least once per month. Students completing all classes online outside of the school building during their final semester may not participate in the graduation ceremony and will receive their diploma by mail or by arrangement during the week following graduation.

## **DUAL-ENROLLMENT AT COLLEGE**

Some students may have the experience of attending college, taking college classes through distance learning, taking independent study courses, or receiving college course instruction on site while still enrolled in high school. Interested students should contact a counselor for the list of courses and arrangements. In most circumstances, the student is responsible for the tuition, fees and books for the course(s).

## **EARLY GRADUATION**

### Early Completion Plan - Policy 5206

Douglas County West Community 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 time lines 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 eight credits from educational courses taken outside the Douglas County West Community 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 Douglas County West Community Schools. Students transferring into Douglas County West Community Schools may transfer in hours that are listed on their official Transcript.
- (2) 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.
- (3) Application for early completion must be requested, in writing, to the high school principal by February 1 of the applicant's Junior 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 parents/parent/guardian to verify parental approval of early completion.

- (4) The Board of Education will make the final decision in regards to an applicant's early completion at the April board meeting of the applicant's Junior year.
- (5) 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 regards to participating in the regularly scheduled graduation ceremony. The applicant must also attend one (1) 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. If a student completes the graduation requirements at the conclusion of their third year (or earlier) of high school, they retain the option of going through the graduation ceremony with their four-year cohort class. However, they will not have the option of taking part in the graduation ceremony of an earlier graduation class.
- (8) A student who decides 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 activities that the applicant is eligible for will be prom and the regularly scheduled graduation ceremony.
- (9) This policy shall be evaluated annually by the high school principal or his/her designee.

### **GRADUATION REQUIREMENTS - Policy 5205**

The high school will give students a structured educational pattern for a four-year education, help students meet the needs of new college entrance requirements, prepare citizens for the future and experience a wide range of activities to develop students as a complete person. The following requirements for graduation have been established by the Board of Education for students at DC West High School. In addition to the High School Diploma, students may choose a second diploma path (High School Diploma with Distinction). Students may choose the path which best meets their educational needs and future goals. The two-diploma paths area is outlined below.

The credits in each department required for graduation are listed below:

**High School Diploma—47 Credits for Class of 2026; 48 Credits for Class of 2027+**

8 credits – Language Arts

6 credits – Mathematics

6 credits – Science

6 credits – Social Science

4 credits – Career and Technical Education (Class of 2027+: 5 total – Computer Science Principles)  
 4 credits – Health and Physical Education  
 2 credits – Fine Arts  
 11 credits – Electives

**High School Diploma with Distinction– 57 Credits**

8 credits – Language Arts  
 8 credits – Mathematics (graduation class of 2027)  
 6 credits – Science  
 8 credits – Social Science  
 4 credits – Career and Technical Education  
 4 credits – Health and Physical Education  
 2 credits – Fine Arts  
 Electives to 57 Total Credits

\*\*\* 8 Total Credits Must Be Weighted Classes

Within the requirements, every student must complete at least one five-credit high school course in personal finance or financial literacy prior to graduation. Each student shall also complete and submit a Free Application for Federal Student Aid prior to graduation, unless the required opt-out form is completed by either: (1) the student’s parent or legal guardian; (2) the Principal, if the Principal determines that good cause exists not to require the student to complete the FAFSA; or (3) an emancipated student or student of at least 19 years of age.

**½ Weighted Grade Scale Class Offerings**

H English 9	Economics	H Physical Science
H English 10	H English 11	H Geometry
French III	H Chemistry	
Spanish III	H Algebra II	

**Full Weighted Grade Scale Class Offering**

Advanced Art	Spanish IV
Physics	French IV
Anatomy and Physiology	Biology II

**Dual Credit Class Offerings (Full Weighted Grade Scale)**

Metro Creative Writing	Metro Statistics	Metro Spanish IV
Metro Composition II	Metro Introduction to Algebra	Metro Composition 1
Metro Ethnic Literature	UNO Medical Math	Metro Construction Management
Metro Multicultural Literature	Metro CTE Math	Metro Personal Finance
Metro Introduction to Literature	Metro Health Careers	Metro Business
Metro College Algebra	Metro American Government	Metro Entrepreneurship
Metro Trigonometry	Metro World Civilization I/II	Metro Marketing
Metro Calculus	Metro US History	UNO Leadership Weights

**FALCON’S NEST**

The Falcon’s Nest is a mostly voluntary, after-school academic help, school work completion, and task-organization program for students. It is held Monday-Thursday from 3:30-4:15 weekly. Each attending student will work with the Falcon’s Nest Coordinator to create an Academic Recovery Plan. This Academic Recovery Plan will be shared with the student’s teachers, parents/guardians, school counselor, coach/sponsor (if currently in a school sport or activity) and the Principal / Administrative

Facilitator. After the Academic Recovery Plan is created, the student is encouraged to follow through with the plan (including future attendance at the Falcon's Nest) until he or she is passing all classes.

### **FALCON REWARD SYSTEM**

The High School Student Council sponsors the Falcon Reward System. Once per year, students who have not been on the failing list and have not received an ISS/OSS, will be given the opportunity to attend a school sponsored field trip. Transportation is provided by the school district. The student may incur all other costs. The field trip is a reward for student's positive behaviors and provides an educational experience as well as some fun for the students. The student's attendance records may be used in determining eligibility.

### **HELP FROM TEACHERS**

The main role of teachers is to be of assistance to the students. Students should feel free to ask teachers for help at any time. The teachers will arrange time to be available to help students during their classroom time, Keystone time, Academic Support time, Falcon's Nest time, planning time, or before and after school.

### **HOMEWORK**

Teachers may assign work to the students that cannot be completed during the regular class period. It is the student's responsibility to make sure that this class work is completed by the assigned time. Failure to complete classroom assignments on time may result in a failing grade and the student may be assigned to Academic Support.

### **HONOR ROLL, ACADEMIC LETTERS and ACADEMIC EXCELLENCE RECOGNITION**

An Honor Roll of Distinction and an Honor Roll of Merit will be published at the midpoint of each semester. These lists will recognize the student's academic success. The **Honor Roll of Distinction** will consist of all students who have accumulated a grade point average of 3.5 or higher for that grading period. Students who maintain an "A" average in all classes, will be recognized by an asterisk next to their name. The **Honor Roll of Merit** will consist of students with a grade point average of 3.0 to 3.5.

All students that have made the Honor Roll for all four quarters will receive an **Academic Letter**. This letter represents high achievement in school coursework. Qualifying students will receive a Douglas County West Academic Letter (chenille letter) for year 1; a bronze academic star for year 2, a silver academic star for year 3 and a gold academic star for year 4. Graduating seniors will wear their academic medals during the Commencement Program.

Seniors with a 4.0 G.P.A. or higher will be recognized during the graduation ceremonies and will receive an academic excellence award representing their academic achievement during their four years of high school. Students who finish in the top 10% of their graduating class and earn a Diploma with Distinction (56 credit minimum) will have the option to speak at commencement.

### **KEYSTONE & ACADEMIC SUPPORT**

A KEYSTONE is the wedge-shaped stone at the top of an arch that locks its parts together. Without its support, the arch would collapse. At DC West, Keystone plays much the same role, serving as the central unified source of support and stability for the student's educational program. In Keystone, each student will have a teacher who will serve as a mentor. The mentor and student will work together to

provide an educational foundation for success. The mentor will assist the student in developing and monitoring long and short-term goals, assist the student in selecting appropriate courses in his/her career field, communicate with the parents of the student about his/her progress, maintain student records in his/her personal folder, and be available to serve as a resource person for the student. Students who are struggling academically and are on the weekly ineligibility list two or more times will be required to attend ACADEMIC SUPPORT sessions during Keystone time. Students or parents should contact the mentor with any questions regarding the educational program. Keystone is an integral part of every student's daily schedule.

### **NATIONAL HONOR SOCIETY – DOUGLAS COUNTY WEST CHAPTER**

The National Honor Society is founded on four core principles:

- **Scholarship:** Scholarship is a commitment to learning, both inside and outside the classroom.
- **Service:** Service is the willingness to help others, and the action to make it happen.
- **Leadership:** Leadership is the ability to set examples where others want to follow you.
- **Character:** Character is the will to make the right choice, even if it isn't the most popular.

Each of these core principles is important, not only for membership in the organization, but also to become productive citizens outside of high school. Ultimately, NHS should not only recognize students with these talents but also train them to better utilize their skills to be successful no matter what they do after high school.

To be considered eligible for the DC West Chapter of NHS, a student must...

- Have and maintain a 3.0 GPA (on a 4 point scale).
- Demonstrate examples of service that are both current and varied. It is especially important for applicants to volunteer during the school year in which they wish to apply. This shows commitment to the school and community.
- Demonstrate examples of current leadership that go beyond merely participating in voluntary events. A leader is someone who steps up to take positive roles in their activities, as well as someone who is recognized by their peers or supervisors for outstanding leadership qualities. For example, if a student is a participant in Student Council, they can demonstrate leadership by taking on leadership roles within the activities in which they are participating (volunteering to organize a food drive or organizing Valentine's Day sales).
- Be willing to go out of their way to be inclusive of others.

There are numerous opportunities to accumulate service as a member of other student organizations, athletics, and activities. Interested applicants should be willing to take advantage of these opportunities leading up to their candidacy.

Students who are not selected are encouraged to work on their application deficiencies and apply again the following year.

Those chosen for DC West NHS are expected to maintain their adherence to the core principles by taking on leadership positions, completing outside service hours, participating in NHS service projects, and acting as an upstanding student and citizen both inside and outside of school.

For a more detailed explanation of the purpose, goals, rules, and procedures of the Douglas County West Chapter of the National Honor Society, please refer to the *DC West High School National Honor Society Bylaws* under High School Activities on the DC West School website.

### **SCHOLARSHIP AND FINANCIAL AID**

The counseling department will assist students in becoming aware of scholarships and financial aid, which are available for college students. College representatives visit the school to discuss possibilities at their institution. A Senior Parents Night is held to help parents and students understand the process of obtaining financial aid and completing the necessary forms. After selecting a college or technical school, the student, with the help of the counselor, should contact the department of financial aid of that institution for obtaining financial assistance. Seniors are eligible for many kinds of scholarships and the counseling department will help them become aware of what is available. It is the responsibility of the student to complete the application forms and to take other necessary steps in securing the scholarships.

### **STUDENT AIDES**

Juniors and seniors may request to be a student aid for a teacher or in the office. Students should make the request through the counselor's office, get approval from the teacher or the office then receive final approval from the counselor/ administration.

### **TESTING AND ASSESSMENT**

DC West Schools use test data to assist students in understanding their strengths and weaknesses and to assist in the development of curriculum. Formative and summative classroom assessments are administered throughout the year, as well as criterion referenced and norm referenced assessments. Yearly performance is reported to the public and to the State Department of Education. Tests required by the school are administered without cost to students. The Nebraska Department of Education has designated that all Juniors are required to take the ACT exam during the spring semester.

Students are also provided with information about other tests administered by agencies outside the school district. These tests can be taken by students who meet qualifying criteria and are taken at the student's own expense. Such tests include the ACT test for college entrance (this test is the qualifier for the Nebraska Regents Scholarship), the PSAT (the National Merit Scholarship qualifying exam), and SAT.

## **Section 4 High School Activities Specific Information**

### **ACTIVITY INFORMATION - Policy 5103**

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provide experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill, and emotional patterns that they possess, thereby making better individuals and citizens.

### **STUDENT 24-HOUR ACTIVITY CODE OF CONDUCT**

The DC West High School athletic teams and activities groups are before the public eye throughout the school year. Therefore, it is imperative that a high standard of conduct, training, and eligibility is established as part of the program. Regulations governing participation have been developed into a 24-Hour Activity Code (the 24 Hour Code means this code is in effect for 24 hours a day, seven days a week). The Activity Code will apply during the entire school year from the first day of fall practices to the final day of the NSAA sponsored spring activities. All students participating in or attending school sponsored activities will be held accountable for these expectations. Junior High violations of this policy will not carry over to the high school, however, eligibility requirements will need to be met.

It is the philosophy of DC West Community Schools that it is important for students to conduct themselves as responsible representatives of the school and conduct themselves in such a manner during the season (activity) or out of season, in uniform or out of uniform, on campus or off campus. Membership of a team or organization, as well as, participation as a spectator of school activities is considered a privilege and failure to abide by the Code of Conduct is subject to disciplinary/restorative action.

This Activities Code applies to all students participating in the following extra-curricular activities: Cross Country, Football, Volleyball, Softball, Basketball, Wrestling, Baseball, Golf, Soccer, Track, Instrumental Music, Vocal Music, Newspaper, Yearbook, Speech/Drama, One-Act Play, All School Production, FBLA, Robotics, Academic Decathlon/Quiz Bowl, Cheerleading, Dance Team, Art Club, Science Club, World Language Club, Student Council, and National Honor Society.

Activity participants and attendees should note that a Violation of the Activities Code could occur through improper activities related to poor conduct choices. The HS Administration will deal with these violations on an independent basis, will weigh the severity and repetitiveness of poor conduct choices, and will place sanctions after completing their investigation on all conduct violations. If the infraction is

severe, progressive discipline may jump to the second or third offense immediately.

## **EXTRACURRICULAR ACTIVITY CODE OF CONDUCT**

Purpose of the Code of Conduct. Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image. The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures and rules.

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

## **ACADEMIC ELIGIBILITY**

Any student who has a cumulative failing grade at the time of the eligibility report, in any two classes, will not be eligible for school activities (excluding dances) the following week, Wednesday through Tuesday. The duration for the cumulative grade eligibility roster will be for the current semester grading period. Students who are failing a class will be provided a Progress Report on Monday (or as soon as possible following a holiday) of each eligibility period.

Staff will be notified of all students on the list. Students will have three days (Monday-Wednesday) to bring their failing grades up to passing. Once a passing grade is achieved/confirmed on the Powerschool grading report (or verbally/written by the teacher), the student will communicate the progress to the Activities Director (or his or her designee). If a student raises their grades to meet the eligibility requirement, he/she may participate in activities. All students who are failing the same two classes at the end of the school day on Wednesday (or other designated day due to the school calendar) will be ineligible until the following week. Special consideration on the enforcement of this policy will be given to special education students through the IEP team decision-making process. The eligibility period may be suspended due to holiday breaks, snow days, etc. at the discretion of the administration. The administration may also use discretion on enforcement of the policy due to teacher absence or inability to grade assignments/tests/projects by the end of the day on Wednesdays.

## **BEHAVIOR / TOBACCO / ALCOHOL & DRUG VIOLATIONS**

The banned substances for DC West participants are: tobacco (and its container), alcohol (and its container), illegal drugs and inhalants, vaporizing devices and its contents and containers, or controlled substances (except under authorized prescription), including look-alike substances of this nature. The use or possession of such substances, or procuring such substances for others, is a violation of DC West Schools Code of Conduct for extra-curricular and co-curricular activity participation.

Possession, for purposes of the Code of Conduct, has a less strict meaning and is much broader than possession under criminal laws. It includes actual, constructive and other types of possession as defined herein. It includes situations where, for example: (1) alcohol or the substance is in a vehicle in which a participant is present—the participant is considered to be in possession if the participant is aware that

the alcohol or substance is in the vehicle, even though the participant has not touched or consumed the alcohol or substance, provided that the alcohol or substance is not in the control of a parent or guardian or other responsible adult (age 21 or older) and (2) alcohol or the substance is present at a party attended by the participant—the participant is considered to be in possession if the participant is aware that alcohol or substance is at the party, even though the participant has not touched or consumed the alcohol or substance, provided that the alcohol is not in the control of a parent or guardian or other responsible adult (age 21 or older). Smoking shall be defined as being seen holding a lit or unlit cigarette (or any vaporizing device or paraphernalia), or being seen throwing a cigarette/vaping device or contents away, or being seen with smoke coming out of the nose or mouth, or admitted to having smoked or vaped.

### 1. BEHAVIOR

In addition, DC West participants are expected to not engage in violation of the criminal laws. A student charged with a criminal offense or upon completion of the investigation by school administration is reasonably suspected to be in violation of the Code of Conduct shall be considered to be in violation of the DC West Schools Code of Conduct for extra-curricular and co-curricular activity participation. In the event school officials determine a violation of the law has occurred or that, if the conduct had been committed on school grounds, such would be a violation of school rules.

### 2. TOBACCO/CIGARETTES/VAPORIZING DEVICES

Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes and all other vaporizing devices and paraphernalia), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Any participant seen smoking, using vaporizing devices, or chewing tobacco (or possessing these items) by a coach/sponsor, faculty member, administrator, or legal authority, or who admits to smoking, using vaporizing devices, or chewing tobacco (or possessing these items), or upon completion of the investigation by school administration are reasonably suspected to be in violation of the Code of Conduct.

### 3. ALCOHOLIC BEVERAGES AND DRUGS/CONTROLLED SUBSTANCES

Any participant seen drinking alcoholic beverages or using drugs/controlled substances by a coach/sponsor, faculty member, administrator, or legal authority, or who admits to drinking alcoholic beverages or using drugs/controlled substances, or who shows evidence of having had alcoholic beverages/drugs/controlled substances, or who is in possession of alcoholic beverages/drugs/controlled substances, or is present at a location in which alcoholic beverages/drugs/controlled substances are available (according to the previous definitions) or upon completion of the investigation by school administration are reasonably suspected to be in violation of the Code of Conduct.

#### First Offense:

After a discussion with the high school Athletic Director or Principal (or his or her designee), the student and/or parent/s must choose two or three of the following consequences/restorative actions. 1) Suspension from participation in school activities/competitions for 10 calendar days. 2) School-provided activities relating to the poor student choice/offense. 3) A minimum of 8 hours of community service worked at the school. The 10-day suspension shall start the day of the school student/parent/school administrator report. A reasonable timeline will be provided by the school administrator, with input from the parent, on the course-work and community service options. The failure of the student to fulfill his or her course work and/or community service obligation will result in suspension from school activities until completion of the obligation/s. While the participant is suspended, he/she will

participate in practices and attend (not in uniform) contests/competitions if contests/competitions are not during school hours.

#### Second Offense:

The student will be suspended from participation in school activities/competitions for 21 calendar days. The suspension shall start of the day of the student/parent/school administration report. The second offense signifies a second violation of any of the items listed above, not necessarily two violations of the same regulation, within the same school year of the first offense. While the participant is suspended, he/she will participate in practices and attend (not in uniform) contests/competitions if contests/competitions are not during school hours.

#### Third Offense:

The student will be suspended from participation in school activities/competitions for the remainder of the school year. The suspension shall start the day of the student/parent/school administrator report. Third offense signifies a third violation of any of the items listed above, not necessarily three violations of the same regulation, within the same school year of the first and second offense. While the participant is suspended, he/she will participate in practices and attend (not in uniform) contests/competitions if contests/competitions are not during school hours.

### **CLASSROOM WORK**

The Activities Director and Principal, along with the coaching staff, shall reserve the right to withhold any student from participation should the classroom work indicate at any time that the student is not working up to his/her ability.

### **DANCES AND PARTIES**

Various organizations may sponsor school dances and parties. They must be arranged with their sponsor and approved by the administration. Students will be expected to be at the dance within thirty minutes after the start of the dance and will not be allowed to enter after that time, unless there have been prior arrangements made with an administrator. Once a student enters a school dance or party, he/she will not be allowed to leave and then return. At all times, students are expected to observe school rules. High school students will not be allowed to attend middle school dances and middle school students will not be allowed to attend high school dances. Unless currently enrolled in our school district, individuals attending must be twenty years or younger. The school district reserves the right to test for drugs/alcohol at any school dance/party. Any violations of the code of conduct are subject to school discipline procedures. Law enforcement may be contacted by school personnel.

### **DRESSING ROOMS**

All athletes will be under the direct supervision of the coach in charge while dressing. An athlete must not linger in the dressing room, or endanger the safety of others. All cases of misconduct while dressing will be dealt with by the coach in charge.

### **DUE PROCESS**

All cases of misconduct by the participant concerning the above rules will be reviewed by the head coach/sponsor, Activities Director, and Principal.

Students should consult with these individuals if there are questions concerning these rules.

In appealing a decision relating to the Nebraska School Activities Association (NSAA) or DC West

High School, the NSAA Annual Yearbook due process procedures will be followed. This publication is available in the high school office.

### **ELIGIBILITY RULES OF THE NEBRASKA SCHOOL ACTIVITIES ASSOCIATION**

In order to represent a high school in interscholastic activity competition, a student must abide by eligibility rules of the Nebraska School Activities Association. A summary of the major rules is given below. Contact the Principal or Activities Director for an explanation of the complete rule.

1. Student must be an undergraduate.
2. Student must be enrolled in at least twenty hours per week and regular in attendance, in accordance with the school's attendance policy at the school he/she wishes to represent in interscholastic competition.
3. Student must be enrolled in some high school on or before the 11th day of the current year.
4. Student is ineligible if 19 years of age before August 1 of the current school year. (Student may participate on a high school team if he/she was 15 years of age prior to August 1 of the current school year.)
5. After a student's initial enrollment in grade nine, he/she shall be ineligible after eight semesters of school membership.
6. Student must have been enrolled in school the immediate preceding semester.
7. Student must have received twenty semester hours of credit the immediate preceding semester. (4 full credits)
8. Once the season of a sport begins, a student shall compete only in athletic contests/meets in that sport which are scheduled by his/her school. Any other competition will render the student ineligible for a portion of, or all of, the season in that sport. The season of a sport begins with the first date of practice as permitted by NSAA rules.
9. A student shall not participate in sports camps or clinics during the season of a sport in which he/she is involved, either as an individual or as a member of a team.
10. A student shall not participate on an all-star team while a high school undergraduate.
11. A student entering grade nine for the first time after being promoted from grade eight of a two-year junior high, or a three-year middle school, or entering a high school for the first time after being promoted to grade ten from a three-year junior high is eligible. After making a choice of high schools, any subsequent transfer will cause the student to be ineligible for ninety school days. If a student has participated on a high school team at any level as a seventh, eighth, or ninth grade student, he/she has established his/her eligibility at the high school where he/she participated. If the student elects to attend another high upon entering ninth or tenth grade, he/she shall be ineligible for ninety school days.
12. When the parents of a student change their domicile from one school district which has a high school to another school district which has a high school, the student is ineligible for ninety school days except:
  - (a) If the change in domicile by the parents occurs during a school year, the student may remain at the school he/she is attending and be eligible until the end of the school year or transfer to a high school located in the school district where the parents established their domicile and be eligible.
  - (b) If a student has been attending the same high school since initial enrollment in grade nine and the school is located in the school district from which the parents moved, he/she may remain at that high school located in the school district

where the parents established their domicile and be eligible.

(c) If the parents moved during the summer months and the student is in grade twelve, the student may remain at the high school he/she has been attending and retaining eligibility.

13. Guardianship does not fulfill the definition of parent. If a guardian has been appointed for a student, the student is eligible in the school district where his/her natural parent(s) have their domicile. Individual situations involving guardianship may be submitted to the Executive Director for his review and a ruling.

14. A student shall not participate in a contest under an assumed name.

15. A student must maintain his/her amateur status

### **END OF THE SEASON/YEAR AWARDS**

The following four end of the year awards will be given in the Activities Program:

1. Female Athlete of the Year

2. Male Athlete of the Year

The athlete awards will be chosen from a list of students in grades 9-12 currently participating in two sports.

The head coaches in each sport will vote for one female and one male athlete.

3. Female Fine Arts Student of the Year

4. Male Fine Arts Student of the Year

The fine arts awards will be selected by the fine arts coaches, based upon the criteria established by the Arts & Humanities Committee.

Each of the four recipients will receive a small plaque and have their name placed on the appropriate large plaque for that individual award.

Each activity program will give the following two end-of-the-season awards:

1. Most Improved Participant

2. Most Dedicated Participant

These awards will be determined by the coach/sponsor of that activity. Each recipient will receive a medal. Each activity program may give up to six additional end-of-the-season awards. These awards will be determined by the coach/sponsor, based upon statistics and criteria established for that program. Each recipient will receive a certificate.

### **EQUIPMENT**

All equipment will be checked out to individuals at the beginning of the season by the coach in charge. The athlete will be responsible for this equipment and should be prepared to pay for the cost of replacement if it is not checked in at the end of the season in reasonable condition.

It is the responsibility of the participant to check in the equipment at the end of the season or immediately should they quit an activity. If a participant fails to check in their equipment at the designated time (immediately, should they quit an activity), he/she will be expected to pay for the cost of replacement. The Activity Director will handle all collections for lost equipment. The student cannot participate in the next sport and grades will be withheld until all equipment is turned in.

## **FIELD TRIPS, ATHLETICS AND ACTIVITIES**

In some classes, part of the planned activity by the teacher may include field trips away from the building. All field trips must be approved by the administration. At other times, students may represent the school at activities or athletic events. At all times, students are expected to observe regular school rules. Students must fill out an activity sheet from the sponsor and have parent permission before attending the scheduled event.

## **INAPPROPRIATE BEHAVIOR**

Non-participating students displaying inappropriate behavior at any school activity may be banned from attending or participating in school activities, home and away, for a period of up to 90 days. Further offenses may result in a ban from all home and away activities for the remainder of the school year. Such behavior includes, but is not limited to: involvement in physical or verbal altercations, use of inappropriate language towards others including players and officials, use of inappropriate signs or slurs, and the inability to abide by redirection from DC West staff, administrators, or supervisors. Activity participants that act inappropriately during their activity are subject to suspension from the activity by the coach/administration.

## **INJURY**

In the event of an injury, the athlete will immediately report the injury to the coaching staff. Any type of injury, if not properly treated, may lead to complications, which are harmful to the athlete's physical well-being and detrimental to his/her recovery time for practice and competition. If injured, the athlete must continue to attend practices and games. This means being on the bench during the games. It will be the understanding of the coach that the failure to attend the practice and game will mean the student has quit the activity and cannot letter in that sport. Practice attendance may be waived through written permission by the coach. Copies of this waiver will be given to the student and kept by the coach and Activities Director.

## **LETTERING REQUIREMENTS**

Students will letter based on the lettering policy of each individual sport or activity. Lettering represents a higher level of mastery of the sport or activity than simply being a part of the team or activity. Each coach or sponsor will disseminate lettering information to participants at the beginning of the season. Letters will apply to NSAA sponsored activities only.

## **NSAA ELIGIBILITY RULES (Participation on Other Teams)**

Any individual who is a member of any DC West interscholastic athletic squad cannot participate in the same sport, in school or out of school, during the period that he/she is a member of the DC West interscholastic squad.

Examples: NO town team or church league basketball during basketball season

NO AAU track or sponsored marathon runs during track season.

NSAA Eligibility:

- (1) You were not 19 years of age before August 1;
- (2) You have not attended grades 9-12 more than 8 semesters;
- (3) You were enrolled in school by the 11<sup>th</sup> day;
- (4) You were in school the preceding semester;
- (5) You passed 20 semester hours of credit the preceding semester;
- (6) You are currently passing 20 semester hours;

- (7) You have not graduated from high school;
- (8) You do not play on an independent team during the season of that sport;
- (9) You do not play on an all-star team during the school year;
- (10) You have not changed schools without your parents changing residence or your parents have not changed their residence to another school district.  
(Exception – If school has started you will be eligible to compete that year.)
- (11) You shall not participate in a contest under an assumed name;
- (12) You must maintain your amateur status;
- (13) Students are eligible for eight semesters.

### **OPTION ENROLLED/TRANSFER STUDENTS**

Nebraska School Activities Association guidelines state that Enrollment Option transfers, transfers from public-to-private, private-to-public, private-to-private, intra-district transfers, and transfers from out-of-state must be completed by May 1st for fall enrollment and the school receiving the transfer student must notify the NSAA in writing, postmarked no later than May 1st in order that the student can be eligible in the fall. Failure to meet this May 1st deadline will result in a 90 school days ineligibility period for the transfer student. Only after that period of time can students legally participate in any interscholastic activity governed by the NSAA.

### **PARENTAL PERMISSION AND STUDENT PARTICIPATION**

Before students are allowed to participate in school-sponsored activities, students and parents must acknowledge with a written signature (PowerSchool) that they have read and understand the student activities standards and code of conduct that have been developed and are in effect.

### **PHYSICAL EXAMINATIONS**

Each student who expects to participate in athletics (grades 7-12) shall present to the head coach of the sport or the Activity Director, once each year, before participation in any practices, a physician's certificate on a form prescribed by the school that he/she is physically fit for athletic participation. The certificate of fitness must be signed by both the doctor and the student's parent. All physician certificates of fitness will be kept on file in the Activity Director's office.

### **PEP RALLIES**

Pep Rallies may be held during the day to help support the athletic program. Cheerleaders will arrange the activities under the supervision of the sponsor. Good sportsmanship, good manners, and a high degree of school spirit should be a part of each rally.

### **PLAYING TIME**

The amount of playing time a student athlete receives is up to the discretion of the coach and is based on a variety of factors.

### **PRACTICE ATTENDANCE**

Activity participants are expected to be at all practices scheduled by the coach/sponsor. Coaches will set expectations for participants who miss a practice.

## **SAFETY**

The District's philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

## **SCHOOL ATTENDANCE/ACTIVITY PARTICIPATION**

All students who participate in school activities must attend school all day the day the activity is scheduled to be eligible for participation. If a student is absent from school the day of an activity due to a dental/doctor appointment, funeral, family emergency, etc., they may participate upon return to school with an excused note from the professional office or parent (family emergency). This would need to be approved by an administrator. This applies to all practices, meets, contests, etc. All class work should be completed and turned in prior to leaving on the activity. Only students participating in the school activity will be excused from school on the day of the activity.

## **STUDENTS ATTENDING ATHLETIC CONTESTS DURING SCHOOL TIME**

A few athletic contests are scheduled during the school day. Students participating in the scheduled activity will be excused from their classes provided they have made arrangements for completing their school work. Students who desire to attend these events as spectators may be excused upon written approval from their parents. The permission sheet needs to be submitted to the office the day before attending the contest. Absence from school on these events will be noted on the student's attendance record.

## **STUDENTS IN SIMULTANEOUS ACTIVITIES**

When a student chooses to participate in more than one activity in a season, conflicts in scheduling will occur. While these situations are rare, they create difficulties for the students and their sponsors/coaches. It is important that these conflicts be resolved with open communication between the student, the two coaches or sponsors, and the activities director. The affected parties should work together to resolve the conflict with the student's best interest as the primary focus. The purpose of these guidelines is to aid the students, sponsors, coaches and administrators in resolving these conflicts.

- Sponsors, coaches and administrators should communicate to the students their responsibilities regarding practices, performances, and competitions prior to an athletic season or co-curricular activity.
- Sponsors, coaches and administrators are strongly encouraged to investigate prior to the start of each season any potential conflicts that might occur. Careful attention should be given to the members involved in each activity to determine whether a student is involved in concurrent activities.
- Consideration should be given as to the impact a student has on a particular group or activity.
- A student should not be adversely affected or receive negative repercussions from the coach/sponsor as a result of a decision.
- If the events in conflict are of the same priority level in these guidelines, the two sponsors/coaches involved with the student in conflict should meet with the activities director to discuss the conflicting events and reach a decision that is best for the student.

The following grouping of activities is a suggested guide for sponsors, coaches and administrators to use

in resolving student participation conflicts. Activities have been tiered into three levels. Events within each grouping are listed in no particular order. Level 1 events take priority over levels 2 and 3, and level 2 events take priority over level 3.

#### Level 1

- National competitions and/or participation
- State competitions and/or performance events sponsored either by the NSAA or recognized state professional organizations (music, business, etc.)
- District or Sub-district competitions and/or performances, or national and state qualifying competitions and/or performances.

#### Level 2

- Nebraska Capitol Conference events, multi-school events of four or more schools participating (invitational tournaments)
- Major annual events within the school (All-school Play)
- Multi-school events of three or less schools participating, multi-school events and/or festivals involving any number of schools which are non-rated (parades, regular two-school athletic contests, marching festivals for participation only, etc.)

#### Level 3

- Single varsity athletic competitions, individual school concerts or performances
- Single sub-varsity athletic competitions
- Regular practices and/or rehearsals outside regular school hours

### **SUNDAY PRACTICES**

Sunday activity practices will only be held when a varsity team is scheduled to compete on Monday. Practices that are scheduled for Sundays must have the approval of an administrator. There will be no other team or partial team gatherings by any coach/sponsor unless authorized by an administrator.

### **SUSPENSIONS**

A participant may be suspended from competition and/or practice in an activity for any conduct that interferes with school purposes. The suspension may be for a period not to exceed the remainder of the school year. Such conduct shall include, but not be limited to, the following:

- Use of violence (including dating violence), force, coercion, threat, intimidation, provocation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
- 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;
- 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;
- Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
- Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon;
- Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be

a controlled substance, or alcoholic liquor as defined in section 53-103, or being under the influence of a controlled substance or alcoholic liquor;

- Public indecency as defined in section 28-806, except that this subdivision shall apply only to students at least twelve years of age but less than nineteen years of age;
- Engaging in bullying, which is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his/her designee, or at school-sponsored activities or school-sponsored athletic events;
- 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 section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 29-319.01, as such sections now provide or may hereafter from time to time be amended;
- 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
- A repeated violation of any rules and standards validly established pursuant to section 79-262 if such violations constitute a substantial interference with school purposes.

### **TRAVEL RELEASE FORM**

When an emergency arises and a student needs to travel with someone other than the school provided transportation, a verbal/ written parental permission must be signed by the parent/guardian.

### **WARNING FOR PARTICIPANTS AND PARENTS**

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

## **Section 5 Acknowledgement of Receipt**

### **AVAILABILITY OF HANDBOOKS**

The 2025-2026 Student-Parent Handbook of DC West Community Schools is available on the internet at [www.dccwest.org](http://www.dccwest.org).

### **RECEIPT OF 2025-2026 STUDENT-PARENT HANDBOOK**

Parents will receive a “receipt of acknowledgement” as part of the electronic online registration process. The signed “receipt of acknowledgement” signifies that parents and students have read and agreed to abide by the 2025-26 Student Handbook of DC West Community Schools. This receipt also serves to acknowledge that families understand the District’s policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook and policy which should be used to respond to harassment or discrimination.

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Ernest B. Perry (1876-1962)  
Arthur E. Perry (1910-1982)  
R.R. Perry (1917-1999)  
Edwin C. Perry (1931-2012)

## MEMORANDUM

To: Dr. Dan Schnoes, ESU 3 Administrator  
From: Justin Knight, Perry Law Firm  
Date: June 2, 2025  
RE: 2025 School District Annual Policy Service Update

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The Legislature has adjourned after their 90-day session. This Memo covers the policy updates as a result of this past session, as well as legislation passed in prior sessions.

### A. REQUIRED POLICY UPDATES

1. **Policies 1200, 4003, and 5401 (and accompanying forms)** – AM 1617 to LB 150 updates Nebraska’s Fair Employment Practice Act to add “military or veteran status” as a protected class. As a result, our nondiscrimination policies have been updated to add this new protected class.

In addition, with the changes in federal guidance under the new presidential administration, some of the “hard” deadlines in these policies can be relaxed to give greater flexibility for internal investigations.

2. **Policies 3131 (“Procurement Plan”) & 3132 (“Internal Controls”)** – Several bidding references were updated in the federal regulations governing grants and federal audit requirements. These policies have been updated to reflect these changes, as well as adding a new preference for veteran-owned businesses that was added to 2 C.F.R. § 200.321.

3. **Policy 3410 (“Safe Driving Record Standard for Drivers”)** – NDE Rule 91 requires a medical exam for drivers of small vehicles (vans and cars with 10 passengers or less) when driving routes, but not for activities-only drivers. In other words, a small vehicle driver of a regular pick-up/drop-off route must have a medical exam; but a coach that drives a small vehicle only to activities does not. This requirement has created confusion in situations involving unexpected driving situations, part-time or temporary drivers, and the like. Policy 3410 has been updated to clarify Rule 91’s requirements.

It is also worth noting that the U.S. Department of Transportation has proposed revised regulations that would change the background and testing requirements, so there may be more policy updates on this topic next year.

**4. Policy 4009 (“Drug and Substance Use and Abuse”)** – Updates in federal driving requirements (relating to alcohol and drug reporting to the federal Clearinghouse) require adding language to this policy for bus drivers.

In addition, in light of these changes, Form A (accompanying Policy 4009) needs to be updated. However, Forms C and D can be rescinded since they are no longer necessary.

**5. Policy 5001 (“Admission”)** – LB 143 tweaked the student admission statutes for military families. Neb. Rev. Stat. § 79-215 now requires a school to provisionally enroll a student if the student’s family resides on a federally owned facility within the District. We have updated Policy 5001 to make this clearer.

**6. Policy 5101 (“Student Discipline”)** – There are three main changes to this Policy:

A. **New Dress Code:** Two years ago, LB 298 imposed a new dress code policy requirement. However, an analysis of the text of this new statutory mandate shows how contradictory and convoluted the statutory directives appear to encompass. For one, Neb. Rev. Stat. 79-2,158 dictates that each school have a policy that “is consistent with” a model policy adopted by the State Board of Education. Yet, the same statutory provision states that a District “may include any other procedures and provisions that the school board deems appropriate,” which suggests that the model policy is more of a sample than a prescription. In addition, 79-2,158(2) outlines three specific components of each school’s required policy, which further suggests that the State Board’s model policy is to be more of an example (otherwise the Legislature would have specified that the model policy itself must include those three items). Still, 79-2,159(4) lists that the State Board’s model policy “may” develop a health and safety standard within the model dress code. That same provision requires the State Board to include detailed steps that administrators must take in “health and safety” situations (including obtaining parental consent before requiring a student to change clothes), despite the “health and safety” provision being optional. In fairness to the State Board of Education (who was given this unfunded mandate by the Legislature), it is unsurprising that these inconsistencies within statute have led to significant confusion and anxiety among school administrators across the state.

With all of this confusion in mind, we have updated the “dress code” component of our Student Discipline Act to try and keep the required changes as straightforward as possible, while complying with the law’s dictates that a school dress code cannot be used to discriminate against any student.

We have also attached the State Board’s model policy in case your district would like to adopt the State Board’s model policy.

This new dress code policy must be adopted by July 1, 2025.

B. **Cell Phones.** LB 140 requires all schools to adopt a “cell phone” policy before the beginning of the 2025-2026 school year. (The new, required policy is listed as Policy 6113.) Policy 5101 has been updated to clearly reference the new cell phone law and student disciplinary consequences.

C. **Added Language About “Deep Fakes.”** Finally, in light of the increase in “deep fakes,” this Policy has been updated to add language that students can be disciplined for deep fake images of students or staff. As noted below, LB 383 criminalizes “deep fakes” in certain situations, but having clear language in board policy can help school administrators better address concerns within the school setting.

7. **Policy 5004 (“Full-time and Part-time Enrollment”)** – LB 306 updates the part-time enrollment statutes to provide more options for non-public schools to participate in extracurricular activities. LB 306’s language is subject to differing interpretations, especially after the Legislature changed the part-time statutes to address these same concerns two years ago. School administrators will need to familiarize themselves with these new rules before the 2025-2026 school year.

8. **Policy 5103 (“Extracurricular Activity Discipline”)** – For the same reasons listed in the changes to Policy 5101, the reference to dress code violations have been removed.

9. **Policy 5201 (“Promotion and Retention”) and (New) Policy 5201x (“Request to Repeat Grade Form”)** – Last year, the Legislature adopted a new law (§ 79-2,161) that allows parents to require their student to repeat a grade if the student qualifies under the statutory criteria. To apply to repeat a grade, a parent must submit a form prescribed by NDE. We have updated the new statutory reference to Policy 5201 and added that form as Policy 5201x.

10. **Policy 5202z (“Notification of Rights Under FERPA”)** – Within the past year, the U.S. Department of Education issued a “Model Notice” to update parents’ rights under FERPA. To remain consistent with DOE’s guidance, we have updated this Policy.

11. **Policy 5301 (“Association Activities”)** – LB 89 requires each school board to adopt a policy designating each school-sponsored interscholastic athletic team or sport as either biologically male, female, or co-ed. The bill does not require each sport or team listed in the Policy. In turn, we added language to Policy 5301 to authorize the Superintendent to make the required designations.

12. **Policy 5414 (“Identification of Learners with High Ability”)** – We realized this Policy may no longer be accurate or current with your district’s practices. As a result, we revised the Policy to give school administrators more discretion in developing criteria to identify high-ability learners.

**13. (New) Policy 5507 (“Foster Care Student Transportation”)** – NDE audits have frequently requested information about the District’s foster care transportation. The Every Student Succeeds Act only requires a school district to have “procedures” (not requiring board approval). However, given the confusion and ease of having a formal board policy in these audits, we have prepared Policy 5507 to memorialize a school district’s foster care transportation requirements.

**14. (New) Policy 6113 (“Electronic Communication Devices and Cell Phones”)** – For the same reasons listed in the changes to Policy 5101, LB 140’s cell phone requirements have been added to this new policy.

**15. Policy 6400 (“Parental/Community Involvement in Schools”)** – Last year, the Legislature passed LB 71 to, in part, update Nebraska’s parental involvement statutes. Policy 6400 has been updated to reflect these changes. Note that LB 71 requires the updated Parental Involvement to be approved by July 1, 2025, and posted to the school’s website by August 1, 2025.

Further, LB 428 (passed this year) requires additional revisions to Policy 6400. LB 428 adds new requirements for school-issued surveys, including the rights of parents to review and/or opt their student out of “sensitive” surveys. Depending on what types of surveys your district administers, this update may need to be carefully examined before the beginning of the 2025-2026 school year.

**16. (New) Policy 6931 (“Behavioral Intervention and Classroom Management”)** – Two years ago, the Legislature passed LB 1329 which, in part, required each school to adopt a policy on “behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in school.” The Legislature directed the State Board of Education to develop a “model policy” reflecting the new policy’s requirements. By August 1, 2025, each school must adopt a policy “consistent with or comparable to the model policy.” This policy will now be a requirement for accreditation by NDE. To ensure compliance with this new accreditation requirement, our Policy 6931 largely mirrors the State Board’s model policy.

## **B. POLICY RESCISSIONS**

**1. Policy 5001 Forms (“Summary of the School Immunization Rules and Regulations”)** – This Form has led to confusion and headaches for schools that have not kept this current. To avoid further confusion and consternation, we recommend rescinding this form in your Policy Manual.

**2. Policy 6410 (“Combined District and School Title I Parent and Family Engagement Policy”)** – The US Department of Education informed NDE that Title I involvement policies need to be more specifically tailored to each school district, instead of incorporated as a general policy. As such, NDE has recommended that schools rescind their Title I Involvement

Policy and, instead, complete the template available on their website:  
<https://www.education.ne.gov/federalprograms/title-i-a-educationally-disadvantaged/#TitleIParentandFamilyengagement>

Of note, the Title I engagement “policy” does not need to be Board approved (despite being called a “policy”) under the Every Student Succeeds Act.

### C. OPTIONAL POLICY AND/OR HANDBOOK UPDATES

1. **Policy 3241 (“Emergency Response Mapping”)** – Last year, schools that adopted an Emergency Response Mapping Policy were eligible to apply for safety and security grant funds. If your district was not approved for grant funds and no longer want an Emergency Response Mapping Policy on file, you could rescind Policy 3241 this summer.

### D. OTHER CONSIDERATIONS

\* Check  
1. **Title IX Procedures** – In light of the constant changes to the Title IX Regulations, we recommended last year to rescind any Board-approved procedures. Instead, we recommended a policy that delegated the Superintendent the authority to develop procedures consistent with Title IX. If you have not done so, we would strongly recommend it. A copy of those procedures is attached. The procedures also need to be posted on the school’s website.

2. **Veteran’s Preference** – LB 144 (passed this session without an emergency clause) will update Nebraska’s veteran’s preference laws. In particular, LB 144 adds the spouse of a veteran who “was killed in the line of duty or died due to his or her military service” as a person who qualifies for a veteran’s preference. This update is a good reminder to review your district’s application forms to ensure that the school’s job applications state that positions are “subject to a veteran’s preference,” per Neb. Rev. Stat. § 48-227(3).

3. **Paid Sick Leave Initiative** – Last November, the voters approved Initiative 436, which requires an increase in employer-provided paid sick leave. However, the Initiative exempted political subdivisions from the paid sick leave requirements. Therefore, there are no required changes to any school’s paid sick leave benefits.

4. **Nebraska’s Minimum Wage Increase.** Similar to the Paid Sick Leave Initiative, Nebraska’s recent Minimum Wage Increase Initiative does not apply to political subdivisions, so school districts are not legally required to follow the increases in the State’s minimum wage rates.

**5. Medical Marijuana Initiative.** Nebraska voters also approved the Medical Marijuana Initiative last November. LB 677 would have added specific statutory requirements for medical marijuana in schools, but LB 677 did not advance. Thus, we will need to work over the summer months to prepare for medical marijuana requests by staff, students, and community members on school grounds and at school activities.

**6. New Open Meetings Act Poster.** LB 521 “cleaned up” language within the Open Meetings Act. The changes to the Open Meetings Act are largely technical and do not require any policy updates. With that being said, each board is required to have a current copy of the Open Meetings Act posted during all board meetings. The bill has an emergency clause so each board will need to update their Open Meetings Act posters this summer.

**7. Forthcoming Update on Bidding Threshold.** This year, the State Board of Education will update the bidding threshold for construction, remodeling, or repair projects. This update will result in a future policy update.

**8. Changes to NPERS –** Two main bills changed different aspects of the Retirement System: LB’s 295 and 645. None of these require policy changes but are worth noting.

a. LB 295 largely makes technical changes to the retirement statutes. However, LB 295 makes some substantive changes that your business managers will want to follow any new procedures implemented by NPERS.

b. LB 645 will adjust both the employer, employee, and state retirement contribution percentages on an annual basis, depending on the state retirement plan’s funding ratio. When the plan is well-funded, contribution percentages will decrease. But when the plan needs additional funding, contributions will increase. This change will likely have a significant impact on negotiations moving forward, given that teachers’ retirement deductions will now fluctuate from year-to-year. We will provide more information on this change in the fall for your negotiations preparations.

**9. LB 383 –** LB 383 passed this session that adopts two main statutory frameworks: (1) criminalizing “deep fakes” and (2) generally requiring parental consent for a minor to create or maintain a social media account. To date, some County Attorneys have been reluctant to prosecute instances of “deep fakes,” so LB 383 establishes clear statutory authority for criminal charges moving forward. In addition, it remains to be seen how social media companies will respond to LB 383 in Nebraska, though your school’s technology coordinator will want to keep a close eye on any forthcoming changes.

**10. Computer Science and Technology** – Years ago, the Legislature adopted computer science and technology curriculum requirements. These requirements will begin to take effect during the 2025-2026 school year. Most (if not all) schools already incorporate technology into the curriculum, so this change may not be significant. However, next year (2027-2028), graduates must have completed a five-credit hour computer science course. These requirements can be found at Neb. Rev. Stat. 79-3304.

**11. LB 390 (Library Directory)** – LB 390 (passed this year) will require all school districts to adopt a policy requiring a catalog of all books in school libraries and allow parents the option of being notified when their student checks out a book. However, this policy does not need to be adopted until the beginning of the 2026-2027 school year, so we will wait to distribute a library catalog policy until next summer.

**12. School Psychologist Interstate Licensure Company** – The Legislature adopted the Interstate Compact to allow greater flexibility in licensed school psychologists to work in Nebraska schools. This does not require any policy updates but may be of interest to those schools looking to hire a school psychologist from a different state.

**13. New Anaphylaxis Policy Requirement** – LB 457 requires DHHS and NDE to the develop a model policy “for the prevention of anaphylaxis and during a medical emergency resulting from anaphylaxis.” This policy needs to be adopted by July 1, 2026. Since we do not have the model policy, we will wait until next summer to send the required anaphylaxis policy.

**14. Forthcoming NDE Rule 15 Changes** – The State Board of Education has not made substantive changes to NDE Rules over the past year, at least changes that require policy updates. The State Board is considering changes to NDE Rule 15 (English Language Learners) that might require policy updates next year, depending on the final version of Rule 15.

**15. NSAA Coaching Change.** Last year, the NSAA voted to change its bylaws. Previously, coaches were required to meet a certification requirement to coach NSAA activities. Now, NSAA Bylaw 2.12 waives the certification requirement. Moving forward, each school is responsible for vetting their coaches. Some districts have a policy requiring background checks on all hires (including coaches). This may be a discussion within your district on how you plan to handle evaluating coaching hires and positions.

As always, please let us know if you have any questions or concerns.



Request to Repeat a Grade  
*August 2024*

[Nebraska Revised Statute 79-2,161](#) establishes a procedure whereby a parent or guardian can request their child to repeat a grade for the following reasons:

- a) Academic needs (*Student in grades Kindergarten thru fourth*) – Academic needs means that a child is at least one year below grade level and behind the child's typically developing peers in reading, English, and language arts such that the child does not possess the necessary academic skills required to succeed in reading, English, and language arts at grade level for the next grade the student would otherwise advance to
- b) Excessive Absenteeism (*Student in grades K-12*) – Excessive absenteeism means that the child was absent fifty percent or more of the school year and includes excused absences, unexcused absences, and absences due to suspension or expulsion. Absences due to approved school-related activities, such as field trips, competitions, athletic events, and testing, are not included; and
- c) Illness (*Student in grades Kindergarten thru fourth*) - Illness means that the child experienced a severe mental or physical illness resulting in hospitalization of two or more weeks during the school year.

A parent or guardian intending to have their child repeat a grade shall request a meeting with school district superintendent or their designee to discuss the decision. The meeting should identify any alternative educational opportunities. If after meeting with the superintendent or their designee, the parent still wishes to retain their child, they must complete this form.

**Parent/Guardian Name:** \_\_\_\_\_

**Name of Child:** \_\_\_\_\_

**Grade Level to be Repeated:** \_\_\_\_\_

**Current School District:** \_\_\_\_\_

**Date of Meeting with District:** \_\_\_\_\_

**Reason and Description for Requesting Repeating of Grade:**

Academic Needs (K-4)

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Excessive Absenteeism (K-12)

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Illness (K-4)

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**Summary of Meeting with Superintendent or their Designee:**

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Please submit this form to the superintendent or their designee with whom you met initially about the request for retention. Upon completion of the form, and if all requirements are met, the school district shall honor the request to repeat a grade for the next school year.

\_\_\_\_\_  
Signature of Parent/Guardian                      Date

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**To be completed by district:**

**School of Attendance Name:** \_\_\_\_\_

**School of Attendance Code:** \_\_\_\_\_

**Student State ID (To be Provided by District):** \_\_\_\_\_

\_\_\_\_\_  
Signature of Superintendent/Designee                      Date

Districts, please retain a copy of this form, and email [nde.form@nebraska.gov](mailto:nde.form@nebraska.gov) for instructions on how to securely submit this form.

Business Operations

Procurement Plan – School Food Authorities

The following procurement policy statement shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. This statement is meant to provide guidance to our personnel and vendors on acceptable and/or required procurement practices. Our goal is to fully implement all required and recommended procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the State Agency.

**Procurement Policy**

The purchasing procedure to be followed shall be determined by the anticipated total annual expenditure on items related to the food service program:

- When the annual total for food service program related items is less than \$250,000 (simplified acquisition threshold) per procurement event or in aggregate purchases this organization will follow the informal simplified acquisition threshold procedures.
- When the annual total for food service program related items is greater than \$250,000 (simplified acquisition threshold) per year per procurement event or in aggregate purchases this organization will follow the Formal Competitive Solicitation Procedures.

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Micro-Purchase Procedures

Micro-Purchases may be used for single purchases under \$10,000 made with a vendor [2 CFR 200.320(a)].

Prices will be reviewed for reasonableness [2 CFR 200.320(a)].

Purchases will be spread equitably among all qualified sources [2 CFR 200.320(a)].

Simplified Acquisition Threshold Procedures

For purchases made below the simplified acquisition threshold, simplified acquisition threshold procedures will be utilized to purchase necessary goods and services. When simplified acquisition threshold procedures are used, this organization will take the following steps:

1. Contact a reasonable number of qualified vendors.
2. Write specifications for goods and services.
3. Document each vendor's quoted price. (ex. log sheet)
3. Select the company that provides the lowest, most responsive, and responsible bid.
4. Document supplier who was awarded the quote.
5. Manage orders by confirming product and prices match quotes.

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Formal Competitive Solicitation Procedures

For purchases made in excess of the simplified acquisition threshold, a Formal Competitive Solicitation will be conducted. When Formal Competitive Solicitation Procedures are used, this organization will take the following steps:

1. Prepare an Invitation for Bid (“IFB”) or Request for Proposal (“RFP”) document specifically addressing the items to be procured
  - a. Include detailed specifications
  - b. Ensure price will be most heavily weighted
2. Publicly announce and advertise the bid/proposal at least 21 calendar days prior to bid opening
  - a. Announcements will include the date, time and location in which bids will be opened
3. Determine the most responsive and responsible bid/proposal by using the selection criteria set forth in the bid/proposal document
  - a. Responsible bidders will be those whose bid/proposal conform to all of the terms, conditions and requirements of the IFB/RFP
  - b. Responsible bidders will be those who are capable of performing successfully under the terms and conditions of the contract.
4. Award the contract
  - a. To the most responsive and responsible bidder based on the criteria set forth in the IFB/RFP
  - b. At least two weeks before program operations begin
  - c. If a protest is received, it must be handled in accordance with 7 CFR 210.21
5. Retain all records pertaining to the formal competitive bid process for a period of five years plus the current year

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(Note: If the simplified acquisition threshold established in the sponsor’s procurement policy statement is less than \$250,000, the smaller bid threshold will govern.)

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Procurement Summary

This organization incorporates the following elements into the Procurement Policy Statement, as required by 2 CFR 200 and 7 CFR parts 210, 3016 and 3019.

- A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]
- B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles. [2 CFR 200.319(a)(6)]
- C. Documentation: We shall maintain for the current year and the preceding three years all significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)]

- D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)]
  
- E. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)]
  
- G. General Requirements:
  - 1. Small, minority, veteran-owned, and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
  - 2. Ensure compliance with the Buy American Provision when purchasing food 7 CRF 210.21(d).
  - 3. A cost or price analysis in connection with every procurement action in excess of the simplified acquisition threshold including contract modifications. [2 CFR 200.323(a)]
  - 4. Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]
  
- H. Duties of Food Service Supervisor:
  - 1. Plan the goods or services needed for the school food service program for the school year based on planned menus through needs assessment, forecasting and budgeting.
  - 2. Develop written specifications for food/supplies needed. Include details such as descriptions and product requirements (e.g. packaging, weight, pack size, etc.) for needed goods or services.
  - 3. Compare product specifications among all vendors/contractors. Information for prices obtained from grocery stores, farmer's markets, etc.
  - 4. Make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service, and price.
  - 5. Place and confirm orders with vendors or make plans to purchase the required items.
  - 6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
  - 7. To work with vendors on a fair and equal basis.
  - 8. To conduct an in-house procurement review once per year.

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Date of Adoption: [Insert Date]

Community Relations

Personnel - All Employees and Students

Anti-discrimination

A. **Elimination of Discrimination.**

The policy of [Name] Public Schools is to 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 admission or access to, or treatment with regard to employment or with regard to its programs and activities.

[Name] Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of [Name] Public Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

The Superintendent shall be the Coordinator for anti-discrimination laws (including the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

B. **Preventing Harassment and Discrimination of Employees and Students.**

1. **Purpose:** [Name] Public Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, [Name] Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on 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, is prohibited. The following are general definitions of what might constitute prohibited harassment.

a. In general, ethnic or racial slurs or other verbal 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, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

- b. Age harassment is a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- c. Sexual harassment is a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

- (a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
- (b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
- (c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. **Procedures:**

- a. Employees or students should initially report all instances of suspected discrimination or harassment to their immediate supervisor or teacher. However, 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 is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, the complaint should be reported to the Superintendent of [Name] Public Schools.

- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be sent to the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.
- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.  
 Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.  
 Section 504 of the Rehabilitation Act of 1973 (Section 504)  
 Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)  
 Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.  
 Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [Insert Date]

Business OperationsInternal Controls

The District will develop and maintain internal control procedures as required by law and in accordance with sound fiscal monitoring practices that will ensure appropriate oversight of state and federal funds. The following internal control procedures will be utilized for all federal grants:

Generally: If the District receives federal awards, grants, or other funds, the District will:

- (a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the District manages the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. The District will endeavor to develop and maintain these internal controls consistent with the "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States or the "Internal Control Integrated Framework" issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO);
- (b) Comply with the U.S. Constitution, federal statutes, regulations, and the terms and conditions of the federal award;
- (c) Evaluate and monitor the District's compliance with statutes, regulations and the terms and conditions of federal award;
- (d) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and
- (e) Take reasonable measures to safeguard protected personally identifiable information and other information the federal awarding agency, or pass-through entity, designates as "sensitive" or the District considers sensitive, consistent with applicable federal, state, and local laws regarding privacy and responsibility over confidentiality.

Legal Reference: 2 C.F.R. § 200.303.

Management requirements: The District will manage equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until the District disposes of such equipment. The District will, as a minimum, meet the following requirements:

- 1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
- 2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;
- 3) Implement a Control System procedure;

- 4) Continue to develop and implement adequate maintenance procedures for the equipment;
- 5) Continue to develop and implement sales procedures for the equipment; and
- 6) Continue to develop and implement disposition procedure for the equipment.

Legal Reference: 2 C.F.R. §§ 200.313 & 200.33.

Procurement: The District will use its own documented procurement procedures which reflect applicable State, local, and tribal laws and regulations, provided that the procurements conform to applicable Federal law and the requirement standards imposed by law, including:

- 1) A procedure for micro-purchases (Under \$10,000);
- 2) A procedure for simplified acquisition thresholds (between \$10,000 to \$250,000);
- 3) A procedure for sealed bids;
- 4) A procedure for competitive proposals; and
- 5) A procedure for noncompetitive bids.

Legal Reference: 2 C.F.R. §§ 200.317 through 200.326.

Cross-Reference: Policies 3130 & 3131.

Deleted: small purchase

Record Retention: Financial records, supporting documents, statistical records, and all other related records pertinent to a federal award will be retained for a period of three (3) years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the federal awarding agency or pass-through entity in the case of a sub-recipient.

For all other records, the District will retain such records for the length of time as required by law.

Legal Reference: 2 C.F.R. § 200.333.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. Before entering into a contract regarding a federal award, the District will verify that a vendor has not been debarred, suspended or otherwise excluded, and the District will maintain a copy of said verification.

Legal Reference: 2 C.F.R. § 200.213.

Financial Management: The District will maintain financial management systems to account for the federal funds, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award. These records will be sufficient to permit the District to prepare reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. The financial management system will provide for the following:

- 1) Identifying all of the federal awards received and expended and the federal programs under which they were received;

- 2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
- 3) Identifying adequately the source and application of funds for federally-funded activities;
- 4) Ensuring effective controls over and accountability for all funds, property, and other assets;
- 5) Comparing actual expenditures with budget amounts for each federal award;
- 6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
- 7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

Program Income: The District will consult with the federal awarding agency and refer to the applicable law and federal program terms and conditions to determine how to account for, deduct and otherwise handle income from federal programs.

Legal Reference: 2 C.F.R. § 200.307.

Cost Sharing or Matching: For all federal awards, any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the District's cost sharing or matching, when such contributions meet all of the following criteria:

- 1) Are verifiable from the District's records;
- 2) Are not included as contributions for any other Federal award;
- 3) Are necessary and reasonable for accomplishment of project or program objectives;
- 4) Are allowable under the applicable Cost Principles requirements;
- 5) Are not paid by the Federal Government under another Federal award, except where the federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- 6) Are provided for in the approved budget when required by the federal awarding agency; and
- 7) Conform to other provisions of the law or terms and conditions of the federal award, as applicable.

Legal Reference: 2 C.F.R. § 200.306.

Compensation: Compensation for personal services includes all remuneration for services of employees rendered during the period of performance under the federal award, including, but not limited to wages, salaries, and fringe benefits. Costs of compensation may be allowable under federal law and the federal grant to the extent that they satisfy the following requirements:

- 1) Is reasonable for the services rendered; and
- 2) Conforms to the established written expectations of the District, as applied consistently to both Federal and non-Federal activities.

If the District intends to charge compensation to federal awards, such charges will be based on records that accurately reflect the work performed, and will:

- 1) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- 2) Be incorporated into the official records of the District;
- 3) Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of compensated activities;
- 4) Encompass both federally-assisted and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written procedures;
- 5) Comply with the established accounting policies and practices of the District; and
- 6) Differentiate and account for the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two (2) or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Budget estimates will generally not be used to support charges to Federal awards but may be used for interim accounting purposes.

Legal Reference: 2 C.F.R. §§ 200.430 & 200.431.

Federal Funds for Construction Projects: For all federal awards, the District will comply with all applicable legal requirements, including the Davis-Bacon Act.

Legal Reference: 34 C.F.R. § 75.600, et seq.

Capitalization and Depreciation: The District will follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E, when charging these specific expenditures to a federal grant. When applicable, District staff will check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, federal, state, or program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those requirements. The following rules of allowability apply to equipment and other capital expenditures:

- A. Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.
- B. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the federal awarding agency or pass-through entity.
- C. Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.

D. Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.

E. When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the Federal awarding agency.

F. If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

G. Any depreciation will be computed, charged, and recorded in a manner consistent with federal regulations and any requirements of the federal awarding agency.

Legal Reference: 2 C.F.R. §§200.436 & 200.439.

Maintaining Records: Financial records, supporting documents, statistical records, and all other District records pertinent to a federal award must be retained for the minimum period time as required by federal law or the terms of the federal awarding agency, whichever is longer in time.

Legal Reference: 2 C.F.R. § 200.334.

Conflict of Interest: Notwithstanding any other Board Policies or Procedures, the District shall ensure that it avoids any conflicts of interest regarding any federal awards. The District will disclose in writing any potential conflict of interest to the federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policy.

Legal Reference: 2 C.F.R. § 200.112.

Unexpected or Extraordinary Circumstances: For all federal awards, if the District does not currently have in place a sufficient policy that addresses extraordinary circumstances, such as those caused by COVID-19, the District may amend or create a policy at a later date in order to put emergency contingencies in place for federal and non-federal similarly situated employees. If the conditions exist for charges to be made to the federal grant, then charges may also be made to any non-federal sources that are used by the District in order to meet a matching requirement. The District will take other steps to comply with federal award requirements in the event of unexpected or extraordinary circumstances.

Legal Reference: 2 C.F.R. § 200, et seq.

Date of Adoption: [Insert Date]

Business OperationsSafe Driving Record Standard for Drivers

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit, including the successful completion of a physical assessment and a Medical Examiner's Certificate.

One of the requirements for obtaining such a permit is that the person have a record of satisfactory driving as determined by Board policy. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Small Vehicles for Activity Trips: Each person who drives a small vehicle (car or van) other than a pupil transportation vehicle for school activities and who is not required to have a permit to operate a pupil transportation vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system, within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Drivers who exclusively drive small vehicles for activity trips are not required to obtain a Medical Examiner's Certificate.

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event the person's employment position requires driving vehicles as a function of the person's employment, the employment may be terminated in the absence of a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior 7 years; or,
3. Reckless driving or willful reckless, within the immediate prior 7 years; or
4. Accumulation of 6 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3, 4 or 5 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

The record of satisfactory driving standards shall apply to all new employees from and after adoption of this policy. Existing employees shall be subject to the same standards, provided that the Superintendent or Superintendent's designee may determine to permit an exception based on the existing employee's record of satisfactory driving while employed with the District and the nature and proximity of prior driving offenses as such offenses relate to safe transportation.

Legal Reference: Neb. Rev. Stat. Sections 79-318, 79-602, 79-607 and 79-608  
Neb. Rev. Stat. Sec. 60-4,182 (point system)  
Title 92, Nebraska Administrative Code, Chapters 91 & 92

Date of Adoption: [Insert Date]

Personnel - All Employees (& Students)

Anti-discrimination, Anti-harassment, and Anti-retaliation

**A. Elimination of Discrimination.**

[Name] Public Schools 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.

[Name] Public Schools 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 designated and approved youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] ( ) - ( ) ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] ( ) - ( ) ([Email Address]).

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 of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3<sup>rd</sup> Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

**B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.**

**1. Purpose:**

The [Name] Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment or 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:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. 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, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Social media comments, including cyberbullying or cyber-harassment,
- h. Visual displays, such as cartoons, posters, or electronic images,
- i. Threats or intimidating or hostile conduct,
- j. Physical acts of aggression, assault, or violence, or
- k. Criminal offenses

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

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. 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,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or

- g. 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).

**2. 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.

**3. 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. 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 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 attached to this grievance procedure and 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.

*i. 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 ten (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 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 requirements. Periodic status updates will be given to the parties, when appropriate.

**Deleted:** not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline

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: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) 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 designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. 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, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District ~~may, when appropriate or when legally required,~~ send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within one ~~week~~ after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

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*ii. 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 (5) 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 ten (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.]

*iii. Level 3 (Appeal to the Board):*

If the party is not satisfied with the Superintendent’s determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent’s determination. The Board of Education will review the appeal, the Superintendent’s determination, the investigative documentation and decision, and allow the party to address the Board ~~or a Committee of the Board of Education~~ to present his or her appeal. ~~The Board or Committee of the Board of Education may, in its discretion, issue a written determination about the appeal. The Board or a Committee of the Board may, in the alternative, vote on the appeal and send the party the outcome of the vote.~~ The party who filed the appeal will be sent the Board’s determination. ~~The Board’s or Committee’s~~ determination, and any actions taken, will be final on behalf of the District.

**Deleted:** at a Board meeting

**Deleted:** The party will be allowed to address the Board at the Board’s next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party.

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**Deleted:** within thirty (30) days after the party addresses the Board

**Deleted:** at the time it is issued, and a copy will be sent to the designated compliance coordinator.

**4. 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.

**5. Training:**

The District will ensure that relevant District employees 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.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District’s grievance procedures and the applicable confidentiality requirements.

**6. Designated Compliance Coordinators:**

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. 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.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. 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.
- e. 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.
- f. 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.
- g. 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.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. 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.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

**7. Preventive Measures:**

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. 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, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community.

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.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.  
 Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.  
 Section 504 of the Rehabilitation Act of 1973 (Section 504)  
 Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)  
 Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.  
 Neb. Rev. Stat. Sec. 79-2,115, et seq

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Date of Adoption: [Insert Date]

### Notice of Nondiscrimination

The [Name] 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 designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] (\_\_\_\_) \_\_\_\_ - \_\_\_\_ ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] (\_\_\_\_) \_\_\_\_ - \_\_\_\_ ([Email Address]).

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 OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

**Complaint Form  
Discrimination, Harassment or Retaliation**

The [Name] 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 designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] ( ) - ( [Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] ( ) - ( [Email Address]).

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

(1) Description of the complaint: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

(2) Names of any witnesses to the matter being complained about: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

(3) Identify and attach any document supporting the complaint: \_\_\_\_\_  
\_\_\_\_\_.

(4) Confidentiality: I \_\_\_ do \_\_\_ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.  
\_\_\_\_\_  
\_\_\_\_\_.

(5) Relief requested (what I want done in response to this complaint): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: 204 \_\_\_\_\_

Personnel - All EmployeesDrug and Substance Use and Abuse

It is the policy of the [Name] Public School District to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will insure compliance with laws relating to drugs and alcohol, including: the Drug-Free Workplace Act and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

**Section 1 Drug-Free Workplace**

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held. The school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.

1. The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. Employees are also prohibited from possessing, using or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district sponsored event. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol in the work place or on duty time shall be a violation of the drug-free workplace.
2. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the work place or off duty time.
3. As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent or designee of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction.
4. Disciplinary sanctions, up to and including termination of employment and referral for prosecution, will be imposed upon employees who violate the aforementioned standards of conduct. Sanctions for violation thereof may include the requirement that the employee complete an appropriate rehabilitation program, reprimands, and non-renewal, cancellation, or termination of contract of employment.
5. Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available.
6. Employees shall be furnished with a paper or digital copy of this policy.

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This policy supplements and is in addition to all other policies, regulations, practices, procedures and contractual provisions regarding or related to the improper or unlawful possession, use, or distribution of illicit drugs and alcohol.

**Section 2 Alcohol and Drug Testing**

The District will implement regulations and practices which will insure compliance with the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto. Employees in "safety-sensitive" positions, as defined by the Act and regulations promulgated thereunder, including employees whose position requires a commercial driver's license (CDL), shall be tested for alcohol and controlled substances as required by law. (See attached Appendix "1"). Refusal to submit to such pre-employment testing, or testing positive, shall disqualify an applicant from employment. Reasonable suspicion, random, post-accident, return-to-duty, and follow-up testing shall also be conducted. Employees who test positive shall be immediately removed from safety-sensitive positions and shall be removed from employment.

Legal Reference: 41 U.S.C. §§701 to 707  
49 U.S.C. §31306 and 49 CFR Part 382

Date of Adoption: [Insert Date]

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## 4009 - APPENDIX 1

**CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING:  
FEDERAL REGULATIONS, [NAME] PUBLIC SCHOOL'S COMPLIANCE POLICIES  
AND PROCEDURES, AND EDUCATIONAL MATERIALS**

The U.S. Department of Transportation (DOT) and the Federal Highway Administration (FHWA) have issued regulations requiring that individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs) be tested for controlled substances and alcohol and not engage in controlled substances use or alcohol misuse. Information concerning those regulations, [Name] Public Schools policies and procedures, and educational materials relating to controlled substances use and alcohol misuse is set forth as follows:

**(A) The persons designated by [Name] Public Schools to answer employee questions about these materials are:**

Superintendent of Schools  
Secondary Principal

**(B) The categories of employees who are subject to the provisions of the federal controlled substances and alcohol use and testing regulations are:**

Individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs), including bus drivers and distribution and maintenance employees who are subject to driving commercial motor vehicles.

**(C) The term "safety-sensitive functions" means:**

- (1) All time waiting to be dispatched, unless the driver has been relieved from duty;
- (2) All time inspecting equipment or inspecting, servicing, or conditioning any commercial motor vehicle (i.e., a vehicle in excess of 26,000 pounds GVWR or designed to carry 16 or more passengers, including the driver) at any time;
- (3) All driving time (i.e., time spent at the controls of a commercial motor vehicle in operation);
- (4) All time, other than driving time, in or upon any commercial motor vehicle;
- (5) All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded;
- (6) All time spent performing the driver requirements of 49 CFR §§392.40 and 392.41 relating to accidents;
- (7) All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

**(D) Employee conduct that is prohibited by the federal controlled substances and alcohol use and testing regulations includes:**

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1. **Alcohol concentration.**  
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater.
2. **Alcohol possession.**  
No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol.
3. **On-duty use.**  
No driver shall use alcohol while performing safety-sensitive functions.
4. **Pre-duty use.**  
No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. **Use following an accident.**  
No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. **Refusal to submit to a required alcohol or controlled substances test.**  
No driver shall refuse to submit to a post-accident alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, or a follow-up alcohol or controlled substances test.
7. **Controlled substances use.**  
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle.
8. **Controlled substances test.**  
No driver shall report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive for controlled substances.

(E) **The circumstances under which an employee will be tested for alcohol and/or controlled substances pursuant to the federal regulations include:**

1. **Pre-employment testing.**  
Prior to the first time a driver performs safety-sensitive functions, the driver shall undergo testing for alcohol and controlled substances. No safety-sensitive functions are to be performed unless the driver has been administered an alcohol test with a result indicating an alcohol concentration less than 0.04, and has received a controlled substances test result from the medical review officer indicating a verified negative test result.

**2. Post-accident testing.**

- (a) As soon as practicable following an accident involving a commercial motor vehicle, each surviving driver:
- (1) Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or
  - (2) Who receives a citation under State or local law for a moving traffic violation arising from the accident shall undergo a test for alcohol and controlled substances.
- (b) (1) *Alcohol tests.* Shall be administered within two hours following the accident unless such can not reasonably be done, and not more than eight hours following the accident.
- (2) *Controlled substance tests.* Shall be administered within 32 hours following the accident.
- (c) A driver who is subject to post-accident testing shall remain readily available for such testing or may be deemed by the employer to have refused to submit to testing. The driver shall be permitted to leave the immediate scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care, but shall otherwise remain readily available for testing.

**3. Random testing.**

- (a) Drivers shall be subject to random testing. The minimum annual percentage rate for random alcohol testing should be 25 percent of the average number of driver positions, or such minimum annual percentage rate as established from time to time by the FHWA. The minimum annual percentage rate for random controlled substance testing shall be 50 percent of the average number of driver positions.
- (b) The selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method. Under the selection process used, each driver shall have an equal chance of being tested each time selections are made.
- (c) The random alcohol and controlled substances tests shall be unannounced and the dates for administering random alcohol and controlled substances tests shall be spread reasonably throughout the calendar year.
- (d) Each driver who is notified of selection for random alcohol and/or controlled substances testing shall proceed to the test site immediately; provided, however, that if the driver is performing a safety-sensitive function at the time of notification, the driver shall cease to perform the safety-sensitive function and proceed to the testing site as soon as possible.

**4. Reasonable suspicion testing.**

- (a) A driver shall submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations (except for possession of alcohol).
- (b) Under federal law, notwithstanding the absence of a reasonable suspicion alcohol test, a driver is prohibited from reporting for duty or remaining on duty requiring the performance of safety-sensitive functions while the driver is under the influence of or impaired by alcohol and must not perform or continue to perform safety-sensitive functions, until:

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- (i) An alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or
- (ii) Twenty-four hours have elapsed following the determination that there is reasonable suspicion to believe that the driver has violated the prohibitions concerning the use of alcohol.

5. **Return-to-duty testing.**

(a) **Alcohol.** If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning alcohol and has not been terminated, the driver shall undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02.

(b) **Controlled Substances.** If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning controlled substances, and has not been terminated, the driver shall undergo a return-to-duty controlled substances test with a result indicating a verified negative result for controlled substances use.

6. **Follow-up testing.**

Following a determination that a driver is in need of assistance in resolving problems associated with alcohol misuse and/or use of controlled substances, the driver shall, if still employed, be subject to unannounced follow-up alcohol and/or controlled substances testing as directed by a substance abuse professional in accordance with the provisions of federal regulations.

Random, reasonable suspicion, and follow-up alcohol testing shall be conducted only when the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing safety-sensitive functions.

**(F) The procedures that will be used to test for the presence of alcohol and controlled substances, to protect the employee and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure that those results are attributed to the correct employee include:**

The procedures outlined in 49 CFR 40, concerning procedures for Transportation Workplace Drug and Alcohol Testing Program, will be followed. This includes use of a "split sample" approach for drug testing and chain of custody procedures including documentation of screening aliquots.

**(G) An employee is required to submit to alcohol and controlled substances tests administered pursuant to the federal regulations.**

**(H) A "refusal to submit" to an alcohol or controlled substance test includes:**

*Refuse to submit* (to an alcohol or controlled substances test) means that a driver (1) Fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for breath testing, (2) fails to provide adequate urine for controlled substances testing without a valid medical explanation after he or she has received notice of the requirement for urine testing, or (3) engages in conduct that clearly obstructs the

testing process. A failure to remain readily available for post-accident testing, or to notify the employer of the need for such testing, or to proceed to the test site immediately for random testing, may be deemed by the employer to constitute a refusal to submit.

**The consequences for refusing to submit to an alcohol or controlled substances test are as follows:** A driver who has refused to submit to a required alcohol or controlled substance test is subject to the same consequences as a driver who has tested positive on an alcohol (concentration of 0.04 or greater) or controlled substances test.

**(I) The consequences under the federal regulations for employees who have violated the federal regulations relating to controlled substances and alcohol use and testing include:**

The driver shall be removed from and not permitted to perform safety-sensitive functions. The driver shall be referred for evaluation by a substance abuse professional for a determination of what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances abuse.

Before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in conduct prohibited by the federal regulations, the driver shall, if still employed, undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, or a controlled substances test with a verified negative result if the conduct involved a controlled substance.

In addition, each driver identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, if still employed,

- (i) Shall be evaluated by a substance abuse professional to determine that the driver has properly followed any rehabilitation program prescribed, and
- (ii) Shall be subject to unannounced follow-up alcohol and controlled substances tests administered by the employer following the driver's return to duty.

The driver may also be subject to the penalty provisions of 49 U.S.C. § 521(b).

**(J) The consequences under the federal regulations for employees found to have an alcohol concentration of 0.02 or greater but less than 0.04 include:** Removal from safety-sensitive functions for a period of not less than 24 hours following administration of the test.

**(K) Information to assist employees in avoiding alcohol misuse and controlled substances use, signs and symptoms of an alcohol or a controlled substances problem, and available methods of intervening when such a problem is suspected:** Information will be made available by the counselor to employees,

Deleted: upon request

(L) The requirement that the following personal information collected and maintained under this part shall be reported to the Clearinghouse:

- (i) A verified positive, adulterated, or substituted drug test result;
- (ii) An alcohol confirmation test with a concentration of 0.04 or higher;

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(iii) A refusal to submit to any test required by law;

(iv) An employer's report of actual knowledge of:

(A) On duty alcohol use;

(B) Pre-duty alcohol use;

(C) Alcohol use following an accident; and

(D) Controlled substance use;

(v) A substance abuse professional report of the successful completion of the return-to-duty process;

(vi) A negative return-to-duty test; and

(vii) An employer's report of completion of follow-up testing.

**Deleted:** pursuant to § 382.205;

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**Deleted:** pursuant to § 382.209

**Deleted:** pursuant to § 382.213

**Deleted:** (SAP as defined in § 40.3 of this title)

Legal Reference: 49 CFR §382.601(b)(12).

Date of Adoption: [Insert Date]

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General Consent for Limited Queries of the Federal Motor Carrier Safety Administration (FMCSA) Drug and Alcohol Clearinghouse

I, (Driver Name), hereby provide consent to [Name] Public Schools ("District") to conduct a limited query of the FMCSA Commercial Driver's License Drug and Alcohol Clearinghouse (Clearinghouse) to determine whether drug or alcohol violation information about me exists in the Clearinghouse. This consent is valid for so long as I remain an applicant for, or an employee of, the District for a position that requires a CDL.

I understand that if the limited query conducted by the District indicates that drug or alcohol violation information about me exists in the Clearinghouse, FMCSA will not disclose that information to the District without first obtaining additional specific consent from me.

I further understand that if I refuse to provide consent for the District to conduct a limited query of the Clearinghouse, the District must prohibit me from performing safety-sensitive functions, including driving a commercial motor vehicle, as required by FMCSA's drug and alcohol program regulations.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

**Deleted: APPLICANT'S CONSENT TO OBTAIN PAST DRUG AND ALCOHOL TEST RESULTS**

Deleted: I, [insert applicant's name], understand that as a condition of hire with [Name] Public Schools ("School District") I must give the School District written Consent to obtain the results of all DOT-required drug and/or alcohol tests (including any refusals to be tested) from all of the companies for which I worked as a driver, or for which I took a pre-employment drug and/or alcohol test during the past two (2) years. I also understand that the School District requires me to consent to access to the same information concerning any non-DOT driver drug and/or alcohol tests which I took during this same period of time. I have also been advised and understand that my signing of this consent does not guarantee me a job or guarantee that I will be offered a position with the School District.

Below I have listed all of the companies for which I worked as a driver, or for which I took a pre-employment driver position drug and/or alcohol test during the past two (2) years. I hereby consent to the School District obtaining from those companies, and I hereby consent to those companies furnishing to the School District, all requested information concerning my drug and alcohol tests, including:  
all DOT and non-DOT alcohol test results of 0.04 or greater during the past two (2) years;  
all verified positive DOT and non-DOT drug test results during the past two (2) years;  
all instances in which I refused to submit to a DOT-required drug and/or alcohol test during the past two (2) years;  
any other violations of DOT agency drug and alcohol testing regulations during the past two (2) years; and  
documentation of successful completion of DOT return-to-duty requirements (including follow-up tests) in the event of a violation of a DOT drug and alcohol testing regulations during the past two (2) years.  
I specifically authorize the companies to fully complete the School District's Report of Past Drug and/or Alcohol Test Results form.  
The following is a list of all of the companies for which I worked as a driver, or for which I took a pre-employment driver position drug and/or alcohol test, during the past two (2) years:  
Company name → Dates worked for/took pre-employment test

**APPLICANT CERTIFICATION**  
I have carefully read and fully understand this Consent to release my past drug and alcohol test results. In authorizing the release of my test results, I consent and agree to waive any physician-patient privilege that may otherwise exist with respect to the confidentiality of my drug and alcohol test results. I further release the Company and its medi... [1]

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Deleted: </>HHS Summary of the School Immunization Rules and Regulations 2019-2020\*

**NOTICE OF REQUIREMENTS FOR STUDENT ADMISSION—  
BIRTH CERTIFICATE, IMMUNIZATION, PHYSICAL EXAMINATION  
AND VISUAL EVALUATION**

Nebraska law requires that the parents or legal guardian furnish the following documents as a condition of admission to school:

1. A certified copy of the student's birth certificate issued by the state in which the child was born, prior to admission of a child for the first time. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
2. Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
3. Evidence of a visual evaluation (for school year 2019-2020 and each school year thereafter) by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
4. Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox) and Haemophilus Influenzae type b (Hib) and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement refusing immunization or meets other exceptions established by law (refer to Health and Human Services regulations, 173 NAC 3).
5. On and after July 1, 2010, every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

Forms to submit objections are available from the school.

The following information is provided to assist a parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify: Information about free or reduced-cost visual evaluations may be obtained from the Nebraska Foundation for Children's Vision (NFCV), [nechildrensvision.org](http://nechildrensvision.org), 1633 Normandy Court, Suite A, Lincoln, NE 68512—Fax 402-476-6547—Phone 402-474-7716. To identify a participating SEE TO LEARN doctor nearest you, call 1-800-960-3937. For assistance from VISION USA call 1-800-766-4466. In addition, Lions Clubs throughout Nebraska are committed to assisting disadvantaged families by sponsoring eye exams and eyewear. NOA member doctors will provide eye exams at no cost if no other resources are available.

**AFFIDAVIT OF REFUSAL OF IMMUNIZATION--  
FOR REASON OF RELIGIOUS CONFLICT  
(For School Admission)**

The undersigned, being first duly sworn, states upon oath as follows

This affidavit is submitted for the following child: \_\_\_\_\_.

I state that I am submitting this affidavit in the position of (*initial* as appropriate):

- \_\_\_\_\_ Self, as I am the child and I am of the age of majority
- \_\_\_\_\_ As a legally authorized representative of the child based on (insert description of legal authority; e.g., parent or legal guardian):  
\_\_\_\_\_

I understand that state law requires that the child be protected by immunization against certain contagious diseases prior to enrollment in school. I hereby swear and affirm that such immunization requirements (*initial* as applicable):

- \_\_\_\_\_ Conflict with the tenets and practice of a recognized religious denomination of which the child is an adherent or member; or
- \_\_\_\_\_ Conflict with the personal and sincerely followed religious beliefs of the child.

I will not hold [Name] Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain immunization for the child.

IN WITNESS WHEREOF, this affidavit is signed and acknowledged this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Affiant

STATE OF NEBRASKA            )  
  )    ss.  
COUNTY OF \_\_\_\_\_ )

The foregoing instrument was acknowledged before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_ by \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

[Legal Reference: Neb. Rev. Stat. sections 79-217 and 79-221; HHS Regulation 173 NAC 3]

**AFFIDAVIT  
Refusal of Immunization of Student for Religious Reasons**

State of Nebraska

ss.

County of

**This Affidavit is being submitted on behalf of**

\_\_\_\_\_  
(Name of Student)

\_\_\_\_\_  
(Birthdate of Student)

**If the student is of the age of majority:**

I, \_\_\_\_\_, of lawful age and being first duly sworn,  
(Name of Affiant/Student)  
depose and state as follows:

Immunization conflicts with the tenets and practice of a recognized religious denomination of which I am an adherent or member or immunization conflicts with my personal and sincerely followed religious beliefs.

**If the student is a minor:**

I, \_\_\_\_\_, as legally authorized representative of  
(Name of Affiant)

\_\_\_\_\_, of lawful age and being first duly sworn,  
(Name of Student)  
depose, and state as follows:

Immunization conflicts with the religious tenets and practice of a recognized religious denomination of which the student is an adherent or member or immunization conflicts with the student's personal and sincerely followed religious beliefs.

\_\_\_\_\_  
(Signature of Affiant)

**SUBSCRIBED AND SWORN** to before me this \_\_\_\_\_ day of \_\_\_\_\_

Notary Public

**REFUSAL OF IMMUNIZATION  
For Medical Reasons**

As the physician of:

Child's Last Name	First Name	Age
Birth Date	School	Grade

**A. I have elected to not immunize this student against the following disease(s): (check box\*)**

- Diphtheria
- Tetanus
- Pertussis
- Polio
- Measles (Rubeola)
- Mumps
- Rubella (German Measles)
- Hepatitis B
- Varicella (chickenpox)

**In my opinion, this/these immunization(s) would be injurious to the health and well-being of**

- The student
- A member of the student's household or family

Comments \_\_\_\_\_

\_\_\_\_\_  
Signature of Physician      Date

\* Each disease for which a vaccine has not been administered must be checked. Parent / guardian must submit dates of immunization for all other diseases.

**Documentation of Varicella (Chickenpox) Disease**

(To be filled out by the parent, guardian, or medical provider of the child/student)

This document is being submitted on behalf of:

\_\_\_\_\_

(Name of child/student)

(Birth date of child/student)

I \_\_\_\_\_ verify that the above listed child/student  
Parent/Guardian/Medical Provider

had the varicella disease in \_\_\_\_\_ (year).

\_\_\_\_\_  
(Signature of parent/guardian/medical provider)

**PARENT OBJECTION TO  
PHYSICAL EXAMINATION OR VISUAL EVALUATION  
(For School Admission)**

I am the parent or guardian of the following children who are enrolling in the beginner grade or seventh grade in [Name] Public Schools, or who are transferring from out of state into any grade in [Name] Public Schools:

Child No. 1: \_\_\_\_\_  
Child No. 2: \_\_\_\_\_

I understand that state law requires that the school be provided with: (1) evidence of a physical examination by a physician, physician's assistant, or nurse practitioner and (2) a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist. The physical examination and visual evaluation is required to be completed within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity. No such physical examination or visual evaluation shall be required of any child whose parent or guardian objects in writing.

I hereby object in writing to the:

physical examination  
 visual evaluation  
(check one or both)

for the above named child(ren). I will not hold [Name] Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain a physical examination or visual evaluation for the above named child(ren).

Dated this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Parent or Guardian

[Legal Reference: Neb. Rev. Stat. sections 79-214(3) and 79-220]



Department of Health and Human Services
Waiver of Physical Examination/Visual Evaluation Requirement

School Name (if desired)

Note to Parent/Guardian: please complete and return to the school health office if you wish to have your child waived from these requirements as allowed by Nebraska law. If you have questions, please contact the school nurse or the school office. Thank you.

Table with 2 columns: As a Parent/Guardian of - Student Name, Student ID#, School Name, Grade

I object to the following requirements for school entry as legislated in Nebraska Revised Statutes 79-214 and 79-220.

Check which apply:

- Physical examination by a licensed physician, physician assistant or advance nurse practitioner within six months prior to school entry.
Visual evaluation by a licensed physician, physician assistant, advanced nurse practitioner, or vision professional (optometrist or ophthalmologist) within six months prior to school entry.

I understand that I may request information to assist me in receiving information about reduced-cost vision examination as required by NRS 79-220.

I understand provisions in the law allow me to waive the requirement for this examination by my signed statement.

SIGN HERE
Signature of Parent/Guardian Date

Comments:

**AFFIDAVIT**  
*(For Child to Enroll Early in Kindergarten)*

Deleted: Summary of the School Immunization Rules and Regulations ¶  
¶  
Student Age Group ... [1]

The undersigned, being first duly sworn, states upon oath as follows:

I am the parent or guardian of \_\_\_\_\_ (Child's name). The Child's date of birth is \_\_\_\_\_. The Child will reach the age of five years on or after August 1 and on or before October 15 of the current school year.

I elect to enroll the Child this school year and hereby affirm (check or initial appropriate provision for early enrollment):

\_\_\_\_\_ the Child attended kindergarten in another jurisdiction in the current school year; or

\_\_\_\_\_ the family anticipates relocation to another jurisdiction that would allow admission within the current year; or

\_\_\_\_\_ the Child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the board.

**IN WITNESS WHEREOF**, this affidavit is signed and acknowledged this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Parent or Guardian

STATE OF NEBRASKA        )  
  )  
COUNTY OF \_\_\_\_\_ )

ss.

The foregoing instrument was acknowledged before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_ by \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

**Request For Non-disclosure of  
High School Student Personal Information  
To Institutions of Higher Education or Military Recruiters**

I hereby request that the name, address, and telephone listing of \_\_\_\_\_ (name of student), a high school student at [Name] Public Schools, not be released without prior parental consent to:

\_\_\_\_\_ institutions of higher education  
\_\_\_\_\_ military recruiters  
(check one, both, or none)

Signed by: \_\_\_ Student \_\_\_ Parent (Check One)

\_\_\_\_\_ Signature/Date

\_\_\_\_\_ Print Name

\_\_\_\_\_ Address

\_\_\_\_\_ City/State/Zip Code

*Note to students/parents: This certificate can be signed by either student or a parent. The provision of this form does not reflect the position of [Name] Public Schools that the request for non-disclosure should or should not be made.*

“SEC. 9528. ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

“(a) POLICY.—

“(1) ACCESS TO STUDENT RECRUITING INFORMATION.—Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings.

“(2) CONSENT.—A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

“(3) SAME ACCESS TO STUDENTS.—Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

20 USC 7908.



StudentsAdmission RequirementsMinimum Age:

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

Early Admission to Kindergarten:

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

Early kindergarten enrollment exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the admission shall be based upon an analysis of the child's: (1) mental ability, (2) emotional/social development, (3) pre academic skills, and (4) fine motor skills.

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

- a. will turn 5 years of age between August 1 and October 15;
- b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. are selected on the basis of testing by professionals trained and certified to administer the assessments that will produce evidence of strength in:
  1. mental ability defined as scoring 84th percentile or above on a standardized assessment of cognitive ability such as the Wechsler Pre Primary Scale of Intelligence III, or the Stanford-Binet V;
  2. a test of emotional/social development such as the Behavior Assessment System for Children, Second Edition (BASC-2);
  3. 75th percentile or greater on a test of pre academic skills such as the Woodcock Johnson III; and
  4. a test of fine motor ability, scoring 75th percentile or above on a standardized measurement such as the Beery VMI.

In the discretion of the Superintendent or designee, the assessments may be administered by the School District's professional staff, or the parents or guardians may be required, at their own expense, to have all or some of the required assessments completed by reputable professionals and to submit the results of such assessments to the School District.

The decision regarding early entrance to kindergarten requires careful consideration of all factors that affect kindergarten success with final determination to be made based on the recommendation of the District Evaluation Team, to be composed of such individuals as the Superintendent or designee determine appropriate. The academic, social, and emotional readiness, as well as the student's physical development and well-being, must be weighed with institutional factors also considered. Sound decision making in the area of early entrance to kindergarten is dependent upon reliable information regarding a student's readiness and a thoughtful balancing of the myriad of factors implicated by the decision. Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment and the determination of the District Evaluation Team in a timely fashion; not to exceed three weeks after the assessments are completed.

Parents must fill out the early entrance application forms, which include a parent questionnaire.

The assessment request and parent questionnaire must be completed and returned to the District no later than July 1st before fall enrollment to allow summer assessment to be completed.

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade:

A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year and school officials determine that first grade is the appropriate placement for the child.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, within 30 days of enrollment. Other reliable proof of the child's identity and age, accompanied by an

Deleted: ¶

... [1]

affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but may result in a referral to local law enforcement for investigation).

- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation.
- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes that an exception to the immunization requirements are met.
- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

#### Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school

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district, in its sole and absolute discretion upon a proper application, approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

#### Military Families

If a parent presents evidence to the District of military orders that the military family will be stationed in the State of Nebraska during the current or following school year, and the parent resides in or is stationed on federally owned property within the boundaries of the District, the District will enroll preliminarily the parent's students, including any such student that has an Individualized Education Plan, a 504 Plan, or otherwise receives special education services.

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

Date of Adoption: [Insert Date]



StudentsFull-time and Part-time EnrollmentFull-time Enrollment

Students must be enrolled in [Name] Public Schools on a full-time basis. Full-time basis is defined as attending classes for the full instructional day within the public school system.

Exceptions are permitted only for:

1. enrolled students attending another state accredited institution such as a vocational-technical school or a college or university for school credit;
2. enrolled students taking the limited number of credits needed to graduate in the school year;
3. enrolled students in need of modified school attendance as an accommodation for a disability or similar unique circumstance;
4. enrolled students receiving special education services where the student's IEP requires a modified schedule, or non-enrolled students receiving special education services or other legally mandated services required to be provided to eligible resident children under state and federal laws and regulations;
5. students from other school districts participating in programs offered by the District pursuant to an interlocal agreement or other arrangement approved by the School Board; and
6. non-public school students in accordance with the policies and procedures set forth in this policy.

Part-Time Enrollment of Non-Public School Students

The School Board shall allow the part-time enrollment of students who are residents of the school district and who are also enrolled in a private, denominational, or parochial school or in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements. Such students are referred to herein as "non-public school students."

The School Board establishes the following guiding principles for enrollment of non-public school students:

- (1) The primary school for a non-public school student is the student's private, denominational, parochial or home school.
- (2) Enrollment of a non-public school student in [Name] Public Schools is allowed for the purpose of providing enhanced educational opportunities not otherwise available to the non-public school student. It is not to supplant programming of the student's primary school.
- (3) Non-public school students are not to be given priority over full-time students.
- (4) Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.
- (5) Enrollment of non-public school students is not to negatively affect the educational services to be provided to full-time students.

The School Board establishes the following specific policies and procedures for enrollment of non-public school students. In the event the specific policies and procedures require interpretation or do not fully resolve an issue, the above established guiding principles are to be considered.

A. Non-Public School Student Enrollment Application Procedures.

1. Application. Parent or guardian must submit an Application of Non-Public School Student for Part-Time Enrollment to the principal of the school the student desires to attend.
2. Deadline for Applications. The application must be received by August 1<sup>st</sup> preceding the school year the student wishes to enroll.
  - a. Change of Residence Exception: The application deadline for a student who becomes a resident of the District after the school year has commenced is: 20 calendar days after the student becomes a resident of the District. The principal may delay enrollment until the next following quarter or semester starts, or at such other time as determined to be educationally appropriate.
  - b. High School Course Exception: The application deadline for a student who desires to enroll in a second semester high school course is December 1<sup>st</sup>.
3. Action on Applications. The principal will review the application and will notify the parent of the approval or denial of the application within 2 weeks of receipt of the application or 2 weeks prior to the start of school or 2 weeks prior to the start of the next semester, whichever is later.
4. Appeals. The parent or guardian may appeal the principal's action to deny their application. Any such appeal must be submitted to the Superintendent within 14 calendar days from the date of the principal's action. The appeal shall be in writing and shall be decided on the basis of the written submission. The Superintendent may request the parent or guardian to provide further explanation or information and the appeal may be denied in the event the parent or guardian fails to fully respond on a timely basis. The Superintendent shall decide the appeal within 10 calendar days of the submission of the appeal. The Superintendent may make a decision later than the 10 days in the event good reason for delay exists. Good reason includes but is not limited to the Superintendent being unable to gather the information the Superintendent determines necessary to make the decision within the decision period.
5. Annual Applications. Part-time enrollment is determined annually. Application must be made each school year. There will be no guarantee that enrollment will be continued from one year to the next.

**B. Non-Public School Student Admission**

1. Admission Requirements. Students must meet the normal admission requirements. This includes the requirements that the student: be a resident of the District, be of school attendance age and not have graduated or have received a GED.
2. Admission Process. Students must complete the normal enrollment process and forms required by the District and/or the building for enrollment of all children. This includes the requirements relating to: birth certificates, immunizations, physical examinations, and visual evaluations.

**C. Non-Public School Student Enrollment Standards**

1. Maximum Enrollment. Students may not typically enroll in more than 2 middle school or high school courses during any one semester. Elementary students may not enroll in programming of greater than 90 minutes of instruction each day.
2. Capacity Limits. Enrollment will ordinarily be subject to capacity limits. Any grade level, program, or course which has been determined to be at capacity for option enrollment purposes will ordinarily not be available for non-public school students.
3. Integrated Courses. Students must meet prerequisite requirements to be enrolled in a course by appropriate credits earned through an accredited program. The principal may on a discretionary basis allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.
4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.
5. Selection of Courses. Subject to Paragraphs 1 through 4 of this Paragraph C, and all other applicable provisions of this Policy, non-public school students may select their courses.

D. Non-Public School Student Policies

1. General Standard. Non-public school students who are enrolled part-time are to be subject to the same standards as full-time enrolled students except where appropriate to reflect their part-time status.
2. Building assignment. Students must enroll in the attendance center that serves the student's residence, provided that the administration reserves the authority to make a different attendance center assignment. A student may request assignment to an attendance center other than that of the student's residence under the intra-district transfer procedures.
3. No Partial Part-Time Enrollment. Students must apply for enrollment and attend the entire school year for which enrollment is made or, for high school courses, for the full length of the course. Once enrolled, part-time students will be required to participate in all activities, programs, and tests related to the program or course for which the student is enrolled, including as applicable State or District-wide assessments, as full-time students.
4. Student Conduct Policies. Students enrolled on a part-time basis shall be required to follow all school policies that apply to other students at any time the part-time student is present on school grounds or at a school-sponsored activity or athletic event. This includes the District's student conduct policies. Students enrolled on a part-time basis shall be subject to discipline, including suspension or expulsion, for violation of student conduct rules.
5. Attendance. Students enrolled on a part-time basis are not exempt from the compulsory attendance laws or from the District's attendance policies. Students who engage in excessive absenteeism as defined in Board policy are to be reported under the truancy laws.
6. Presence on School Grounds. Students enrolled on a part-time basis are to be present on school grounds during the school day only at the times required for their attendance in the program or course in which they are enrolled. Exceptions may be made in the discretion of the principal or the principal's designee. Students must sign in and out of the school by following the building level procedure. Students are responsible for being aware of any changes in the school schedule during inclement weather or for other reasons.
7. Transportation. Students enrolled on a part-time basis are not entitled to transportation or transportation reimbursement, unless otherwise required by law. Full-time students will be given first consideration for parking on the high school campus.

- 8. Academic Honors. Students enrolled on a part-time basis will not be eligible to graduate or receive a diploma from the District or receive academic honors (for example, class rank and honor roll) except to the extent the student meets all requirements of the District’s policies for such, including attainment of minimum credits and semesters of attendance.
  
- 9. Extracurricular Activities. Any student who is a resident of the District and who is enrolled in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements may participate in any of the District’s extracurricular activity programs to the same extent and subject to the same requirements, conditions, and procedures as a full-time student in the District. Non-resident students may only be admitted on a part-time basis or permitted to participate in a school-sponsored extracurricular activity when required by law. The District’s Activities Director will coordinate with the student’s parent or guardian to secure assurances of compliance with these expectations. Any student covered by this subsection must enroll in five credit hours through the District in the semester in which the student participates in an extracurricular activity. There shall be no preference given to any student participating in any extracurricular activity based off their status as a full-time or part-time student. Part-time students will be expected to comply with the same or similar expectations as full-time students to participate in any activity, including team rules. Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws.

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Article 5

**STUDENTS**

Policy No. 5004

Legal Reference: Neb. Rev. Stat. Sec. 79-2,136 and Sec. 79-526  
Title 92, Nebraska Administrative Code, Chapter 10

Date of Adoption: [Insert Date]

StudentsStudent Discipline

- A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent 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 contacts and parent 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 upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.
1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:
    - a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
    - b. 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:

- a. The Principal or the Principal's designee 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.
- b. 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.
- c. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent

- or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.
- e. 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.
2. 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 twenty 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. A notice will be given to the student and the parents/guardian when the 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.
3. Expulsion:
- a. Meaning of 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 (a) 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, or (b) 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 (c) 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 school 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. A notice will be given to the student and the parents/guardian when the 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.
- b. 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 until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) 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.

- c. 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.
- d. 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, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended 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 parents will be required to sign a discipline agreement.
- f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen 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 the Principal's designee 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 the Principal's designee 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.

- g. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.
  - h. 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 procedures.
  - i. 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.
4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
- a. 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; or
  - b. 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.

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.

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 his or her designee determines that an emergency exclusion shall extend beyond five days, a hearing may be held, upon a parent's timely request, and a final determination made within ten 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.

5. 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. Such actions may include, but are not limited to, counseling of students, parent 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 the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. 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.
- B. 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, well being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
  2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
  3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
  4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or 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.
  5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.

6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. 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, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct. 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. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials 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.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. 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.
15. Willfully violating the behavioral expectations for riding school buses or vehicles.

**Deleted:** <#>Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use. ¶

A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

- a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
- b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.

Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing. Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.

For purposes of this policy, the term "dangerous weapon" includes any personal safety or security device (such as tasers, mace and pepper spray). If a student desires to carry or possess a personal safety or security device, the student must obtain prior approval from the building principal before bringing such device on school grounds. If a student obtains prior approval from the building principal, the student must store the device during the school day in the student's locker, in the main office or in another secure location designated by the building principal. A student shall not carry a personal safety or security device during the school day.

- D. 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 or 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. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
  - a. Clothing that shows an inappropriate amount of bare skin or underwear, or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
  - b. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
  - c. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play" or that would damage property (e.g. cleats).
  - d. Head wear including hats, caps, bandannas, and scarves.
  - e. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
  - f.        Clothing or jewelry that is gang related

**Deleted:** is dangerous to the health and safety of anyone or  
**Deleted:** s

**Deleted:** (midriff, spaghetti straps, sagging pants)

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in 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.

**Deleted:** 1

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.

2. Academic Integrity.

- a. Policy Statement: 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 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.

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:

- (1) "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:
- (a) Tests (includes tests, quizzes and other examinations or academic performances):
- (i) 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.
- (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae 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.
- (iii) 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.
- (iv) 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.
- (v) 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.
- (b) Papers (includes papers, essays, lab projects, and other similar academic work):
- i) 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.
- (ii) 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.
- (iii) 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 or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
- (iv) 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.
- (v) 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.

- (c) 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.
- (2) "Plagiarism" means to take and present as one's own a 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:
- (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or 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.
- (b) 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.
- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
- (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.
- (2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
- (3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The 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.

E. Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will 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 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 or her parent or 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.

2. 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 parents or guardian.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296

Article 5

**STUDENTS**

Policy No. 5101

Neb. Rev. Stat. Section 79-2,160

Deleted: LB 43 (2024)

Date of Adoption: [Insert Date]

StudentsExtracurricular Activity Discipline**Section 1 Extracurricular Activity Philosophy**

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provide experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

Safety

The District's philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

**Section 2 Extracurricular Activity Code of Conduct**

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

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

**Scope of the Code of Conduct.**

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

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, Pep Club, Pep Band, vocal, band, speech and drama, One-Act, FBLA, FCCLA, Spanish Club, Art Club, Student Council, Student Advisory Board, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities.

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

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FBLA or FCCLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. If the conduct occurs on school grounds, at a school function or event,

or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

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

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (including personal safety or security devices, such as tasers, mace and pepper spray, unless a District administrator gives prior approval) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. 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, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency.
  9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
  10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
  11. Repeated violation of any of the school rules.
  12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
  13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. 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, national origin, or religion.
  14. Willfully violating the behavioral expectations for those students riding [Name] Public Schools buses or vehicles used for activity purposes.
  15. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
  16. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
  17. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
  18. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations in writing.
  19. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

**Deleted:** <#>Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.

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

This Code of Conduct, and all school, coach, and sponsor level codes of conduct for extracurricular activities, are to be interpreted in accordance with free speech rights. Using social media sites, even while not on school grounds or at a school activity, to engage in conduct or speech that constitutes bullying, harassment, threats, advocates or depicts illegal activity (e.g., illegal drug use,

alcohol use, or sexual activity), or causes a substantial disruption to school activities (or is reasonably forecast to create a substantial disruption) may result in discipline, including suspension or removal from the team or the activity, subject to free speech rights. These activities are to be reported to school administration. Consequences will be determined by coaches, sponsors and/or administration.

#### **Drug and Alcohol Violations.**

##### Meaning of Terms.

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

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

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

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

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

##### **Consequences.**

Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration.

The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.

Because of the significance of drug and alcohol violations on the student participants, other students and the school, the following consequences are established for such violations:

**Drugs and Alcohol.**

An activity participant who violates the drug or alcohol rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 45 days.
2. Second or Any Subsequent Offense: One calendar year.
3. Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to 21 days for the first violation. A commensurate reduction (approximately one-half, as determined by the administration) for a second or subsequent violation shall be given for self-reporting.
4. Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation).  
The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.
5. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited by the foregoing, and may be established in the good discretion of the administration.

**Steroid Offenses.** A student who possesses, dispenses, delivers, or administers anabolic steroids shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 60 consecutive days.
2. Second or Any Subsequent Offense: One calendar year.

**When Suspensions Begin.** All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

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

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

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

In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

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

**Determining a Violation Has Occurred.** A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.

3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

**Procedures for Extracurricular Discipline.** The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
  - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
  - b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will notify the student and the student's parents or guardian. The student and parents or guardian will be informed of the opportunity to request an informal hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent by sending a written request to the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
  - a. The request for a hearing must be received by the Superintendent within five days of the Principal notifying the student of the discipline.
  - b. If a hearing is requested:
    - i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.

- ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
  - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session).
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
  6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

### Section 3 Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have "excessive absences" as determined by the Activities Director and the attendance policy are ineligible to participate in extracurricular activity contests or performances.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, or activity, unless otherwise excused. An exception must be approved by the Principal or Athletic Director.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

### Section 4 Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities must show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities, students must:

1. Be enrolled on a full-time basis.
2. Maintain passing grades in all courses. A student who is not passing one or more classes at progress reporting times will be ineligible to participate in extracurricular activity contests or performances if the grade remains below passing one week after

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... [1]

progress reporting time. The student will remain ineligible until the student is passing all classes.

3. Maintain an overall "C" average to participate in extracurricular activities, except school dances.
4. Academic requirements do not apply to:
  - (A) Instructional field trips which are a part of the scheduled course learning experience; or
  - (B) Activities or events which are a part of the student's grade requirements.

Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296

Date of Adoption: [Insert Date]



StudentsPromotion and Retention

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 teachers and counselor, to be appropriate for the educational interests of the student and the school's educational program.

If a parent or guardian would like their student to retake a grade level, the parent or guardian must meet with the Superintendent or designee to discuss the student repeating a grade. At that meeting, the parent or guardian must provide evidence of academic needs, illness, or excessive absenteeism that would warrant the student to repeat the grade. A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in grades fifth through twelfth grade may be retained due to excessive absenteeism. At such meeting, the Superintendent or designee shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to such student. If the student's parent or guardian still intends for their student to repeat a grade, such parent or guardian shall then complete the required form and return such form to the District. Upon completion of the form and if all requirements pursuant to this policy and law are met, the District shall permit the student to repeat the student's grade for the next school year.

Legal Reference: Neb. Rev. Stat. Sec. 79-526 & 79-2.161

Date of Adoption: [Insert Date]

### Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents 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 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 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 or eligible student believes are inaccurate or misleading at the time the record was created.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent 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 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 School 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 or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or 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:

Office of the Chief Privacy Officer  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202

Deleted: Kathleen Styles,

#### 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 may include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- 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, can also be disclosed to outside organizations without a parent'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 or 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 extra-curricular 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.
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Deleted: <#>Student's date of birth and place of birth;†

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Deleted: School or school district the student attended before he or she enrolled in [Name] Public Schools....

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 or eligible student has the right to refuse to let the District designate information about the student as directory information. Parents or 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 or guardian notifies the Superintendent in writing.

**Notice Concerning Designation of Law Enforcement Unit:**

The District designates the [Name] 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.

**Deleted:** The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.¶ The District may disclose information about former students without meeting the conditions in this section.¶

**OPTIONAL**¶

In addition, notice is further given that FERPA permits the disclosure of personally identifiable information from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in Sec. 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, Sec. 99.32 of the FERPA regulations requires the District to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. The District may disclose personally identifiable information from the education records of a student without obtaining prior written consent of the parents or the eligible student —¶

To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the District has outsourced institutional services or functions, provided that the conditions listed in Sec. 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (Sec. 99.31(a)(1)) ¶

To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of Sec. 99.34. (Sec. 99.31(a)(2)) ¶

To authorized representatives of the U.S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the Nebraska Department of Education. Disclosures under this provision may be made, subject to the requirements of Sec. 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (Sections 99.31(a)(3) and 99.35)¶

In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (Sec. 99.31(a)(4))¶

To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released. (... [1])

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StudentsAssociation Activities

The [Name] Public School District is a member of the Nebraska School Activities Association, which is a voluntary organization of public and private schools of Nebraska organized for the purpose of promoting and regulating the competition between schools in what is generally known as the extracurricular activities.

All students participating in extracurricular activities shall follow the rules provided by the Nebraska School Activities Association and rules of [Name] Public Schools. The Superintendent or designee shall, as required by law, designate each school-sponsored interscholastic athletic team or sport as either: (1) boys; (2) girls; or (3) mixed.

Students who represent [Name] Public Schools in any of its allied or extracurricular activities shall practice a high level of citizenship both in school and in community living.

Legal Reference:     LB 89 (2025)

Date of Adoption:     [Insert Date]

Students (& Employees)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The [Name] 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 [Name] 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 designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] ( ) - \_\_\_\_ ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] ( ) - \_\_\_\_ ([Email Address]).

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 OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

**B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.****1. Purpose:**

The [Name] Public School District is committed to offering employment and educational opportunities 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:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. 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, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

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

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. 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,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. 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).

**2. 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.

**3. 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 attached to this grievance procedure and 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.

*i. 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 ten (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 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 requirements. Periodic status updates will be given to the parties, when appropriate.

**Deleted:** not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline

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: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which

they occurred, 9) the totality of the circumstances, and 10) 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 designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. 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, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District may, when appropriate or when legally required, send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within one (1) week after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

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*ii. 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 (5) 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 ten (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.]

*iii. Level 3 (Appeal to the Board):*

If the party is not satisfied with the Superintendent’s determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent’s determination. The Board of Education will review the appeal, the Superintendent’s determination, the investigative documentation and decision, and allow the party to address the Board or a Committee of the Board of Education to present his or

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her appeal. ~~The Board or Committee of the Board of Education may, in its discretion, issue a written determination about the appeal. The Board or a Committee of the Board may, in the alternative, vote on the appeal and send the party the outcome of the vote.~~ The party who filed the appeal will be sent the Board's determination. The Board's determination, and any actions taken, will be final on behalf of the District.

**4. 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.

**5. Training:**

The District will ensure that relevant District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, 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.

**6. Designated Compliance Coordinators:**

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. 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.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. 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.
- e. 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.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to

**Deleted:** The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party.

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**Deleted:** within thirty (30) days after the party addresses the Board

**Deleted:** at the time it is issued, and a copy will be sent to the designated compliance coordinator

- anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. 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.
  - h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
  - i. 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.
  - j. Recommending changes to this policy and grievance procedure.
  - k. 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.

**7. Preventive Measures:**

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. 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, at each building in the District, reprinting it in District publications, such as 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.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.  
 Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;  
 Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.  
 Section 504 of the Rehabilitation Act of 1973 (Section 504)  
 Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)

Article 5

**STUDENTS**

Policy No. 5401

Uniform Service Employment and Reemployment Rights Act (USERRA),  
38 U.S.C. Sec. 4301 et seq.  
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [Insert Date]

**Complaint Form  
Discrimination, Harassment or Retaliation**

The [Name] 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 designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] ( ) - ( [Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] ( ) - ( [Email Address]).

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

(1) Description of the complaint: \_\_\_\_\_  
\_\_\_\_\_

(2) Names of any witnesses to the matter being complained about: \_\_\_\_\_  
\_\_\_\_\_

(3) Identify and attach any document supporting the complaint: \_\_\_\_\_  
\_\_\_\_\_

(4) Confidentiality: I \_\_\_ do \_\_\_ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

(5) Relief requested (what I want done in response to this complaint): \_\_\_\_\_  
\_\_\_\_\_

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: 278 \_\_\_\_\_

Students

Identification of Learners with High Ability

The Board of Education recognizes that the student population includes students with exceptional academic abilities. Efforts to refer and identify learners with high ability will be made at each grade level. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary.

The Superintendent or designee shall develop and implement such criteria to identify high ability learners, and shall take steps to offer accelerated or differentiated curriculum programs that will address the educational needs of the identified students at levels appropriate for the abilities of those students. The accelerated or differentiated curriculum programs shall meet the standards of quality established by the Nebraska Department of Education.

Legal Reference: Neb. Rev. Stat. Sections 79-1106 to 79-1108.03  
NDE Rule 3

Date of Adoption: [Insert Date]

**Deleted:** Learners with high ability shall be identified in the academic areas of mathematics, science, social studies, and language arts. Identification of learners in grades 3-11 with high ability in the specified academic areas shall be based on the criteria listed below. Students shall meet two of the following criteria to be identified as a learner with high ability.¶

¶

1)-> Composite total test score of the 95<sup>th</sup> percentile or above on the NRT **OR**, 95<sup>th</sup> percentile or above in math, reading, language arts, science, or social studies; **PLUS** a composite total of 80% or above on the same test.¶

¶

2)-> A score of above average or higher on a cognitive screening test.¶

¶

3)-> Teacher nomination.¶

¶

A listing of students who meet the district criteria for learners of high ability and the areas of high capability of each of those students will be made available to classroom teachers, by the school district administration, within the first thirty (30) days of each school year.¶

¶

Within the first thirty (30) days of each school year, the school district administration shall make available to parents or guardians of identified learners with high ability information about how their child has been identified

**Deleted:** The administration shall implement the district wide plan for learners with high ability, as such plan is modified from time to time, in accordance with applicable laws and regulations. ¶

StudentsFoster Care Student Transportation

In accordance with federal and state law, the District's written transportation procedures for foster care children are as follows:

**Students to be Transported**

DHHS will contact the District to inform the District of a foster care student living in the District and/or to be educated by the District. The District will communicate with DHHS on any further matters concerning said foster care student(s).

**School of Origin**

The District will work to develop a transportation plan for each foster care student needing transportation to the student's school of origin, as defined and required by federal law. Each student's situation will be different, so there is no single transportation plan for every foster care student. Transportation options may include: (1) the foster care family; (2) a bus or school vehicle; (3) transportation to a pickup location; or (4) some other form of transportation in accordance with state and federal law. Foster care students on an IEP may require other considerations and/or different transportation obligations.

When required by law, the District will coordinate the foster care student's transportation to the school of origin while any disputes regarding transportation until the disputes are resolved.

**Costs**

If the student can be transported by the District without the District incurring any additional costs, then the District will normally transport the student. However, if the District will need to incur additional costs to transport the student, then DHHS will cover any such additional costs associated with the foster care student's transportation. If the District and DHHS are unable to agree on a transportation plan, the District and DHHS will work together to resolve any differences.

**Oversight, Implementation, and Administration**

The District's Homeless Liaison is responsible for overseeing these procedures, updating them as needed, and otherwise ensuring that the District complies with the transportation requirements for foster care students.

Legal Reference: 20 U.S.C. § 6312.

Date of Adoption: [Insert Date]

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InstructionElectronic Communication Devices and Cell Phones

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 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.

Legal Reference: LB 140 (2025)

Date of Adoption: [Insert Date]

Instruction

Parental/Community Involvement in Schools

[Name] 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 decisionmaker 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 decisionmaker may request a personal conference with appropriate school personnel to discuss such concerns. The Superintendent or designee shall prepare a complaint form which may be used by a parent, guardian, or educational decisionmaker to express objections to any such instructional material. Such complaint forms 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 decisionmaker.
2. Upon reasonable advance request, a parent, guardian, or educational decisionmaker, 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.
3. Parents, guardians, and educational decisionmakers are encouraged to communicate to school staff when the parent, guardian, or educational decisionmaker 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 decisionmaker finds objectionable. The Superintendent or designee shall make a provision on the complaint form hereinabove referenced for receiving information from a parent, guardian, or educational decisionmaker concerning what specific testing, classroom instruction, or other school experience the parent 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 decisionmaker and consistent with the mission of the District and legitimate school interests. Parents, guardians, and educational decisionmakers are encouraged to contact the building principal with any questions about any test, curriculum, or surveys.
4. Upon request of a parent, guardian, or educational decisionmaker 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, and educational decisionmakers when their child may be subjected to a standard norm referenced or criterion referenced test or

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standardized tests. When reasonable to do so or required by law, the parents, guardians, or educational decisionmakers will be notified of where a sample of such test might be observed 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 decisionmaker of such student shall be prohibited unless a parent, guardian, or educational decisionmaker requests in writing that such tests be administered to their child.

6. Parents, guardians, and educational decisionmakers will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:
- Political affiliations or beliefs of the student or the student's parent, guardian, or educational decisionmaker;
  - Mental or psychological problems of the student or the student's family;
  - Sex behavior or attitudes;
  - Illegal, anti-social, self-incriminating, or demeaning behavior;
  - Critical appraisals of other individuals with whom respondents have close family relationships;
  - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
  - Religious practices, affiliations, or beliefs of the student or student's parent, guardian, or educational decisionmaker; or
  - 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 a student 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, and educational decisionmakers that their students 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 student 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.

7. As a general matter substantive decision-making processes will be left to the judgment of the professional staff, administration and the Board of Education, subject to an effort to

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receive information from parents, guardians, or educational decisionmakers as to any concerns, objections, or other information such parents, guardians, or educational decisionmakers would wish to provide to the school district concerning a parent's, guardian's, or educational decisionmaker's access, involvement, and participation in activities of the school.

Legal Reference:   Neb. Rev. Stat. Sections 79-530 to 79-533  
                          Family Educational Rights and Privacy Act, 20 U.S.C. 1232g  
                          Protection of Pupil Rights Amendment, 20 U.S.C. 1232h

Date of Adoption:   [Insert Date]



Instruction

Behavioral Intervention and Classroom Management

1. Purpose

The District is committed to creating a learning environment where every individual is valued, respected, and supported. This Policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. This Policy further provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

2. General Principles

As part of the District’s commitment to all students, the Board hereby implements a tiered-system of support to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success.

This Policy does not replace or alter the Student Discipline Act when behaviors warrant student disciplinary action under that Student Discipline Act.

3. Standards

<b>Tier 1: Universal Supports</b>			
	<b>District Level</b>	<b>School Level</b>	<b>Classroom Level</b>
<b>Sound Infrastructure &amp; Shared Leadership</b>	Develop and maintain a district-wide behavior framework, ensuring alignment with the district's vision and goals. Establish a leadership team to oversee implementation and sustainability.	Create school-level leadership teams to implement the district behavior framework. Build systems to support staff in consistent implementation of universal behavior strategies.	Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors.
<b>Layered Continuum of Support</b>	Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior.	Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students.	Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors.
<b>Data-Based Decision-Making</b>	Implement a district-wide behavior data system for tracking	Use behavioral data to assess school culture,	Collect and reflect on classroom behavior data to identify patterns or

	student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools.	climate and adjust universal supports.	unanticipated signs of distress and adjust teaching practices as needed.
<b>Communication and Collaboration</b>	Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom.
<b>Tier 2: Targeted Supports</b>			
	<b>District Level</b>	<b>School Level</b>	<b>Classroom Level</b>
<b>Sound Infrastructure &amp; Shared leadership</b>	Provide a menu of evidence-based Tier 2 intervention and training for implementation.	Develop intervention teams to identify students in need of Tier 2 support and manage their plans.	Teachers collaborate with intervention teams to integrate targeted strategies into the classroom that align with school and district policies.
<b>Layered Continuum of Support</b>	Allocate resources to support targeted interventions, such as additional staff or training for small group supports.	Implement interventions such as mentoring programs, social skills groups, or targeted behavior coaching.	Provide additional supports like daily progress monitoring and structured break.
<b>Data-Based Decision-Making</b>	Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed.	Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems.	Document daily data on student progress to evaluate the impact of interventions.
<b>Communication and Collaboration</b>	Facilitate communication between schools, families, and community partners about available Tier 2 supports.	Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting.	Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior goals at home.
<b>Tier 3: Intensive, Individualized Supports</b>			
	<b>District Level</b>	<b>School Level</b>	<b>Classroom Level</b>
<b>Sound Infrastructure &amp; Shared leadership</b>	Ensure access to specialized staff to design and oversee intensive interventions.	Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior	Collaborate with specialists to integrate individualized supports into classroom routines that align with school and district policies.

		Intervention Plans (BIPs).	
<b>Layered Continuum of Support</b>	Coordinate external services and resources for students requiring wraparound support beyond the school.	Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students.	Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors.
<b>Data-Based Decision-Making</b>	Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness.	Use detailed, frequent data collection to refine and adjust BIPs based on student progress.	Implement daily monitoring and adjust individualized strategies as data indicates.
<b>Communication and Collaboration</b>	Partner with community agencies to align supports for students with complex needs.	Conduct regular meetings with families to review and revise plans based on student progress.	Provide ongoing feedback to families and specialists about the student's daily performance, progress, and needs.

4. Addressing Dysregulated Behavioral and Classroom Removal

This Policy outlines a structured approach for managing dysregulated behavior that disrupts the learning environment or poses safety concerns. The aim is to ensure the safety and well-being of all students and staff, while supporting the student in developing self-regulation skills and reintegrating into the classroom.

A. Criteria for Removal

- i. *Safety Concerns*: Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.
- ii. *Disruption to Learning*: Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.
- iii. *Attempted Interventions*: Whenever possible, staff should use de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 interventions before considering removal. Severe behaviors that endanger safety may bypass prior interventions.

B. Procedure for Removal

- i. *Behavior Documentation*: The teacher or staff member documents the behavior leading to the removal, including antecedents, attempted interventions, and the incident itself. A clear, objective description of the behavior must be included.

- ii. *Safe Transition*: The student is escorted to a designated safe space, such as the office or a designated calming area, by trained personnel. Efforts are made to ensure the student remains calm and safe during the transition.
- iii. *Notification*: Parents or guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.

C. Post-Removal Actions

- i. *Restorative Meeting*: A meeting involving the student, parents or guardians, teacher or other designated staff member, and administrator may be scheduled to review the behavior, its impact, and steps to prevent recurrence. The meeting emphasizes restoring relationships and understanding the root cause of the behavior.
- ii. *Behavior Support Plan (if needed)*: For recurring incidents, a behavior support plan is developed or reviewed, including targeted interventions and supports aligned with the student's needs. The plan may include strategies such as check-ins, mentoring, or additional behavioral learning supports.

D. Transition Back to the Classroom

- i. *Reintegration Plan*: The student returns to the classroom with appropriate support, which may include a reintegration checklist, a designated buddy, or frequent check-ins with a trusted adult. Expectations and routines are explicitly reviewed with the student.
- ii. *Ongoing Support and Monitoring*: Follow-up meetings with the student, teacher or other designated staff member, and parents/guardians are scheduled to evaluate progress. Data from behavior observations are used to adjust interventions and supports as needed.
- iii. *Focus on Positive Growth*: A strengths-based approach is applied to recognize and reinforce improvements in behavior.

5. Communication and Collaboration

Families are partners in addressing the student's behavior and supporting reintegration. School staff will provide clear and transparent communication about any incident, the student's plan for return, and available resources. Collaboration will also occur between general education, special education, school psychologist, behavior specialists, school counselors, and/or social workers to ensure all supports align with the student's needs and strengths.

6. Required Training

The District will ensure that school employees are trained in behavioral awareness and intervention as required by this Policy and state law. The Superintendent is hereby delegated the authority and responsibility to develop or contract for such training and to ensure that the appropriate staff receive said training as required by state law.

7. Monitoring and Feedback

Parents, guardians, students, advocates and community members are encouraged to provide feedback on this Policy and the District's actions under this Policy. The Superintendent or designee is also directed to provide any feedback to the Board of Education as the Superintendent deems appropriate.

Legal Reference: Neb. Rev. Stat. § 79-262.01

Date of Adoption: [Insert Date]

**Nebraska Department of Education  
Model Policy**

\_\_\_\_\_ **School District Dress Code and Grooming Policy**

**I. PURPOSE:**

The \_\_\_\_\_ School District is dedicated to celebrating the diverse racial and religious backgrounds of our students. The school district champions students' rights to express themselves through their attire practically when associated with race, religion, sex, disability, or national origin, including tribal regalia, natural and protective hairstyles, or adornments. The purpose of this policy is to facilitate and encourage an inclusive and positive learning environment while complying with any applicable health and safety law, rule, regulations or ordinance.

**II. GENERAL PRINCIPLES/STANDARDS:**

1. **Non-Discrimination:** The \_\_\_\_\_ School District dress code and grooming policy prohibits discrimination against students based on race, religion, sex, disability, or national origin.
2. **Respect for Individuality:** Students are allowed to wear religious attire, adornments, and other attire associated with race, national origin or religion, or tribal regalia. Additionally, students' hair should not be permanently or temporarily altered by school personnel. Altering a student's appearance or removing or altering a student's attire without consent from their parent/guardian/caregiver is not allowed. Additionally, students are permitted to wear natural and protective hairstyles including but are not limited to braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.
3. **Cultural and Religious Attire:** Students are allowed to wear religious attire and tribal regalia in accordance with their race, national origin, or religion.
4. **Bullying Policy Alignment:** The school bullying policy remains in effect and should be consulted where clothing or attire may be an issue.
5. **Prohibited Attire:** Attire should not promote violence, drugs, alcohol, profanity, or hate speech. The \_\_\_\_\_ School District reserves the right to request immediate attire changes from students.

**III. HEALTH AND SAFETY CONSIDERATIONS:**

In school environments where the use of certain chemicals or equipment poses a direct safety hazard, students may be required to wear protective gear, such as lab coats and safety goggles, which could cover clothing and hairstyles. Similarly, in physical education classes or during sports activities, students may need to modify their attire or secure their hair to ensure the safety of themselves and others. In such cases, a good faith effort to reasonably accommodate students will be made to ensure safety without compromising religious beliefs, grooming practices, or requiring students to permanently alter their appearance. Such accommodations must be applied equally and adopted for nondiscriminatory reasons.

1. **Proven Need:** Any health and safety standard based on characteristics associated with race, religion, sex, disability, or national origin must demonstrate that without implementation of such standard, it is reasonably certain that the health and safety of the student or another individual will be impaired.

2. **Least Restrictive Means:** health and safety standards should use the least restrictive means necessary to address the identified health and safety concern. Alternative measures that do not discriminate based on these characteristics associated with race, religion, sex, disability, or national origin should be explored and implemented.

#### **IV. ENFORCEMENT:**

Enforcement of violations of this dress code and grooming policy should be consistent with our district's overall discipline plan and applied in a consistent manner. Enforcement of this dress code and grooming policy should not target, disproportionately impact, discriminate, or be applied in a discriminatory manner against any students on the basis of race, religion, sex, disability, or national origin.

#### **V. TRAINING AND AWARENESS:**

The district will communicate the guidelines and expectations in this dress code and grooming policy with students and families in their preferred language(s). While adopting and/or adapting this dress code and grooming policy, school districts should consult a variety of stakeholders, including a diverse group of parents, guardians, and caregivers. School staff may receive training and guidance on this policy to ensure that they are aware of their responsibilities in accommodating students and communicating effectively with parents, guardians, or caregivers.

#### **VI. CONFIDENTIALITY:**

The school will handle all information related to students' race, sex, disability, national origin, or religious characteristics in accordance with the Family Educational Rights and Privacy Act (FERPA). Parental consent must be obtained before sharing any information related to the student's appearance or attire with school staff or outside parties involved in an accommodation process related to this policy.

#### **VII. PARENT CONSENT:**

The \_\_\_\_\_ School District is required to make a good faith effort to obtain informed consent from a student's parents, guardians, and/or caregivers in their preferred language, in the case a health and safety standard accommodation is needed. To respect individual identity and parental authority, our process includes the following steps:

1. **Initiate Contact:** Make a good faith effort to contact the parent/guardian/caregiver using their preferred communication method (phone, email, or in person), explaining clearly and consistently why adjustments to the student's attire and/or grooming may be necessary to meet health and safety standards.
2. **Collaborative Solutions:** Work collaboratively with the student and parent/guardian/caregiver to find accommodation options in accordance with the student's race, religion, sex, disability, or national origin while adhering to health and safety standards. Discuss the potential impact of each accommodation option on the student's well-being and educational experience.
3. **Parental Consideration:** Allow the parent/guardian/caregiver time to privately discuss the situation with their student and/or family members and make an informed decision.
4. **Obtain Consent:** Once an accommodation is agreed upon, obtain written consent through a signed document or email exchange, clearly stating the accommodation and

health and safety standard that required the accommodation. A copy of this written consent should be provided to the parent/guardian/caregiver.

5. **Documentation & Follow-up:** Keep written records of all communication and decisions made with the parent/guardian/caregiver for transparency and accountability. This record should be treated in accordance with the Family Educational Rights and Privacy Act (FERPA) and added to the student's confidential records for future reference. After implementation, follow up with the parent/guardian/caregiver within 1-2 weeks to ensure the accommodation was implemented in a satisfactory manner.

#### **VIII. RECORD KEEPING:**

The \_\_\_\_\_ School District establishes a clear and organized process to record efforts made to reasonably accommodate a student's appearance, attire, hairstyle, adornment, or other characteristics associated with race, religion, sex, disability, or national origin. Each record must include:

1. the student's name,
2. federally identified demographic characteristics,
3. date of the occurrence,
4. the health and safety standard relating to the accommodation,
5. nature of the accommodation requested,
6. staff involved,
7. communication with parents/guardians/caregivers, and
8. the outcome of the effort.

Our district regularly reviews the accumulated records to analyze trends, patterns, and the effectiveness of the accommodation process to identify any areas that may require improvement or adjustments to policies.

**Definitions:**

**Grooming:** the care of a body and its physical appearance, such as the personal hygiene routine of brushing one's teeth or combing one's hair.

**National origin:** includes characteristics associated with actual or perceived place of birth, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, headdress, tribal regalia, and attire.

**Natural and protective hairstyles:** include, but are not limited to, braids, locks, twists, tight coils or curls, cornrows, Bantu knots, afros, weaves, wigs, or head wraps.

**Race:** includes characteristics associated with actual or perceived race, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, tribal regalia, and attire.

**Religious attire and characteristics associated with religion:** includes, but is not limited to, natural and protective hairstyles, tribal regalia, burkas, hijabs, head wraps, yamaka, cross or other headdress, adornments, and clothing garments used to express or observe one's religious beliefs.

**Tribal regalia:** includes natural and protective hairstyles and traditional garments, jewelry, or other adornments or similar objects of cultural significance worn by members of an indigenous tribe of the United States or another country. Tribal regalia does not include any dangerous weapon or, except in compliance with an appropriate federal permit, any object that is otherwise prohibited by federal law.

## Procedures for Complaints of Sex Discrimination

### A. Background

All employees are responsible for helping to prevent discrimination on the basis of sex. Employees, or students who believe they have been subjected to, or believe they have witnessed, discrimination on the basis of sex should contact the Title IX Coordinator.

The following individuals may file a complaint alleging sex-discrimination:

- a. A student or employee of [School District] who is alleged to have been subjected to conduct that could constitute discrimination on the basis of sex.
- b. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
- c. The District's Title IX Coordinator(s).

Anyone making a claim of discrimination must submit the complaint in writing to the Title IX Coordinator using the following contact information:

#### TITLE IX COORDINATOR CONTACT INFORMATION

[Coordinator Name]

[Address]

[City, State, Zip]

[Phone Number]

[Email Address]

Complaints of discrimination on the basis of sex shall be investigated and, if substantiated, corrective or disciplinary action taken, up to and including dismissal from employment if the offender is an employee, or suspension and/or expulsion if the offender is a student. Retaliatory action will not be taken against an employee or student for good faith reporting discrimination or harassment.

The following will apply to all investigations of sex-discrimination, pursuant to this procedure:

- a. The District will treat complainants (the employee, student, or representative making the claim) and respondents (those accused of sex discrimination) equitably.
- b. The District will not permit any Title IX Coordinator, investigator, or decisionmaker to have a conflict of interest or bias for or against any complainant or respondent.
- c. The District will ensure that the Title IX Coordinator, investigator, and decisionmaker will not predetermine or presume that the respondent is responsible for the alleged sex harassment until a determination is made at the conclusion of the investigation process.
- d. The District will take reasonable steps to protect the privacy of the parties and witnesses during the grievance process. These steps will not restrict the ability

of the parties to obtain and present information, including speaking to witnesses, consulting with their family members, confidential resources, or advisors; or otherwise preparing for or participating in the grievance procedures.

- e. The District will not allow the parties to engage in retaliation.
- f. The District will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- g. The District will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

## **B. Informal Complaint Process**

When the Title IX Coordinator receives or initiates a concern of possible sex discrimination in the District, the Coordinator may designate a District employee (including themselves) to initiate an investigation. Within a reasonable time after receipt of the concern, the Title IX Coordinator may file a formal Title IX Complaint if the Coordinator determines a formal complaint is warranted.

## **C. Formal Complaint Process for Complaints of Sexual Harassment**

The following procedures apply only in the event that a Formal Complaint is filed with the Title IX Coordinator. All other reports of sexual harassment shall be resolved using the informal complaint process or other Board Policies. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.

1. Misconduct Which May Be Investigated Under a Formal Complaint: The Formal Complaint process is only available if the Formal Complaint alleges: (i) conduct which occurs on District grounds or property owned or controlled by the District; (ii) conduct which occurs in the context of District employment or an education program or District-sponsored activity within the United States, and (iii) conduct which occurs when the District has substantial control over both the Respondent and the context in which the sexual harassment or sexual misconduct occurs. The conduct must also fall within one of the following categories: (a) an employee of the District conditioning an aid, service, or benefit of the District on an individual's participation in unwelcome sexual contact; (b) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District's education program or activity; (c) sexual assault; (d) domestic violence; (e) dating violence; or (f) stalking.

2. Parties to a Formal Complaint: The only parties to a Formal Complaint are the

Complainant, who is the person alleged to have been subject to misconduct, and the Respondent, the person who is alleged to have committed the misconduct.

3. Filing a Formal Complaint: A Formal Complaint may only be filed by a Complainant or the Title IX Coordinator. An employee or student Complainant may file a Formal Complaint in writing with the Title IX Coordinator in person, by mail, or by electronic mail. The Formal Complaint must be signed by the Complainant or by the Title IX Coordinator.

4. Dismissal of Formal Complaint: Upon receipt of a Formal Complaint, the Title IX Coordinator will conduct an initial assessment of the allegations contained within the Formal Complaint to determine if the allegations in the Formal Complaint, if true, allege misconduct which may be investigated under the Formal Complaint process. If the allegations in the Formal Complaint do not allege misconduct which may be investigated under the Formal Complaint process, the Title IX Coordinator must dismiss the Formal Complaint and may proceed under the general complaint process.

5. Notice of Formal Complaint: If the allegations in the Formal Complaint allege misconduct which qualifies under the Formal Complaint process (as outlined in Paragraph C.1.), the Title IX Coordinator shall provide the following to all known parties: (1) The complaint procedure as outlined in this policy; and (2) Notice of the allegations of sexual harassment, known by the District at the time of filing the Notice, including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sexual harassment, and (iii) the date and location of the alleged incident.

6. Investigation of Formal Complaint: Upon receipt of a Formal Complaint, the Investigator will promptly investigate the allegations contained within. The Investigator will complete the investigation within a reasonable time frame, as determined by the Title IX Coordinator and may be extended upon the determination of the Title IX Coordinator. Prior to the conclusion of the investigation, the Investigator shall send each party the evidence that is subject to inspection and review in an electronic format or a hard copy. This information shall be known as the "Draft Investigative Report." The Draft Investigative Report shall include all evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the Investigator does not intend to relay to the Decisionmaker. The parties shall then have ten (10) calendar days to submit a written response, which the Investigator will consider. The Investigator will consider the information provided by the parties and will incorporate relevant information into the Final Investigative Report. The Final Investigative Report will fairly summarize the relevant evidence. The Investigator shall then submit the Final Investigation Report to the Decisionmaker. The parties shall each receive a copy of the Final Investigative Report at the same time as the Decisionmaker.

6a. Additional Rights of the Parties During Formal Investigations:

- During any meetings or interviews, any party may bring up to two people to this meeting: (1) Support Person and/or (2) Advisor of Choice. The Advisor of Choice may or may not be an attorney. Neither the Support Person nor the Advisor of Choice can direct questions or comments to the Investigator, nor may the Support Person or Advisor of Choice advise a student or employee how to answer the

Investigator's questions.

- The District shall provide written notice of the date, time, location, participants, and purpose of any investigative interviews or other meetings throughout the course of the formal investigation to the party whose participation is invited or expected.

7. Determination of Responsibility Under Formal Complaint: Upon receipt of the Final Investigative Report, the Decisionmaker shall provide 10 days for each party to submit written, relevant questions that a party wants asked of any party or witness. Questions shall be submitted to the Title IX Coordinator who shall determine whether questions are relevant. The Title IX Coordinator shall contact parties or witnesses to request answers to the parties' relevant questions. The Title IX Coordinator will provide each party, and the Decisionmaker with the answers provided by the opposing party or witness and allow for additional, limited follow-up questions from each party. Once the Decisionmaker has received the answers to relevant questions submitted by the parties, the Decisionmaker shall consider the answers and the Decisionmaker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame, as determined by the Title IX Coordinator. The Decisionmaker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person's status, such as the Complainant, Respondent, or witness. The Decisionmaker shall provide the written determination to both parties simultaneously. The written determination shall include:

- (a) Identification of the allegations potentially constituting sexual harassment;
- (b) A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
- (c) Findings of fact supporting the determination;
- (d) Conclusions regarding the application of each recipient's code of conduct to the facts;
- (e) A statement of, and rationale for, the results as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the Complainant; and
- (f) The recipient's procedures and permissible bases for the Complainant and Respondent to appeal.

8. Appeal of Formal Complaint: If either party is not satisfied with the outcome of the investigation and the decision of the Decisionmaker, they may appeal only on the following bases: 1) Procedural irregularity that affected the outcome of the matter; 2) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and/or 3) The Title IX Coordinator, Investigator, or Decisionmaker had a conflict of interest or bias for or against the Complainant or Respondent generally or the individual Complainant or Respondent that affected the outcome of the matter. The request for an appeal shall be in writing and submitted to the Superintendent within ten days of the receipt of the Final Report. Upon notice of an appeal by either party, the Superintendent shall notify the other party in writing when the appeal is filed and of the appeal procedures, which apply equally to both parties. The Superintendent shall give both parties a reasonable and equal

opportunity to submit a written statement in support of or challenging the outcome. The Superintendent shall review the investigative report, Decisionmaker's determination, and written statements of the parties and then issue a written decision describing the result of the appeal and the rationale for the result. The Superintendent shall provide the written decision simultaneously to both parties.

**D. Removal from Education Environment During Investigation**

During an investigation under a general complaint or a formal complaint, the District may place an employee on administrative leave during the pendency of the investigation. The District may also act to remove a student respondent entirely or partially from its education programs or activities on an emergency basis when an individualized safety and risk analysis has determined that an immediate threat to the physical health or safety of any student or other individual arising from the allegations justifies removal.

**E. Supportive Measures**

Throughout the investigation, either party may be entitled to supportive measures. The Title IX Coordinator is responsible for coordinating the implementation of supportive measures. Complainants and Respondents are both entitled to supportive measures. Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainant or respondent to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

**F. Record Keeping**

The District will maintain relevant documentation obtained during the investigation and findings, supportive measures, and disciplinary sanctions for a period of seven years.

Personnel - Certificated Employees

Substitute Teachers

Persons employed as substitute teachers shall meet such qualifications as are established by law and the State Department of Education and may be employed for periods of time in the absence of the regular teacher.

Rates of compensation for all substitute teachers will be set by the Board, provided that after a substitute employee has been on duty in the same assignment for five (5) consecutive school days, such substitute teacher shall be paid the long term substitute rate established by the Board retroactive to the first day of the assignment. Substitute teachers will not participate in the health plan or other fringe benefits of the school district.

Deleted: ten (10)

The Superintendent shall be responsible for recruitment, selection, assignment, orientation and evaluation of substitute teachers.

Legal Reference: Neb. Rev. Stat. Sec. 79-808

Date of Adoption: May 9, 2022

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## MEMO ON MID-YEAR POLICY UPDATE

To: Nebraska School Boards and Superintendents  
Date: December 30, 2024  
RE: January 2025 Policy Updates

### Required Mid-Year Policy Update

1. Policy 8342 - Designated Method of Giving Notice of Meetings. Last session, LB 287 changed the notice requirements for board meetings under the Open Meetings Act. These changes were designed to avoid requiring notices only to be published in a physical newspaper and, instead, allow notices to otherwise be published on a newspaper's website. To this end, beginning January 1, 2025, the Open Meetings Act now requires boards to give notice of their meetings by either: (1) publishing notice in the newspaper (if there is time to publish in the newspaper) and posting notice on the new statewide website; or (2) posting notice on the newspaper's website (if available) and posting notice on the new statewide website if the newspaper cannot publish its paper edition before the board meeting. The notices are to be placed in the newspaper and on the website "by the newspaper." Schools should coordinate directly with their usual newspaper to ensure that meeting notices will be promptly submitted to the statewide website. The statewide website can be found at: <https://www.nepublicnotices.com/>

If the board does not have time to publish notice in the newspaper (or if the newspaper cannot or does not print the timely notice), the board can forego the newspaper posting requirement but must still (1) post notice on the school's website, (2) post notice on the statewide website, and (3) post notice in a "conscious public place."

Policy 8342 has been updated to reflect these new changes.

One final note: the Open Meetings Act Poster from July 2024 remains the most current version of the Open Meetings Act, so you will not need to update your poster in your boardroom.

### Optional Policy Update

1. New Policy 6701 – Authorized Security Personnel (and corresponding update to Policy 6700 – *Firearm Policy*) - Last year, LB 1329 authorized Class I and II school districts to adopt a policy to permit certain staff to carry firearms at school. As part of this process, LB 1329 directed the State Board of Education and State Patrol to adopt a “model policy” for applicable schools to consider. At its December meeting, the State Board adopted its model policy. We have since reviewed and slightly tweaked the State Board’s model policy. However, a few words of warning about this policy: First, this policy can only be adopted by Class I and II districts. Class III school districts (the majority of districts in Nebraska) are not permitted to adopt this policy. Next, each interested district will need to very carefully review and likely amend the policy before adopting it. Finally, any district seriously considering adopting the policy should share a copy of the policy with their insurance carrier to determine if any changes to the policy are needed for insurance purposes.

### Other Policy Comments

1. Student Dress Code Update – Two years ago, LB 298 directed NDE to develop a model student dress code policy. NDE has since approved a model policy, but schools are not required to adopt a new dress code policy until July 1, 2025. Since a new dress code policy in the middle of the school year may not be practical, we will wait to send our recommended policy until this summer.

2. Possible Model Cell Phone Policy – There has been discussion about the State Board of Education adopting a model cell phone policy for schools to consider. To avoid any confusion: any school district may adopt a cell phone policy, but there is no legal requirement to do so. Each school board retains the discretion to consider and adopt its own policy on cell phones in school.

3. 2025 Policy Updates – The Unicameral will convene on January 8th and is scheduled to adjourn on June 9th. With this schedule, we are forecasting our annual summer policy updates to be distributed in early-to-mid June. We know schools are anxious to approve policy updates as soon as possible, but this long session will create a delay in the usual policy update timeline. Of course, if the Legislature adjourns early, we will be able to issue our updates sooner.

As always, please contact us with any questions or concerns.

Internal Board Policies - Methods of OperationDesignated Method of Giving Notice of Meetings

The Board of Education will give advance notice of meetings by one of the following methods:

1. Publishing in a newspaper of general circulation within the District's jurisdiction, posting on the newspaper's website, if available, and posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers; or

2. Posting to the newspaper's website, if available, and posting to a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of the newspaper will be finalized for print prior to the time and date of the meeting.

The Superintendent is delegated the authority to determine which method of notice to use for a board meeting.

~~publishing such notice in a newspaper of general circulation within the District's jurisdiction and, if available, on such newspaper's web site.~~ If a newspaper refuses, neglects, or is unable to timely publish such notice, then notice may be given by (1) posting on the District's website, (2) posting notice on the statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (32) posting such notice in a conspicuous public places within the District. The Board Secretary shall keep a written record of such postings.

Notice shall be given a reasonable time in advance of the meeting. Two (2) days advance notice shall be considered sufficient.

For an emergency meeting, notice shall not be required to be given; however, the Board will complete minutes for such an emergency meeting as required by law. An emergency has been defined as any event or occasional combination of circumstances which calls for immediate action or remedy; pressing necessity; exigency; a sudden or unexpected happening; an unforeseen occurrence or condition.

The Secretary of the Board of Education, or the Secretary's designee, shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to such news media of the time and place of each meeting and the subjects to be discussed at the meeting.

Internal Board Policies - Methods of OperationDesignated Method of Giving Notice of Meetings

The Board of Education will give advance notice of meetings by one of the following methods:

1. Publishing in a newspaper of general circulation within the District's jurisdiction, posting on the newspaper's website, if available, and posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers; or
2. Posting to the newspaper's website, if available, and posting to a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of the newspaper will be finalized for print prior to the time and date of the meeting.

The Superintendent is delegated the authority to determine which method of notice to use for a board meeting.

If a newspaper refuses, neglects, or is unable to timely publish such notice, then notice may be given by (1) posting on the District's website, (2) posting notice on the statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and (3) posting such notice in a conspicuous public place within the District. The Board Secretary shall keep a written record of such postings.

Notice shall be given a reasonable time in advance of the meeting. Two (2) days advance notice shall be considered sufficient.

For an emergency meeting, notice shall not be required to be given; however, the Board will complete minutes for such an emergency meeting as required by law. An emergency has been defined as any event or occasional combination of circumstances which calls for immediate action or remedy; pressing necessity; exigency; a sudden or unexpected happening; an unforeseen occurrence or condition.

The Secretary of the Board of Education, or the Secretary's designee, shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to such news media of the time and place of each meeting and the subjects to be discussed at the meeting.

Legal Reference: Neb. Rev. Stat. §§ 79-554; 79-555 & 84-1411.

Date of Adoption: [Insert Date]

Students

Grading System

The grading system of Douglas County West Community Schools shall be as follows:

- a. Achievement marks shall be given on a numerical basis for all grades 4-12, with the mark of 59 or lower considered a failure.
- b. The grading scale is as follows:

A	=	90-100
B+	=	87-89
B	=	80-86
C+	=	77-79
C	=	70-76
D+	=	67-69
D	=	60-66
F	=	0-59
I	=	Incomplete may be given to students that have not completed work by the end of the semester. Course work not made up will result in a failing grade.
P or NP	=	Pass or No Pass grades will be issued under special circumstances as approved by the administration.

- c. Grading guidelines for kindergarten through third grades shall be used to report academic progress, where applicable. The following continuum will be used:
  - ES = Exceeding Standard: *Student can apply the skill/concept independently*
  - MS = Meeting Standard: *Student can apply the skill/concept with minimal support*
  - AS = Approaching Standard: *Student can apply the skill/concept at times, but continues to need some support*
  - NY = Not Yet Meeting Standard: *Student needs consistent support to apply the skill/concept*
  - NE = Not Evaluated: *Skill/Concept not evaluated at this time*
- d. For all other grading reports received on transfer students, the Superintendent and/or principal shall convert these to an approximately equal grade on our system.
- e. All grade reports will contain a percentage and letter grade for each subject, as well as the following: absences, tardiness, comments (if instructor desires).

Date of Adoption: draft July 21, 2025

StudentsEarly Completion Plan

Douglas County West Community 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 time lines 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 **eight credits** ~~twenty (20) hours~~ from educational courses taken outside the Douglas County West Community 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 Douglas County West Community Schools. Students transferring into Douglas County West Community Schools may transfer in hours that are listed on their official Transcript.
- ~~(2) A student will be able to use only five (5) 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 February 1 of the applicant's Junior 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 parents/parent/guardian to verify parental approval of early completion.
- ~~(5) Along with the application, the applicant must submit three (3) letters of recommendation supporting the student's request for early completion. These three (3) letters of recommendation must contain one (1) letter from the high school guidance counselor, along with two (2) letters from other secondary staff members.~~
- (6) The Board of Education will make the final decision in regards to an applicant's early completion at the April board meeting of the applicant's Junior year. ~~The applicant and his or her parents/guardian must be present at this meeting in order for the board to take action.~~
- (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 regards to participating in the regularly scheduled

graduation ceremony. The applicant must also attend one (1) 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. If a student completes the graduation requirements at the conclusion of their third year (or earlier) of high school, they retain the option of going through the graduation ceremony with their four-year cohort class. However, they will not have the option of taking part in the graduation ceremony of an earlier graduation class.

- (8) A student who decides 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 activities that the applicant is eligible for will be prom and the regularly scheduled graduation ceremony.
- (9) This policy shall be evaluated annually by the high school principal or his/her designee. ~~and appropriate revisions shall be recommended to the Board for its consideration.~~

Date of Adoption: August 15, 2022

StudentsExtracurricular Activity**Section 1 Extracurricular Activity Philosophy**

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provide experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

Safety

The District's philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

**Section 2 Extracurricular Activity Code of Conduct**

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

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

**Scope of the Code of Conduct.**

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

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, Pep Club, Pep Band, vocal, band, speech and drama, One-Act, FBLA, FCCLA, Spanish Club, Art Club, Student Council, Student Advisory Board, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities.

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

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FBLA or FCCLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under

the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

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

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (including personal safety or security devices, such as tasers, mace and pepper spray, unless a District administrator gives prior approval) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. 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, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled

substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. 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, national origin, or religion.
14. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
15. Willfully violating the behavioral expectations for those students riding Douglas County West Community Schools buses or vehicles used for activity purposes.
16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
18. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
19. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations in writing.
20. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

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

### **Drug and Alcohol Violations.**

#### **Meaning of Terms.**

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

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

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

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

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

#### **Consequences.**

Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration.

The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.

Because of the significance of drug and alcohol violations on the student participants, other students and the school, the following consequences are established for such violations:

**First Offense:**

After a discussion with the Athletic Director or Principal (or his or her designee), the student and/or parent/s must choose two or three of the following consequences/restorative actions. 1) Suspension from participation in school activities/competitions for 10 calendar days. 2) School-provided activities relating to the poor student choice/offense. 3) A minimum of 8 hours of community service worked at the school. The 10-day suspension shall start the day of the school student/parent/school administrator report. A reasonable timeline will be provided by the school administrator, with input from the parent, on the course-work and community service options. The failure of the student to fulfill his or her course work and/or community service obligation will result in suspension from school activities until completion of the obligation/s. While the participant is suspended, he/she will participate in practices and attend (not in uniform) contests/competitions if contests/competitions are not during school hours.

**Second Offense:**

The student will be suspended from participation in school activities/competitions for 21 calendar days. The suspension shall start on the day of the student/parent/school administration report. The second offense signifies a second violation of any of the items listed above, not necessarily two violations of the same regulation, within the same school year of the first offense. While the participant is suspended, he/she will participate in practices and attend (not in uniform) contests/competitions if contests/competitions are not during school hours.

**Third Offense:**

The student will be suspended from participation in school activities/competitions for the remainder of the school year. The suspension shall start the day of the student/parent/school administrator report. Third offense signifies a third violation of any of the items listed above, not necessarily three violations of the same regulation, within the same school year of the first and second offense. While the participant is suspended, he/she will participate in practices and attend (not in uniform) contests/competitions if contests/competitions are not during school hours.

**~~Drugs and Alcohol.~~**

~~An activity participant who violates the drug or alcohol rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:~~

- ~~1. First Violation: 45 days.~~
- ~~2. Second or Any Subsequent Offense: One calendar year.~~
- ~~3. Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to 21 days for the first violation. A commensurate reduction (approximately one-half, as determined by the administration) for a second or subsequent violation shall be given for self-reporting.~~
- ~~4. Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical~~

~~dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation). ¶¶~~

~~The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.¶¶~~

- ~~5. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited by the foregoing, and may be established in the good discretion of the administration. ¶¶~~

~~¶¶ Steroid Offenses. A student who possesses, dispenses, delivers, or administers anabolic steroids shall be prohibited from participating in any extracurricular activity for the following minimum periods:¶¶~~

~~¶¶~~

- ~~1. First Violation: 30 consecutive days.¶¶~~

~~Second or Any Subsequent Offense: One calendar year.~~

**When Suspensions Begin.** All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

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

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

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

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

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

**Determining a Violation Has Occurred.** A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

**Procedures for Extracurricular Discipline.** The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an

opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.

- a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
- b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. The student and parents or guardian will be informed of the opportunity to request a hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
  - a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.
  - b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.
  - c. If a hearing is requested:
    - i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
    - ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
    - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.
    - iv. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures

6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

### **Section 3 Attendance**

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have “excessive absences” as determined under the school’s attendance policy are ineligible to participate in extracurricular activity contests or performances. Students who have four or more unexcused absences in the semester of participation will be ineligible to participate in extracurricular activity contests or performances.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, or activity.

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal or Athletic Director.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

### **Section 4 Academic Standards**

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities must show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities, students must:

1. Be enrolled in at least 25 credit hours in the semester of participation.
2. Maintain passing grades in all courses. A student who is not passing one or more classes at progress reporting times will be ineligible to participate in extracurricular activity contests or performances if the grade remains below passing one week after progress reporting time. The student will remain ineligible until the student is passing all classes.

3. Maintain an overall “C” average to participate in extracurricular activities, except school dances.
4. Academic requirements do not apply to:
  - (A) Instructional field trips which are a part of the scheduled course learning experience; or
  - (B) Activities or events which are a part of the student’s grade requirements.

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296

Date of Adoption: August 15, 2022

## **RIGHT-OF-WAY AGREEMENT FOR FIBER OPTIC CABLES**

This Right-of-Way Agreement (“Agreement”) grants DC West Community Schools, a Nebraska School District (“Grantee”) the right to install, operate, and maintain fiber optic cables within the public streets and roads, rights-of-way, or on City public property, (“Right-of-Way”) as shown and depicted on the attached Exhibit “A”, within the City of Valley, Nebraska, a Nebraska municipal corporation (“City”), or its extra territorial jurisdiction, pursuant to the following agreed upon terms, conditions, and responsibilities.

1. A fibre optic cables shall be installed and constructed underground; any above ground installations of boxes or other improvements must be approved by the Valley City Engineer prior to construction.
2. All underground cables must be installed using directional boring technology except where open excavations are necessary for beginning or terminating a directional bore.
3. Cables shall be placed so as not to interfere with any existing utilities or facilities owned by the City or any other company legally authorized to own utilities or facilities located within Right-of-Way.
4. Grantee shall relocate cables within sixty (60) days of receiving a written request from the City to do so. Any required cable relocation shall be completed at the sole expense of Grantee. City shall not unreasonably require Grantee to relocate its cables.
5. If the City, in its sole discretion determines that there is insufficient space available in any City Right-of-Way to accommodate an installation or relocation of Grantee’s cables, Grantee shall reroute its cables via Right-of-Way where sufficient space is available, at the sole expense of Grantee.
6. All backfilling and surface restoration following any necessary open excavations shall be accomplished by Grantee in accordance with City requirements in effect at the time of the excavation. Grantee shall, at its expense, replace and restore all Right-of-Ways to a condition substantially similar to the condition of the Right-of-Way existing immediately prior to the commencement of work. In the case of any disturbance of pavement, sidewalks, driveways, lawns, or any other surface within the Right-of-Way, Grantee shall, at its sole expense, promptly replace, restore, and maintain same to the same condition.
7. Before the commencement of operations, Grantee shall procure and maintain insurance in such amounts and kinds of coverage as may be required by the City. Grantee shall maintain such insurance with insurance companies authorized to do business in the State of Nebraska. All policies shall name City, its employees, agents, and officers as additional insureds. Any such policy shall provide that it may not be cancelled or the amount of coverage altered without thirty (30) days written notice to the City Clerk. Similar coverage shall be provided for any contractors

or subcontractors of Grantee.

8. All work shall conform to all applicable safety, construction, and technical specifications and codes and standards as well as all federal, state, county, and City construction requirements.

9. Grantee shall participate in and use Nebraska One Call in advance of the commencement of work.

10. Grantee shall not be entitled to any damages whatsoever from City resulting from the closing, vacation, or relocation of any streets, alleys, or Right-of-Way.

11. City shall have the right to inspect or correct all construction and installation work in order to ensure compliance with the terms of this Agreement, City Code, or Nebraska law, and Grantee shall reimburse the City for the costs and expenses associated with all such construction and installation work which may be required to correct the condition thereof.

12. Grantee shall not be relieved of any of its obligations by reason of City's failure to enforce prompt compliance.

13. Grantee agrees to indemnify, protect, and hold harmless City from and against any and all liability claims, losses, costs of investigation and defense, and damage to property or bodily injury or death to any person, which may arise out of or be caused by the erection, construction, replacement, removal, maintenance, or operation of Grantee's fiber optic cable caused by any negligent act or negligent failure to act on the part of the Grantee, its agents, contractors, subcontractors, officers, or employees.

14. If available, Grantee shall provide City with "as-built" drawings showing the location of Grantee's improvements.

15. This Right of Way Agreement shall be non-exclusive.

16. This Right of Way Agreement is personal to the parties and may not be assigned by Grantee, or its successors and assigns.

17. Each and every provision hereof shall be reasonably subject to acts of God, fires, strikes, riots, floods, war and other disasters beyond Grantee's or the City's control.

18. This Agreement shall continue for a term of twenty (20) years and for successive five (5) year terms unless written notice is given by either the City or the Grantee to the other one hundred twenty (120) days or more prior to the expiration of the initial term or any successive term of its intention to terminate the same at the expiration of the then current term.

CITY OF VALLEY, NEBRASKA,  
a municipal corporation

Dated: July 8, 2025

By: Cindy Grove  
Mayor Cindy Grove

Dated: \_\_\_\_\_

DC West Community Schools,  
Grantee

By: \_\_\_\_\_

STATE OF NEBRASKA    )  
  )ss.  
COUNTY OF DOUGLAS    )

On this 8<sup>th</sup> day of July 2025, before me, the undersigned, a Notary Public, personally came Cindy Grove, Mayor of the City of Valley, Nebraska, to me known to be the identical person whose name is affixed to the foregoing instrument and acknowledged the same to be her voluntary act and deed for and on behalf of the City.

WITNESS my hand and Notarial Seal on the date above written.



Christie M. Donnermeyer  
Notary Public

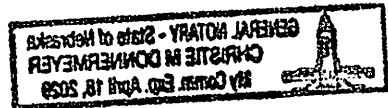
STATE OF NEBRASKA    )  
  )ss.  
COUNTY OF DOUGLAS    )

On this \_\_\_\_\_ day of July 2025, before me, the undersigned, a Notary Public, personally came \_\_\_\_\_, \_\_\_\_\_ of the DC West Community Schools, to me known to be the identical person whose name is affixed to the foregoing instrument and acknowledged the same to be her/his voluntary act and deed for and on behalf of the DC West Community Schools.

WITNESS my hand and Notarial Seal on the date above written.

\_\_\_\_\_  
Notary Public

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LEFT BOUNDARY  
N 2700th St



**REVISED**  
 E20: REVISED TO CORRECT NETWORK PATHS INDICATED. PROVIDE  
 MANHOLE, 17' DUCT, INVERTS FOR SUPPLEMENT.  
 E24: APPROXIMATE LOCATION OF 18" DIA. PULL BOX AT THE INTERSECTION  
 OF THE CONCRETE SUBMITTAL SCHEDULE. FIELD VERIFY EXIST  
 LOCATION.  
 E26: COORDINATE BONDING APPROX 1000' FROM 12" B. INVERT.  
 E28: VERIFY CONDUIT PATHWAY.



**PROJECT TEAM**  
**ARCHITECTURE + INTERIORS**  
 BCDM ARCHITECTS  
 1318 North 9th Street, Suite 300  
 Omaha, NE 68104  
 CA Number: CA6271  
**CIVIL ENGINEER**  
 LARSEN ENGINEERING  
 1415 W Dodge Rd, STE 100  
 Omaha, NE 68104  
 CA Number: CA8130  
**STRUCTURAL ENGINEER**  
 PERFORMANCE ENGINEERING  
 1181 F St, SE  
 Omaha, NE 68104  
 CA Number: CA2465  
**MECHANICAL + ELECTRICAL ENGINEER**  
 WORKSHEET ENGINEERING  
 4345 N 118th St  
 Omaha, NE 68104  
 CA Number: CA8805

**DC WEST - ATHLETIC COMPLEX**

4402 N 264TH STREET  
 VALLEY, NE 68064

DC WEST COMMUNITY SCHOOLS

ELECTRICAL TELECOM SITE PLAN

**ES1-1**  
 CONSTRUCTION DOCUMENTS  
 BCDM NO. 5122-08  
 September 12, 2024

① SITE PLAN - TELECOM  
 NOT TO SCALE

**Article 5 STUDENTS Appendix to Policy 5416  
Appendix "1" to 2025-26 Student Fees Policy of  
Douglas County West Community Schools**

**Additional Specification of Required Materials and Fees<sup>1</sup>**

<b>Program</b>	<b>General Description of Fee or Material</b>	<b>\$ Amount of Fee (Anticipated or Maximum)<sup>2</sup> or Specific Material Required</b>
<b>Elementary Program</b>		
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes, socks, shorts, T-shirt
Art classes and special projects or events	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged
Music-Optional band Courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, drum sticks, lyres, flip folders, slide grease, reed guards, cleaning swabs, mouthpiece brushes, pad savers, ligatures, and a "gig bag", etc.) Limited instruments available for use by any student.
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists.
Field Trips	Transportation and admission costs of field trips	Parents may be encouraged but not required to pay for field trip costs per student for each field trip to defray costs. Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-reduced lunch eligible students.
Summer school courses	Classes offered during the summer, or at night, if any	No Charge

<sup>1</sup> This listing is a part of the Student Fees Policy and is intended to provide supplemental information. For additional specifications, refer to the Policy.

<sup>2</sup> Generally, dollar amounts are stated in terms of "maximums." The actual fee or charge may be less during the school year.

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Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge).	Five cents (.5) for black and twenty-five cents (.25) for color per page when charges apply.
School Meals		Breakfast--\$2.15 Lunch~ PK-EL \$3.25 Milk--\$ .55 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
<b>Secondary Program</b>	<b>General Description of Fee or Material</b>	<b>\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required</b>
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes, socks, shorts, T-shirt
Art and shop classes and special projects, science classes	Appropriate clothing (non-specialized attire) Goggles-1 pair provided per year. If lost or damaged students are required to purchase a new pair.	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged; protective clothing for shop classes; approved protective goggles for science classes.
Music-Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student.
Classroom Supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.
Classroom Projects, i.e., Family & Consumer Science, Industrial Technology	Project Cost	Student pays cost that is beyond the standard project provided by the school. Material (wood, metal, etc) for Industrial Technology classes.

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Advanced math or science classes	Specialized calculators	Some calculators will be available at school. If lost or damaged a replacement fee will be assessed at a rate paid by the school. Students are encouraged but not required to purchase such equipment for their personal use.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Five cents (.5) for black and twenty-five cents (.25) for color per page when charges apply.
School Meals		Breakfast--\$2.15 Lunch, MS-HS \$3.50 Milk--\$.55 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Post-secondary education and advanced placement classes	Tuition and fees for college courses taken for credit.	Any postsecondary education costs are to be paid directly by students to the college. Additional costs may be assessed to students per credit hour to cover books and instructions fees (up to \$50 per credit hour).
End of year lost or damaged books	Damage fee or replacement cost	Fees and fines up to \$5.00 for damaged books. Lost books or ruined books are charged replacement cost, at a maximum of \$150.00
Yearbooks - Optional	School Book	Yearbooks are published and made available for purchase every year. Cost is generally between \$20-\$50.
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved. ACT Prep Class: Cost up to \$125.00.
Summer school courses	Classes offered during the summer, or at night, if any	Grades 9-12 up to \$150 per class Drivers education class: \$350

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Locker usage	Use of school padlock	\$5.00 fee if damaged or not returned at the end of the year.
Student Activity Fee	Fee for admission and participation in ALL DC West home events and activities	\$35 fee required from all students grades 7-12. For District and Conference events hosted by the School, admission to be set by NSAA.
iPad Insurance Fee	Fee for student insurance on one to one device grades 7-12	\$20 fee required from all students grades 6-12. Cord Replacement \$10 Adapter Replacement \$10
Robotics Tuition	Tuition for materials and participation in the Robotics Program	Tuition not to exceed \$500 per year

<b>Extracurricular and other programs</b>	<b>General Description of Fee or Material</b>	<b>\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required</b>	
Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to student's physician or clinic.	
Equipment and Attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity. Uniform items are checked out to students. If lost or damaged students will be assessed fees in the amount of replacement cost.	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non required gloves, swim goggles, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include:	
		Basketball	No additional
		Football	Mouthpiece
		Golf	Golf bag & clubs

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		Speech	Dress attire; copies of research
		Track	No additional
		Volleyball	Volleyball knee pads
		Wrestling	Wrestling head gear
		Cheerleading and Flag Team Squads	Shoes, approved uniforms (top & skirt; jacket), poms and other accessories
Travel meals	Meals	Students are responsible for their own meals while traveling.	
Locker use	Padlock for locker	\$5.00 fee if damaged or not returned at the end of the year.	
Camps and clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased shall be at the student's expense.	
Marching Band and Musical Groups	Equipment and attire.	Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms.	
Vocal Music Group	Coordinating group attire	Students will pay for outfits selected by the group. Cost will be based on selection at a maximum of \$150.00	
<b>Clubs/Organizations</b>			
Future Business Leaders (FBLA)	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.	
National Honor Society	State & national dues, meals and activities	Currently no dues required. Annual dues not to exceed \$50.00 per club.	
Swing Choir	Attire	Students are responsible for purchasing outfits and accessories. Not to exceed \$150.00.	

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Student Council	State & national dues, meals and activities	Currently no dues required. Annual dues not to exceed \$50.00 per club.
Dance Team	Uniforms	Uniforms range up to \$500.00. Camp attendance is optional.
Cheerleading	Uniforms	Uniforms range up to \$1000.00. Camp attendance is optional.
<b>Social &amp; Recognition Activities</b>		
School plays, musicals and social activities	Admission to events	Up to \$10.00 per play or activity
School dances	Admission to homecoming, etc.	Up to \$20.00 per event
Class dues		Currently no dues are assessed. Each of the six secondary classes may assess its members an amount not to exceed \$50.00 annually for rental and decoration of dance facilities, punch and snacks at social activities, memorials and recognition plaques, flowers, and cards, and similar class activities. The payment of such an assessment shall be strictly voluntary, but students who do not pay may be denied admission to extracurricular activities supported by the class dues.
Picture Packets	Optional - Pictures are still taken for use in school yearbook.	Students purchase packets as desired and pay directly to photo company.

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<p>5. Senior recognition assessment</p>	<p>Optional graduation activities</p>	<p>Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the rental or purchase of graduation robes, caps, tassels, and class flowers. Expenses for above mentioned items will be paid out of the "Class Activity" account until funds are depleted. After this fund is empty, students will be responsible for all optional graduation activity costs.</p>
<p>6. Prom</p>	<p>Optional</p>	<p>Participation in Prom is optional. Each student may be required to pay up to \$150.00 for attending Prom activities.</p>