OAKLAND-CRAIG PUBLIC SCHOOLS
BOARD OF EDUCATION
MEETING AGENDA

Monday, July 13, 2026
8:00 PM

To be held in the Board Meeting Room (Music Room) in the Elementary Building. A copy of the agenda, kept continuously current, is available for inspection at the Office of the Superintendent of Schools during regular business hours.

A. **CALL THE MEETING TO ORDER**

A.1. **Note the Nebraska Open Meetings Law**

A.2. **Notice of this meeting was properly posted and/or published by advance Public Notice in accordance with Board Policy #2008 with notice and advance agenda given to the President of the Board and all members prior to the meeting date.**

B. **ROLL CALL**

C. **EXCUSED ABSENCES**

Recommended Motion(s):
{Insert Board Member} moved to approve that _____ is absent, excused.

{Insert Board Member} seconded the motion.

Roll Call Vote:

D. **WELCOMING OF VISITORS BY PRESIDENT DOCKHORN**

E. Public Comments:

F. **CONSENT AGENDA**

Recommended Motion(s):
{Insert Board Member} moved to approve the Consent Agenda as presented.

{Insert Board Member} seconded the motion.

Roll Call Vote:

F.1. Review and Approve July 13, 2026 Meeting Agenda

F.2. Review and Approve Claims

F.3. Review and Approve Minutes from June 8, 2026 Regular Meeting

G. **REVIEW THE JUNE 2026 TREASURER'S REPORT**

H. **ADMINISTRATIVE REPORTS**

I. **DISCUSS, CONSIDER, AND TAKE ACTION ON POLICIES**

Recommended Motion(s):
{Insert Board Member} moved to approve motion to approve the policies as presented.

{Insert Board Member} seconded the motion.

Roll Call Vote:

J. **DISCUSS & CONSIDER ACTION TO ACCESS ADDITIONAL PROPERTY TAX AUTHORITY**

Recommended Motion(s):
{Insert Board Member} moved to approve a resolution increasing Oakland-Craig Public School's base growth percentage used to determine the school district's property tax request authority by up to 7%.

{Insert Board Member} seconded the motion.

Roll Call Vote:

K. **DISCUSSION AND POSSIBLE APPROVAL OF HANDBOOKS**

Recommended Motion(s):
{Insert Board Member} moved to approve the Staff, Technology 1:1, Activity, and Student Handbooks for the 2026-2027 school year as presented.

{Insert Board Member} seconded the motion.

Roll Call Vote:

L. **DISCUSSION AND POSSIBLE APPROVAL OF ADULT FOOD SERVICE PRICES FOR THE 2026-2027 SCHOOL YEAR.**

Recommended Motion(s):

{Insert Board Member} moved to approve the adult food service prices for the 2026-2027 school year be set as follows: Breakfast: $ for adults (Previously $2.75) Lunch: $ for adults (Previously $4.70).

{Insert Board Member} seconded the motion.

Roll Call Vote:

M. **DISCUSS, CONSIDER, AND TAKE ACTION ON NRCSA, NASB, AND ALICAP MEMBERSHIPS**

Recommended Motion(s):
{Insert Board Member} moved to approve the continued membership with the Nebraska Rural Community School Association, Nebraska Association of School Boards, and Alicap (Insurance).

{Insert Board Member} seconded the motion.

Roll Call Vote:

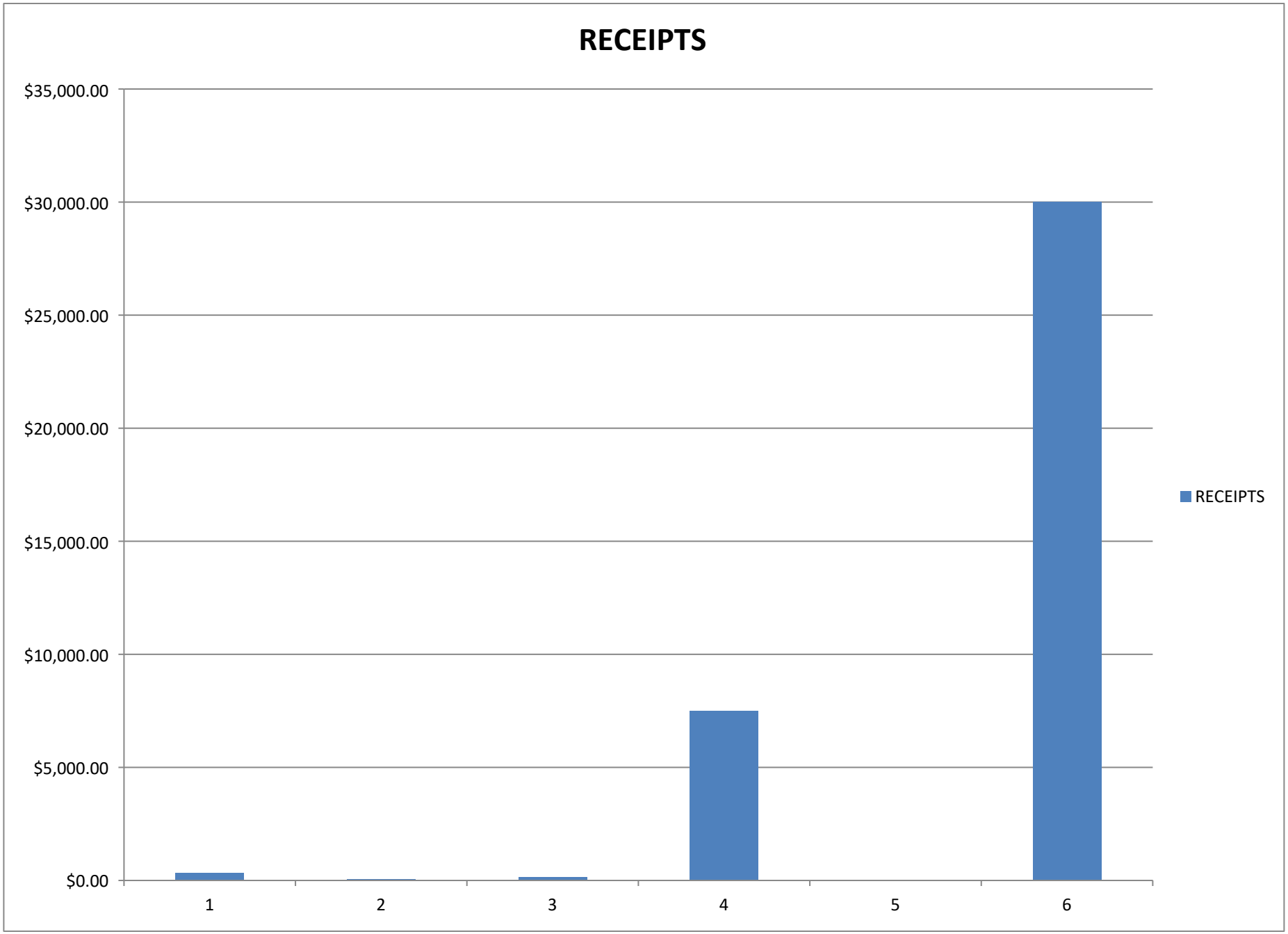
N. **BOARD MEMBER REPORTS**

O. **ADJOURNMENT**

JULY 13, 2026 CHECKS

Check #	Vendor Name	Amount	Description
	GENERAL FUND		
42655	95 PERCENT GROUP LLC	$462.00	TOOLS 4 READING
42656	ACCESS SYSTEMS LEASING	$866.91	COPIER/PRINTER LEASE
42657	AMAZON CAPITAL SERVICES, INC	$11,116.33	SUPPLIES
42658	ANDY'S QUIK STOP	$1,276.93	BUS/VAN FUEL
42659	BLAND, JESSICA	$1,104.00	STAFF APPRECIATION
42660	BRAND, VANESSA	$253.46	MILEAGE
42661	BURT COUNTY CLERK	$100.00	ELECTION COSTS
42662	BURT COUNTY INDEPENDENT	$418.05	NOTICES & PROCEEDS
42663	CASEY'S BUSINESS MASTERCARD	$862.19	BUS/VAN FUEL
42664	CENGAGE LEARNING	$440.00	SUPPLIES
42665	CENTRAL VALLEY AG	$543.32	BUS & VAN FUEL
42666	CHEM TECH PEST SOLUTIONS	$150.00	PEST CONTROL
42667	CITY OF OAKLAND	$459.93	WATER, SEWER, TRASH
42668	COMPANION CORP	$2,226.00	SOFTWARE
42669	CUMING COUNTY TREASURER'S OFFICE	$100.00	ELECTION COSTS
42670	DEMCO	$516.16	SUPPLIES
42671	DODGE COUNTY TREASURER	$139.16	TAX CREDIT OVERPAYMENT
42672	EAKES OFFICE SOLUTIONS	$1,597.63	COPY CHARGES
42673	ESU 2	$62.30	MEETINGS
42674	FAIRFIELD INN & SUITES	$579.80	LODGING
42675	FASTWYRE BROADBAND	$305.15	TELEPHONE
42676	FORD PRO	$100.00	BUS MONITORING
42677	GAHAN, GREGG	$397.90	MILEAGE
42678	GENE STEFFY AUTO GROUP	$1,536.90	VAN REPAIR
42679	GOODHEART-WILLCOX PUBLISHER	$363.06	STUDENT WORKBOOKS
42680	HD SUPPLY FACILITIES MAINTENANCE LTD	$1,070.21	SUPPLIES
42681	HIRERIGHT, LLC	$204.15	DRUG TESTING FOR DRIVERS
42682	HOMETOWN LEASING	$1,148.21	COPIER/PRINTER LEASE
42683	JONES SCHOOL SUPPLY	$65.05	AR MEDALS
42684	JUNIOR LIBRARY GUILD	$199.92	BOOKS
42685	KRUTILEK, JAKOB	$38.36	MILEAGE
42686	KSB SCHOOL LAW	$500.00	LEGAL SERVICES
42687	LAQUINTA INNS & SUITES KEARNEY	$279.90	LODGING
42688	LEARNING WITHOUT TEARS	$356.04	K-2 KEYBOARDING
42689	MCKINNIS ROOFING & SHEET METAL	$1,995.13	ROOF REPAIR
42690	MELS SMALL ENGINE	$280.00	MOWER PARTS
42691	MJ FLOORS	$1,850.00	GYM RECOATING
42692	NASB	$25.00	CANDIDATE WORKSHOP
42693	NCSA	$2,710.00	MEMBERSHIP RENEWAL
42694	NEBRASKA LIBRARY ASSOCIATION	$32.50	GOLDEN SOWER AWARDS
42695	NEBRASKA PUBLIC POWER	$5,608.12	ELECTRICAL COSTS
42696	NEBRASKA SCHOOL TRANSPORTATION ASSOCIATION	$150.00	SUMMER CONFERENCE
42697	NRCSA	$850.00	MEMBERSHIP RENEWAL
42698	OPEN-UP RESOURCES	$4,986.20	EL CURRICULUM
42699	PAPER TIGER SHREDDING	$99.18	PAPER SHREDDING
42700	PINKY'S CARPET AND AIR DUCT CLEANING	$2,625.00	CARPET CLEANING
42701	RASMUSSEN MECHANICAL SERVICES	$5,153.00	BOILER REPAIR
42702	REF REPS, LLC	$2,160.00	OFFICIATING CURRICULUM
42703	RENAISSANCE LEARNING INC	$3,574.55	AR/STAR SUBSCRIPTION
42704	REVOLVING ACCOUNT	$1,010.42	BUS/VAN FUEL
42705	SAVVAS LEARNING COMPANY LLC	$1,171.50	TEXTBOOK LICENSE
42706	SCOTT'S HARDWARE	$1,104.11	SUPPLIES
42707	SPORTSMAN LAKE LLC	$7,500.00	BUS BARN RENT
42708	ST FRANCIS MEMORIAL HOSP	$225.00	DRUG TESTING
42709	TIME MANAGEMENT SYSTEMS, INC	$5,059.40	TMS & RED ROVER RENEWAL
42710	U. S. BANK	$4,882.34	CREDIT CARD CHARGES
42711	UNITED WAY OF THE MIDLANDS	$10,000.00	JAG FEE
42712	US OMNI & TSACG COMPLIANCE SERVICES	$8.36	ADMIN FEES
42713	WAYNE STATE COLLEGE	$50.00	EDUCATION FAIR
42714	WESTPOINT AUTO & TRUCK CENTER, INC.	$5,685.00	VAN REPAIRS
42715	WOODHOUSE AUTO FAMILY	$39,783.00	2026 FORD EXPLORER
42716	WOODRIVER ENERGY LLC	$1,688.27	NATURAL GAS
42717	YANDAS PRO AUDIO & VIDEO	$10,970.00	ACCOUSTIC TILES
48758	MAGIC-WRIGHTER, INC.	$34.95	COMPLIANCE FEE
		$151,110.05	

LUNCH FUND			
7714	AC & R SPECIALISTS	$1,298.39	COOLER REPAIR
		$1,298.39	
BILDING FUND			
1799	DODGE COUNTY TREASURER	$12.78	TAX CREDIT OVERPAYMENT
		$12.78	


RECEIPTS
$35,000.00
$30,000.00
$25,000.00
$20,000.00
$15,000.00
$10,000.00
$5,000.00
$0.00
1
2
3
4
5
6
RECEIPTS

Sunday, May 31, 2026	$6,579,361.57		
CHECKING			
CASH IN BANK			$4,785,417.69
CD's			$1,791,188.51
MONEY MARKET			$2,755.37
Balance on Hand June 1, 2026			$6,579,361.57

OUTSTANDING CREDIT	**2025-2026**	**2024-2025**
LINE OF CREDIT	**00 .00**	**00.00**
BUILDING FUND Checking		.00

	RECEIPTS	
Burt Co Tax	$245,251.81	
Cuming Co Tax	$12,775.37	
Dodge Co Tax	$4.12	$258,031.30
School Age SpEd	$109,379.00	
State Aid	$78,806.00	
Dual Credit	$2,400.00	
Refund	$20.70	
TeamMates	$3,500.00	
MIPS	$60.30	
Restore Grant	$2,314.60	
Interest on Checking	$10,543.76	
Interest on CD	$8,960.08	
Interest on Savings	$15.45	
TOTAL RECEIPTS	$474,031.19	
	DISBURSEMENTS	
GENERAL FUND AP	$183,744.80	
TRANSFER TO LUNCH FUND	$30,000.00	
NET PAYROLL	$263,230.27	$504,781.85
OTHER PAYROLL COSTS	$241,551.58	
TOTAL DISBURSEMENTS	**$718,526.65**	
Revolving Account	**$5,000.00**	

Ending Balance, 6/30/2026 $6,339,866.11

General Fund Recap-2 Years Ago	
Beg Bal Sept 1, 2023	$1,871,714.47
YTD Receipts June 2024	$7,958,873.82
YTD Disbursements June 2024	$5,843,661.96
Revolving Account	**$5,000.00**
Cash Bal Ending June 30 2024	$3,991,926.33

General Fund Recap-Previous Year	
Beg Bal Sept 1, 2024	$2,897,157.74
YTD Receipts June 2025	$8,635,650.70
YTD Disbursements June 2025	$5,818,205.75
Revolving Account	$5,000.00
Cash Bal Ending June 30, 2025	$5,719,602.69

General Fund Recap-Current	
Beg Bal Sept 1, 2025	$4,605,197.00
YTD Receipts June 2026	$7,694,981.66
YTD Disbursement June 2026	$5,965,312.55
Plus Revolving Account	**$5,000.00**
Cash Balance Ending June 30, 2026	$6,339,866.11

General Fund Historical Recap	
Difference from May 2026:	-$239,495.46
Diffence from June 2025:	$620,263.42
Difference from June 2024:	$2,347,939.78

DEPRECIATION/BUS ESCROW-Cash on Hand 5/31/2026	$373,240.26		
	RECEIPTS		
Interest on Checking	$532.67	**Depreciation Fund Historical Recap**	
Interest on Savings	$730.42	Difference from May 2026:	$1,263.09
TOTAL RECEIPTS	$1,263.09	Diffence from June 2025:	-$53,395.29
		Difference from June 2024:	-$64,382.19
	DISBURSEMENTS		
Disbursements	$0.00		
TOTAL DISBURSEMENTS	$0.00		
Ending Balance 6/30/2024	$438,885.54		
Ending Balance 6/30/2025	$427,898.64		
Ending Balance 6/30/2026	$374,503.35		

UNEMPLOYMENT ACCT-Cash on Hand5/31/2026	$16,619.59		
	RECEIPTS		
Interest on Checking	$0.00		
Interest on Savings	$91.83		
TOTAL RECEIPTS	$91.83	**Unemployment Fund Historical Recap**	
		Difference from May 2026:	$91.83
	DISBURSEMENTS	Diffence from June 2025:	$383.39
Unemployment reimbursement	$0.00	Difference from June 2024:	$781.27
Bank Service Charge	$0.00		
TOTAL DISBURSEMENTS	$0.00		
Ending Balance 6/30/2024	$15,930.15		
Ending Balance,6/30/2025	$16,328.03		
Ending Balance 6/30/2026	$16,711.42		

LUNCH-Cash on Hand5/31/2026	$857.10		
	RECEIPTS		
Elem Lunch Recpts	$337.10		
E-Funds Lunch Recpts	$27.65		
Sec Lunch Recpts	$141.00		
Federal Reimbursement	$7,480.53		
State Reimbursement	$0.00	**Lunch Fund Historical Recap**	
Transfer from General Fund	$30,000.00	Difference from May 2026:	$21,323.47
Rebate	$96.23	Diffence from June 2025:	-$7,204.52
Interest on Checking	$37.91	Difference from June 2024:	-$19,322.18
Interest on Savings	$1.07		
TOTAL RECEIPTS	$38,121.49		
	DISBURSEMENTS		
Lunch Expenses	$4,938.74		
Payroll Costs	$11,859.28		
TOTAL DISBURSEMENTS	$16,798.02		
Ending Balance 6/30/2024	$41,502.75		
Ending Balance6/30/2025	$29,385.09		
Ending Balance6/30/2026	$22,180.57		

BUILDING FUND-Cash on Hand 5/31/2026	$2,221,026.91		
	RECEIPTS		
Burt Co Taxes	$20,887.50		
Cuming Co Taxes	$1,117.39		
Dodge Co Taxes	$0.00		
Interest on Checking	$1,568.78		
Interest on CD	$4,994.90	**Building Fund Historical Recap**	
Interest on Savings	$616.25	Difference from May 2026:	$22,978.16
TOTAL RECEIPTS	$29,184.82	Diffence from June 2025:	$423,367.19
		Difference from June 2024:	$749,604.16
	DISBURSEMENTS		
Disbursements	$6,206.66		
TOTAL DISBURSEMENTS	$6,206.66		
Ending Balance 6/30/2024	$1,494,400.91		
Ending Balance,6/30/2025	$1,820,637.88		
Ending Balance6/30/2026	$2,244,005.07		
COOPERATIVE FUND 5/31/2026	$1,012.12		
	RECEIPTS		
Logan View	$0.00		
TOTAL RECEIPTS	$0.00		
	DISBURSEMENTS		
Payroll Costs	$0.00		
Mileage	$0.00		
TOTAL DISBURSEMENTS	$0.00		
Ending Balance 6/30/2024	$1,012.12		
Ending Balance6/30/2025	$1,012.12		
Ending Balance 6/30/2026	$1,012.12		
BOND FUND 5-31-2026 (ELEMENTARY ADDITION & RENOVATION)	$352,593.64		
	RECEIPTS		
Burt Co Taxes	$27,377.49		
Cuming Co Taxes	$1,604.15	**Bond Fund Historical Recap**	
Dodge Co Taxes	$0.00	Difference from May 2026:	$29,794.84
Interest	$813.20	Diffence from June 2025:	$21,792.97
TOTAL RECEIPTS	$29,794.84	Difference from June 2024:	$61,922.86
	DISBURSEMENTS		
Disbursements	$0.00		
TOTAL DISBURSEMENTS	$0.00		
Ending Balance 6/30/2024	$320,465.62		
Ending Balance 6/30/2025	$360,595.51		
Ending Balance 6/30/2026	$382,388.48		
COMPARISON OF CASH POSITION	Difference from '24-'25 to '25-'26	2025-2026	2024-2025
	$1,005,207.16	$9,380,667.12	$8,375,459.96

OAKLAND CRAIG PUBLIC SCHOOLS

Handbook Updates
2026-2027

*These are items that we have added into the handbook that are specific to Oakland-Craig. They are not different from last year but are simply highlighted so that I remember to add them from year to year. I didn't include this information in the tables below since they don't include changes.

*These items are specific to Oakland-Craig but are requested changes. An explanation of the changes and reasoning can be found in the tables below.

*These are KSB policy updates. You will see an explanation of the changes in the tables below.

Staff Handbook Updates			
Heading	**Page in Document (Bottom of Page)**	**Microsoft Word Page**	**Notes/Changes**
Staff Use of AI Tools	23	27	During our June meeting we approved the addition of this policy to account for the presence of Artificial Intelligence.
Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)	65	70	This accounts for policy changes made in June as well.

Student Handbook Updates		
Heading	**Page in Document (Bottom of Page)**	**Notes/Changes**
Prohibition on Discontinuing Enrollment – Abuse or Neglect Investigation &	10	These areas were updated to reflect required policy changes made in June.

Excused Absences – Physical or Mental Illness		
Excused Absences – Others	11	We are recommending the addition of "Family or mental health day" as excused absences (two a school year) as we have run into issues with this in the past. We felt that two would be appropriate per school year. We also recommend adding school activities that a family member is participating in to excused absences as this also is a consistent concern brought up by parents. Lastly, we are recommending the removal of only 3 days of vacation as excused. We feel that because we are requiring time to be made up after 10 absences (excused or unexcused) it really is irrelevant whether the absence is excused or unexcused unless it gets to the excessive absenteeism level.
Participation in After-School Events	14	We added a statement that clarifies that students must be at school by noon in order to attend or participate in any extra-curricular activities. This has always applied for both excused and unexcused absences but we have clarified it here. Administration can still approve for emergency situations, etc.
Student Use of AI Tools	55	This policy was updated during our June BOE meeting so the changes are accounted for in the handbook as well.
Student Discipline	71	This too was a required policy update and was adjusted in the handbook as well.
Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)	89	This accounts for policy changes made in June as well.
Library Material Request Form	102	This form has been added due to new legislation that requires us to offer a parent

		notification system for books that are checked out.

Activity Handbook Updates		
Heading	**Page in Document (Bottom of Page)**	**Notes/Changes**
Homecoming, Winter Dance, & Prom	9	The leadership team recommends allowing early graduates to attend dances even following their course completion so that they can have experience these opportunities as well.
Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)	32	This accounts for policy changes made in June as well.

Technology Handbook Updates		
Heading	**Page in Document (Bottom of Page)**	**Notes/Changes**
Student Use of AI Tools	12	This policy was updated during our June BOE meeting so the changes are accounted for in the handbook as well.

Oakland-Craig Public School
Staff Handbook

2026-2027

TABLE OF CONTENTS

Introduction	1
Nondiscrimination in Education Programs and Activities	2
Drug-Free Workplace Requirements	3
Policies and Procedures Regarding All Staff	
Accidents and Injuries	3
Activity Accounts and Fundraising	4
Activity Tickets	4
Agents, Salesmen, and Other Business Representatives	4
Announcements and Circulars	4
Bell Schedule	4
Board Policies, Rules, and Directives	5
Body Piercings	5
Child Abuse	5
Complaint Procedure	6
Computers and the Internet: Acceptable Use by Staff	10
Conflict of Interest	11
Contact Information	11
Copyright and Fair Use	11
Corporal Punishment	11
Crisis Response Team	12
Disability Leave (Short-Term)	12
Discrimination and Harassment	12
Driving (School and Personal Vehicles)	13
Dress Code	13
Drug and Alcohol Testing	14
Duty to Report	14
Electronic Communication While Driving	14
Expenses	15
Family and Medical Leave (FMLA)	15
In-School Communication	15
Intellectual Property	15
Jury and Witness Duty Leave	16
Keys	16
Locker Room Supervision	16
Maintenance and Cleaning Request Forms	16
Meals Program	16
Military Leaves of Absence	17
Milk Expression	17
News and Press Releases	17
Newsletters	17
Obligations Related to American Civics Instruction	18
Outside Employment	18
Political Activities	18
Pregnant or Parenting Students	18
Policies and Procedures Regarding All Staff (cont.)	
Professional Boundaries Between Staff and Students	19

Professional Growth	19
Purchasing	19
Records and Reports	20
Recording of Students and Classrooms	20
School Calendar	20
School Property	20
School Vehicle Use	21
Security	21
Smoking on School Premises or at School Activities	21
Sniffer (Drug) Dogs	21
Social Media Usage by Staff	22
Solicitation and Distribution of Merchandise	22
Staff Room	22
Student Interviews	22
Telephones	22
Threat Assessment and Response	23
Ticket Taking	25
Transportation Request Forms	25
Visitors	25
Wage and Salary Payments	26
Weather-Related Closings	26
Workplace Searches	27
Policies and Procedures Regarding Certified Staff	
Absences	28
Assemblies	29
Assignment of Teachers	29
Certificates, Teacher Contracts, Salary Information	29
Cheating	30
Check-Out Forms	30
Class Record Books	30
Classroom Management and Student Discipline	30
Classroom Sanitation	31
Coaching Supplies	32
Collection of Student Money	32
Community Involvement	32
Computer Lab	32
Display of Classroom Work in the School and Community	33
Down Slips	33
Duties of Certified Staff	33
Eligibility Grades 7-12	34
Extra-Curricular Activities	34
Evacuations	35
Evaluations	36
Examinations	36
Faculty Meetings	36
Policies and Procedures Regarding Certified Staff (Cont.)	
Field Trip Request Forms	37
Grading Policy	37
Guest Lecturers	38

Hall Duty	38
Homework Policy	38
Instructional Materials	38
Lesson Plans	38
Media Center	39
Paraeducators	39
Parent-Teacher Communication	40
Parking	40
Parties	40
Planning Time	40
PowerSchool and Power-Teacher Pro	41
Private Tutoring	41
Pupils' Records	41
Rights of Certified and Probationary Teachers	42
School Day	42
Sponsors	42
Student Activities	42
Student Aides	43
Student Attendance	43
Student Attire	43
Student Illness	44
Student Medication	44
Student Searches	44
Substitute Teaching During Planning Period	44
Teaching Controversial Issues	45
Textbooks	45
Policies and Procedures Regarding Classified Staff	
At-Will Employment	47
Benefits	47
Bereavement Leave	47
Disability Insurance	47
Flexible Benefit Plan	48
Health/Dental Insurance and Early Retirement	48
Holidays	49
Hours	49
Jury/Election Duty	49
Lunch and Rest Breaks	50
Overtime and Compensatory Time	50
Personal Leave	50
Reporting When School is Closed	51
Retirement	52
Sick Leave	53
Policies and Procedures Regarding Classified Staff (Cont.)	
Social Security	54
Tax Sheltered Annuity	54
Time Cards	54
Worker's Compensation	54
Staff Directory	55

Staff Internet and Computer Use Policy	57
Title IX Policy and Grievance Procedures	60
School Calendar	83
Certified Staff Evaluation Form	84
Classified Staff Evaluation Form	91
Acknowledgement of Receipt	92

INTRODUCTION

This handbook provides information to persons who are employed by the school district and are referred to in this handbook as employees, staff, or staff members. It is designed to provide practical information about the daily operation of the schools in the district and contains building and district directories, safety and emergency information, as well as district policies and procedures. Each staff member should carefully review this handbook. The administration and the board of education continually review policies and procedures, so staff members should discuss comments, concerns, or suggestions about this handbook with their building principal or another member of the administrative staff.

This handbook does not create a "contract" of employment. Staff positions and assignments that do not require a teaching certificate or are not otherwise governed by the teacher tenure laws may be ended or changed on an at-will basis notwithstanding anything in this handbook or any other publication or statement, except a contract approved by the board of education.

Many situations may arise that are not covered by this handbook. In those instances, staff members should use their own good judgment or consult with the administration. If any information contained in this handbook conflicts with board policy or state statute, the policy or statute will govern.

The provisions in this handbook are subject to change at the sole discretion of the Superintendent and the Board of Education. From time to time, you may receive updated information concerning changes in the handbook. These updates should be kept within the handbook so that all procedures can be kept up to date. If you have any questions regarding this handbook, please ask your supervisor or the Superintendent for assistance.

Your suggestions about ways to improve the school are welcome and will always be considered.

Notice of Nondiscrimination

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The school district prohibits sex discrimination in any education program or activity in any education program or activity that it operates.

Individuals who believe that they have been the subject of unlawful discrimination or harassment due to their disability, or that have other related concerns or questions, should contact the ADA/Title II Coordinator: Jessica Bland at 402-685-5661, jessbland@ocknights.org, or in person at school.

Individuals who believe that they have been the subject of unlawful discrimination or harassment due to their sex, or that have other related concerns or questions, should contact the Title IX Coordinator: Jessica Bland at 402-685-5661, jessbland@ocknights.org, or in person at school. The School District's specific Notice of Nondiscrimination on the Basis of Sex may be accessed at the following link: Policy 3053 – Nondiscrimination.

Individuals who believe that they have been the subject of unlawful discrimination or harassment due to their race, color, or national origin, or that have other related concerns or questions, should contact the Title VI Coordinator: Jessica Bland at 402-685-5661, jessbland@ocknights.org, or in person at school.

Individuals who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Superintendent at 402-685-5661, jessbland@ocknights.org, or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

For additional prohibited discrimination and related information, please review school district Policy 3053 – Nondiscrimination.

DRUG-FREE WORKPLACE REQUIREMENTS

It is vitally important to have a healthy workforce that is free from the effects of illegal drugs. The use or possession of unlawful drugs in the workplace has a very detrimental effect upon safety and morale of the affected employee, coworkers, and the public at large; and on productivity and the quality of work.

Federal law requires this school district, as a recipient of federal funds, to maintain a drug-free workplace. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the district's workplace is prohibited. The term "workplace" includes every location where district employees may be found during their working hours or while they are on duty, regardless of whether the location is within the geographic boundaries of the district. Any employee who violates this policy will be disciplined with measures up to and including discharge. The district may, in its sole discretion, require or allow an employee who violates this policy to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program.

The district shall provide every current employee with a copy of this policy, and shall provide each newly hired employee with a copy upon hiring. Every employee shall be required to signify receipt of a copy of the policy in writing. All district employees must abide by this policy, including those who are not directly engaged in the performance of work pursuant to a federal grant.

An employee must notify his/her supervisor of any conviction of a criminal drug statute for a violation occurring in the workplace within five days. The failure to report such a conviction will be grounds for dismissal. If the employee convicted of such an offense is engaged in the performance of work pursuant to the provisions of a federal grant, the district shall notify the grant agency within 10 days of receiving notice of a conviction from the affected employee or of receiving actual notice of such a conviction.

Accidents and Injuries

Staff must inform the building office immediately of all accidents and/or injuries to students or staff, and complete the appropriate accident form that is available from the office secretary. The accident form must be returned to the office within twenty-four hours.

Activity Accounts and Fundraising

Activity accounts are handled through the superintendent's office. No student or sponsor may make any purchase without a signed purchase order from the superintendent. **Purchases made without permission are the personal obligation and responsibility of the purchaser.**

The superintendent is responsible for authorizing any fundraising on the part of student activities. **No fundraising may occur without express administrative permission.**

Activity Tickets

All staff, spouses, and their school-age children will be admitted to home games free of charge. Activity tickets will be issued to staff through the building offices.

Agents, Salesmen and Other Business Representatives

All business representatives calling on school matters must obtain permission from the superintendent or building principal before conferring with staff. Staff must determine whether the business representative has been granted permission before discussing business matters. Classroom teachers may not interrupt class work to confer with such representatives.

Staff may not use school time or school facilities for any personal activity for personal financial gain or confer with any business representative for personal business during school time.

Announcements and Circulars

No announcements shall be made before any school group without authorization of the principal or superintendent.

Any circulars or advertising displayed within the school shall have the approval of the building principal or superintendent before posting.

Bell Schedule

Monday-Thursday	**Begin**	**End**
First Period	8:10	8:57
Second Period	9:00	9:47

House Time	9:50	10:10
Third Period	10:13	11:00
Fourth Period	11:03	11:50
Fifth Period	11:53	1:10
Sixth Period	1:13	2:00
Seventh Period	2:03	2:50
Eighth Period	2:53	3:40

Friday	**Begin**	**End**
First Period	8:10	8:51
Second Period	8:54	9:35
Third Period	9:38	10:19
Fourth Period	10:22	11:03
Sixth Period	11:06	11:47
Fifth Period	11:50	12:58
Seventh Period	1:01	1:43
Eighth Period	1:46	2:28

Board Policies, Rules, and Directives

The board of education has adopted policies that govern the operation of the school district. A complete policy manual is available on the district's website or in the main administrative office. These manuals will be updated as the board adopts new policies or modifies existing policies. In particular, the 4000 series deals with policies that affect personnel. Additionally, the Board has authorized the Superintendent and his or her designee to adopt rules and directives regarding the conduct of students, staff, and other persons. Many of these rules and directives are published in the Student Handbook, Staff Handbook, and Activity Handbook, respectively. Each of these handbooks are available on the district's website and in the main administrative office. **By signing below, you agree that you have read and understood these policies, handbooks, rules, and directives, their application to you, and that you have had an opportunity to discuss any questions with the administration**.

Body Piercings

The Oakland-Craig Board of Education has determined that it is inappropriate for staff to wear body-piercing jewelry at school other than jewelry for pierced ears. Staff shall not be permitted to wear visible body piercing jewelry, including tongue adornment, while at school or during school functions on or off school premises. This prohibition applies to all visible parts of the body other than the ear.

Child Abuse

School employees who have reasonable cause to believe that a child has been

subjected to child abuse or neglect or observe a child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect will report the suspected abuse or neglect according to the following procedure.

1. Any school employee who has reasonable cause to believe that a child has been abused or neglected shall report the suspicion to the building principal immediately. Employees shall also personally report or cause a report to be made to local law enforcement or to the Department of Health and Human Services.

2. When the principal makes a report of suspected child abuse or neglect, he/she shall inform the employee(s) who made the initial report.

3. Nothing in the paragraph above shall hinder a school employee from fulfilling his/her/their obligation to report suspected abuse or neglect if he, she or they have reasonable cause to believe that a child has been abused or neglected.

4. Any doubt or question in reporting such cases shall be resolved in the favor of reporting the suspected abuse or neglect. Consultation between the administrator and school employee is encouraged, keeping in mind that prompt reporting is essential.

Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to complaints unless the complaint is subject to a different procedure required by law, policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems at the lowest level of the chain of command. When those efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth in any specific policy addressing those areas or the procedures set forth below. Allegations of sex discrimination covered by Title IX will be addressed through the board's Title IX policy.

References to "coordinator" in this policy refer to the board-designated coordinator for the applicable area, such as the Section 504 Coordinator for allegations of disability-based discrimination.

Under this policy, factual conclusions will be based on a preponderance of the evidence.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant reasonably believes speaking directly to the person would subject complainant or complainant's student to discrimination or harassment.

2. The second step is for the complainant to speak to the building principal, coordinator, superintendent of schools, or president of the board of education, as set forth below. Anyone with questions about the appropriate person to speak with may request clarification from the superintendent.

    a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.

    b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.

    c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.

    d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted at any time during the complaint procedure to the applicable coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or coordinator, the administrator or coordinator shall first determine whether another applicable procedure is required by policy or law and if so, direct the complaint to the appropriate person to follow that procedure. If not, the administrator or coordinator will promptly and thoroughly investigate the complaint, and shall:

    a) Determine whether the complainant has discussed the matter with the respondent.

1) If the complainant has not, urge the complainant to discuss the matter directly with the respondent, if appropriate.

2) If the complainant refuses to discuss the matter with the respondent, the administrator or coordinator shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.

b) Strongly encourage the complainant to reduce his or her concerns to writing.

c) Interview the complainant and, if necessary, the respondent against whom the complaint is filed, to determine:

1) All relevant details of the complaint;

2) All witnesses and documents which the complainant believes support the complaint;

3) The action or solution which the complainant seeks.

d) Respond to the complainant. If the complaint involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or coordinator receives the complaint.

4. If either the complainant or the respondent is not satisfied with the decision he or she may appeal the decision to the superintendent. The superintendent may assign a qualified designee to hear any appeal.

a) The appeal must be in writing.

b) This appeal must be received by the superintendent no later than three (3) calendar days from the date of the decision.

c) For complaints addressed through other applicable procedures that do not include a separate investigatory process, the superintendent will investigate as he or she deems appropriate..

d) The superintendent will prepare a written decision and provide it to the complainant and any other person entitled by law to receive the appeal decision. For complaints involving discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal. Appeals to the superintendent from

complaints involving discrimination or harassment are final once the superintendent delivers the written decision, as are all other appeals/complaints to the superintendent unless the complaint can be appealed on the limited grounds to appeal to the board below.

5. The board's role is to set policy, establish and implement a budget, and evaluate the superintendent. The board does not manage the daily operations of the school district entrusted to its administration unless required by law or policy. Because of the board's statutory roles, it does not hear complaints or appeals that may involve oversight or discipline of students, staff, or others, unless those involve the superintendent as discussed below. The board does not hear complaints or appeals based on allegations of discrimination or harassment unless otherwise required by law. The board will hear appeals only in the following circumstances:
   a) When the complaint is about a board policy, not implementation of the policy;
   b) When the complaint involves the budget or school expenditures that have been or must be approved by the board; or
   c) When the board is required by law, policy, or contract to hear a complaint or appeal.

   If a complaint involves those limited grounds and a party is not satisfied with the superintendent's decision regarding the complaint or appeal, he or she may appeal the decision to the board.

   d) This appeal must be in writing.

   e) This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated his/her decision to the complainant.

   f) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment allegations against the superintendent shall be promptly and thoroughly investigated by the board president or a designee.

   g) The board president will notify the complainant and any other person legally required to receive the decision in writing of its decision. If the complaint involves discrimination or harassment allegations against the Superintendent, the board president shall submit the decision within 180 calendar days after receiving the written appeal.

h) There is no appeal from any decision of the board unless authorized by law.

6. Formal complaints about the superintendent shall be filed with the president of the board. However, complaints about the superintendent do not include disagreement with the superintendent's decision on appeal based on a complaint of discrimination, harassment, or action of any other employee who is not the superintendent. Upon receipt of a complaint, the board president or his or her designee shall promptly and thoroughly investigate the complaint, and shall:

   a) Coordinate with school district staff, other than the superintendent, to determine if another procedure in policy or law requires the complaint against the superintendent to follow another procedure. If so, the board president will coordinate handling the complaint through that procedure. If another procedure applies, such as in the case of allegations of sex discrimination against the superintendent, the board president or, at his or her discretion, the full board will serve only to hear any appeal by a party to the complaint.

   b) Determine whether the complainant has discussed the matter with the superintendent.

      1) If the complainant has not, the board president or designee will urge or require the complainant to discuss the matter directly with the superintendent, if appropriate or required.

      2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.

   c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting by the full board.

   d) Respond to the complainant or appeal. If the complaint or appeal involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.

e) Appoint or contract with other individuals qualified to assist the board through this process or any other applicable procedure used to address allegations against the superintendent.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (c) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than

noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Computers and the Internet: Acceptable Use by Staff

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. Staff members must refer to and comply with the board policy regarding Staff Internet and Computer Use. A copy of this policy is attached below. Staff should also refer to and comply with the board policy regarding Staff and District Social Media Use.

4012 - Staff Internet and Computer Use

Conflict of Interest

All staff members are subject to the board's policy governing conflict of interest. That policy provides, in part, that no employee shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the employee would thereby be influenced.

Contact Information

Staff are required to keep the district informed of any change in their name, address, telephone or other contact information. Contact the building secretary to report a change.

Copyright and Fair Use

The school district complies with federal copyright laws. Staff members must comply with copyright laws when using school equipment or working on behalf of the district. Federal law prohibits the unauthorized reproduction of works of authorship, regardless of the medium in which they were created.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. "Fair use" of a copyrighted work includes reproduction for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. Staff who are unsure whether their proposed reproduction of copyrighted material constitutes "fair use" should consult with their building principal, review the school district's copyright compliance policy, and review *Reproduction of Copyrighted Works by Educators and Librarians* from the U.S. Copyright Office found at https://www.copyright.gov/circs/circ21.pdf and *Copyright for Students* found at https://www.whoishostingthis.com/resources/student-copyright/. You can find more information on copyright compliance requirements and permitted uses from the U.S. Copyright Office and the

Library of Congress at the following site: http://www.loc.gov/teachers/usingprimarysources/copyright.html.

Corporal Punishment

Corporal punishment is the infliction of bodily pain as a penalty for disapproved behavior, and is prohibited by law. Some physical contact is inevitable, and most of it is appropriate. Corporal punishment does not include the use of physical force that is reasonable and necessary to (1) protect school employees; (2) protect students or property; or (3) remove a student from a situation that endangers the student, persons, or property. Staff members should promptly report any event that required the use of physical force to their building principal.

Crisis Response Team

Any staff member appointed by the district administration will serve on the Crisis Response Team as outlined in the board policies. The Crisis Response Team serves a vital role in supporting the district's staff and students. It is the responsibility of the appointed staff member to discuss with the district administration any circumstances that may affect the staff member's ability to perform the tasks required by board policy.

Disability Leave (Short-Term)

Short-term disability leave will be treated in the manner required by state and federal law and consistent with the negotiated agreement with the school district's local education association. Short-Term Disability leave will run concurrently with FMLA leave.

Discrimination and Harassment

The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with an employee's school performance, or (3) otherwise adversely affects an employee's employment opportunities. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: Superintendent Jessica Bland at 402-685-5661, jessbland@ocknights.org, or in person at school. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: Superintendent Jessica Bland at 402-685-5661, jessbland@ocknights.org, or in person at school. Employees who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Superintendent Jessica Bland at 402-685-5661, jessbland@ocknights.org, or in person at school. Employees may report discrimination or harassment to

any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

Driving (both school and personal vehicles)

Staff members who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Staff members will be provided a Driver's Certification form to verify this information. Staff members who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants, and are responsible for any injury or accident. Staff members are not to use cell phones while driving a school vehicle or while transporting students. Please see the school district's policy on school vehicle use for further information.

Drivers for the school district must be free from drug and alcohol use or abuse. The school district will test drivers as permitted under state and federal law and in accordance with board policy.

Dress Code

The attire worn by staff members conveys an important image to students and the general public. The appearance of professional staff members shall be appropriate to their assigned duties and indicative of their professional standing in the school and community.

Certified staff, paraeducators, and office staff should generally dress in business casual attire that is clean and professional.

The following are examples of unprofessional attire which should not be worn by classroom staff during the traditional school day, when students or visitors are in attendance, or when the employee is supervising, directing, or coaching students when the public is in attendance:

- For men: shirts without collars, unless the shirt can be deemed professional by other standards.
- Athletic wear, including sweat, jogging and wind suits, except when teaching a physical education activity in the gymnasium, on a playing field, or at athletic or other activity practices.
- Blue jeans, except at athletic or other activity practices, or on days considered to be "dress down" days.
- Hats, except when worn outside for sun coverage.
- Rubber soled 'flip flop' thong sandals.
- Any attire which is excessively wrinkled or torn, so that it is no longer neat and professional.
- Any attire which is immodest or may distract other employees or students in the learning environment.

Custodial, maintenance, and transportation staff should dress in attire appropriate to the work they are performing.

The superintendent or principal shall maintain the discretion to make determinations on staff dress and appearance. Administrators may temporarily suspend all or a portion of the dress code when other factors support a lower dress expectation for school employees (e.g., special "casual days" or field days). Any violation of school policy and rules may result in disciplinary action.

Drug and Alcohol Testing

School district administrators who suspect that drugs or alcohol may be present in a staff member's system may require the staff member to provide a body fluid or breath sample as provided in Nebraska law. Staff members who refuse a lawful directive to provide a body fluid or breath sample may be subject to disciplinary or administrative action by the employer, including denial of continued employment.

Duty to Report

School personnel shall self-report any of the following to the District's Superintendent within 24 hours of its occurrence or at the beginning of the next school day, whichever is earlier:

- Any criminal citation if the alleged offense is a misdemeanor or felony under federal or Nebraska law or in the state in which the alleged offense occurred;
- Any arrest for any reason;
- Any criminal conviction;
- Any sentence of incarceration;
- Any criminal or civil filing or Department of Health and Human Services or law enforcement investigation for child abuse and/or neglect;
- Any complaint or other administrative that could impact any certificate or professional license held by the employee;
- Any action or threat of action by any entity against the employee's driver's license or ability or authority to operate a motor vehicle if the employee's job duties may require the operation of a motor vehicle.

The failure to make a report required by this section may result in disciplinary action up to and including cancellation, termination, and non-renewal.

Electronic Communication While Driving

Except as provided below, school personnel shall not use any electronic communication device to read a written communication, manually type a written communication, send a written communication, verbally communicate

with others, or otherwise communicate with others while operating a school vehicle or while using a school-issued electronic communication device while operating a private vehicle. This prohibition includes but is not limited to answering or making telephone calls not related to the transportation and reading or responding to e-mails, instant messages, or text messages.

The superintendent or building principal may grant exceptions and allow verbal communication on an as needed basis for specific district-related work based upon employees' duties and responsibilities.

Expenses

The board will reimburse staff for all approved expenses incurred in attending to school business. Reimbursement for mileage, supplies, overnight travel expense, and credit course reimbursement fees are processed on an expense report form that is available from each building secretary. Appropriate receipts must be attached.

To be reimbursed for an item or for personal vehicle use, staff members must complete a reimbursement claim form, attach receipts and submit it to the Superintendent for approval.

All claims for reimbursement must be approved by the board, so some delay is probable. Mileage reimbursement will be denied if a school vehicle was available.

Family and Medical Leave (FMLA)

Qualified employees will be provided leave under the Family and Medical Leave Act (FMLA) as provided in board policy. The school district will utilize the "rolling" 12-month period measured backward from the date an employee uses any FMLA leave.

In-School Communication

Every staff member will be assigned a mailbox in the building where he or she works. Staff members are expected to check their mailboxes for messages in the morning upon arrival at school, at lunch time, and at the end of the day before departing.

A great deal of information is distributed to staff via the school's e-mail system. Each staff member must check his or her e-mail account frequently throughout the school day. Staff members are allowed to use their school e-mail accounts for a moderate amount of personal e-mail correspondence. However, sending or receiving personal e-mail during class time is prohibited,

regardless of whether that personal e-mail is received on the staff member's school e-mail account or a personal account.

Intellectual Property

All written or artistic works, instructional materials, inventions, procedures, ideas, innovations, systems, programs, or other work product created or developed by any employee in the course and scope of performance of his or her employment duties on behalf of the district, whether published or not, shall be the exclusive property of the district. The district has the sole right to sell, license, assign, or transfer any and all right, title, or interest in and to such property.

Jury and Witness Duty Leave

An employee who has been called to serve as a juror will be granted paid leave. Employees must sign over to the district the compensation they receive for jury duty, but not compensation for expenses.

An employee who has been subpoenaed to testify as a witness in a court proceeding shall be entitled to one day of paid leave. To receive paid leave, the employee must sign over to the district his or her witness fee.

Keys

Staff will not lend or have any duplicate keys made of any school key. Staff will make sure all doors are locked when they enter or leave the building other than regular school hours and are responsible for setting the security system after hours.

Staff members are responsible at all times for all keys issued to them and must keep their keys in a secure location or on the employee's person. Each classroom teacher must check that the doors and windows in his or her room are closed and locked at the end of the school day. Staff must report lost or stolen keys to the building principal immediately.

Locker Room Supervision

Staff members must review and comply with the board's policy regarding locker room supervision.

Maintenance & Cleaning Request Forms

Staff members should fill out maintenance requests forms just as soon as they need or see a maintenance problem. These forms must be turned into the Superintendent.

Meals Program

Staff may take advantage of meals offered through the district's foods program. Staff may purchase lunches from the school cafeteria for $TBD per

day or $TBD per week. The lunch price includes one carton of milk. Extra cartons cost 60 cents. Staff members must deposit funds in their lunch accounts before purchasing meals. Staff members will not be allowed to run a deficit in their lunch accounts.

Military Leaves of Absence

Leaves of absence without pay for military or Reserve duty are granted to all employees as required by law. An employee who is called to active military duty or to Reserve or National Guard training or who volunteers for the same should submit copies of the military orders to the Superintendent as soon as is practicable. An administrator, at his or her discretion, may require an employee who requests leave under the Nebraska Family Military Leave Act to provide certification from the proper military authority to verify the employee's eligibility for the leave requested.

Military Leave under the Federal Family and Medical Leave Act (FMLA) and the Nebraska Family Military Leave Act will be governed by the board's policies.

Milk Expression

Except as otherwise provided by law, the district will provide reasonable break time for an employee who wishes to breastfeed or express breast milk for her nursing child each time such employee has the need to do so. The district will provide a place, other than a bathroom, which is shielded from view and free from intrusion from co-workers and the public. These accommodations will be provided for one year after the child's birth, unless otherwise required by law.

News and Press Releases

Only individuals who have prior administrative approval may issue press releases or other official communications regarding school activities and events in furtherance of the individual's official responsibilities. The superintendent may delegate responsibility for communicating with the media to building principals, the activities director, event sponsors, and other staff on an ad hoc basis.

Activity sponsors and other staff who are involved in newsworthy activity should submit typed press releases to the office for distribution to the media when noteworthy events have occurred. Coaches must communicate with local TV, radio, and print media promptly after matches or games to disseminate the results.

Newsletters

The district secretary will inform staff of the relevant deadlines for each newsletter. Staff members are encouraged to submit articles for the

newsletter that reports recent classroom activities and emphasizes positive aspects of the district's mission.

Obligations Related to American Civics Instruction

All staff members shall be familiar with, and comply with, the requirements of state law, board policy, and district curriculum to properly instruct students regarding American Civics, Social Studies, American History, and appropriate patriotic exercises on particular days of the year. Neglect of any such responsibilities by any employee may be considered just cause for dismissal.

Outside Employment

No full-time staff member may accept any other employment or carry on any business or activity for profit that interferes with the complete and competent discharge of his or her responsibilities to the school district.

Political Activities

District employees retain all rights of citizenship, including, but not limited to, engaging in political activities. An employee of the District may participate in the political process, including seeking an elective office, provided that the staff member does not campaign on school property during working hours, and provided all other legal requirements are met. The District assumes no obligation beyond making such opportunities available.

While the District supports its employees by allowing them to exercise their rights, any impact on the employee's ability to perform his or her functions as required by the district is grounds for discipline. For further guidance regarding political conduct on school grounds, contact the superintendent and consult the board policies.

Pregnant or Parenting Students

The school district encourages students who are pregnant or parenting are encouraged to continue to participate in the district's educational and extracurricular programs. Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting have been told to notify their building principal as early as possible to discuss their educational programming. The building principal will work with the student and appropriate district staff to develop a plan to assist the student in participating in district curriculum and extra-curricular activities. Such a plan may include:

1. If the student cannot regularly attend classes, the provision of online courses;
2. The arrangement of meeting times with teachers;
3. If the student has not identified appropriate childcare, the identification of child care providers that meet statutory requirements for quality and care; and

4. All other curricular adjustments, modifications, and means of supplementing classroom attendance deemed appropriate by the school administrators including, but not limited to, modification of attendance policies.

Professional Boundaries Between Staff and Students

All district employees must follow board policy when interacting with students in any way. School district employees are responsible for conducting themselves professionally and for teaching and modeling high standards of behavior and civic values, both at and away from school. District employees must be aware of professional boundaries between students and staff, and they must never blur the boundaries. These standards of behavior apply to social networking sites, such as Facebook, Twitter, Instagram, etc., along with communications and interactions of any kind between staff and students.

Examples of unprofessional misconduct include: inappropriate sexual communications or interactions with students, meeting with students in private outside of school, and intruding on a student's personal space. These are a few examples of inappropriate behavior, not an exhaustive list. For further guidance, refer to the district's policies regarding professionalism and staff-student interactions.

Any teacher or student who witnesses or knows information about a district employee violating board policy should report the violation to the district administration *immediately*. Minor violations and questionable violations should be reported as soon as possible, but always within 24 hours.

A violation of board policies for professionalism will form the basis for employee discipline up to and including termination or cancellation of employment, filing a report with law enforcement officials, and filing a report with the Commissioner of Education.

Professional Growth

All employees must complete requirements set forth in policy 4032 – Professional Growth and shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

In addition to this requirement, the superintendent will select in-service programming to provide additional professional growth activities for certified and classified staff.

Purchasing

All requisitions for books and school supplies must be filed with the building principal. The requisition must include the name of the article being

requested, where it may be purchased, how many articles are required and their cost. Requisition forms are available from the office. Orders should not be placed until the district office has issued a printed purchase order. Once an order has been received, the staff member must notify the building secretary so payment can be processed. Failure to follow the procedure for requisitions may prevent the staff member from receiving the items requisitioned. All orders or supplies must be authorized by the administration. Staff may be personally liable for any orders placed without such authorization.

When routine supplies are needed for immediate use, staff should contact the building secretary. When it is necessary to make a special or emergency requisition for supplies or equipment, staff should contact the principal for the necessary forms. The superintendent will either approve or disapprove the request through the principal.

Records and Reports

Staff members must refer to and comply with Board Policy No. 5016 regarding the management and maintenance of student records.

All staff members shall promptly furnish the administration with any information relating to their professional training, experience, activities or work required for reports to county, state or federal officials or for official school records. Personal information will be treated confidentially by school officials.

Recordings of Students and Classrooms

Staff members may make audio and video recordings of classroom instruction and school activities upon authorization of the superintendent or supervising administrator. Staff should refer to Board Policy 3059 for information on recording by students.

School Calendar

The official school calendar is maintained in each building office. All activities and events must be scheduled and approved by the building principal. To avoid conflict, a sponsor should not call a meeting of any activity until the schedule has been checked and the meeting approved by the office.

School Property

School property is not to be lent to individuals except by permission of the superintendent.

Staff or groups who wish to use school facilities should make requests to the building principal as early as possible so that they may be placed on the school calendar.

Staff must inform the building principal of any school property that needs repair or that is lost, stolen, or damaged beyond repair. Matters regarding custodial service in the building should be handled through the principal's office.

School Vehicle Use

The transportation of students in a pupil transportation vehicle is governed by the rules of the Nebraska Department of Education and the district's safe pupil transportation plan or safety and security plan. School district employees, board members, and other elected or appointed school district officials who are not transporting children are authorized to use a school district vehicle to travel to a designated location or to their home when the primary purpose of the travel serves a school district purpose. Staff should refer to the board policy regarding the use of school vehicles.

Security

Each staff member is responsible for the security of his/her own classroom or work area. Staff must lock the doors and windows of their classrooms and/or other work areas each night.

Staff members who use the building after it has been locked by the custodian or on weekends are responsible for turning off all lights and locking all windows and doors that they or students under their supervision may have used.

Under no circumstances are pupils to be allowed in the building after school hours without faculty supervision. Keys to any school areas are not to be loaned to students under any circumstances.

Smoking on School Premises or at School Activities

Smoking, including the use of cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product, is permitted on school property only in specifically designated areas.

Sniffer (Drug) Dogs

The administration is authorized to use sniffer dogs to minimize the presence of illicit items on school grounds. Students and staff are specifically notified that:

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.

4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

Social Media Usage by Staff

Social media is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching, and learning skills. The district also uses social media accounts to provide information to district stakeholders. All staff members must refer to and comply with the board's policies regarding Staff Internet and Computer Use and Staff and District Social Media Use. Staff members who are uncertain about the applicability of board policy to a particular situation must confer with their supervising administrator prior to posting on social media.

4051 - Staff and District Social Media Use

Solicitation and Distribution of Merchandise

In the interest of maintaining a proper school environment and preventing interference school purposes, employees may not sell merchandise, solicit financial contributions, solicit, or distribute literature or printed material for any non-school related cause during working time or on school grounds except as approved by the administration.

Staff Room

The staff room is maintained for the exclusive use and convenience of the staff. It is not for student use and staff members should not hold student conferences there. Each staff member will assume responsibility in keeping the staff room in an orderly and presentable condition.

Staff Use of AI Tools

As used in this section, artificial intelligence tools ("AI Tools") means machine-based resources that use computer science, algorithms, large language models, and/or machine learning to perform tasks, answer questions, collect information, and respond to human-directed tasks, queries, and objectives. AI Tools include, but are not necessarily limited to, commercially-available resources like ChatGPT, Gemini, Claude, and similar technologies. The board wants to encourage staff to use AI tools to support student learning in safe and lawful ways.

This policy works together with the district's policies on Student Use of AI Tools, Staff Internet and Computer Use, and Staff and District Social Media Use.

Tool Approval. Staff may not use an AI Tool with students or with student information unless a member of the district's administration has approved it. To use a new tool, staff must request approval from his/her supervising administrator first. Before approving a tool, the district will review the vendor's privacy and security practices, the kind of student information the tool would use, and whether a written data-sharing agreement with the vendor is required. The district will keep a list of approved AI Tools and the allowed uses for each.

Staff Expectations for Use of AI Tools in Education

A. Acceptable Use of AI Tools. Staff members must use their own professional oversight for any task they use AI Tools to complete and must carefully review the outputs of all AI Tools. Staff may use approved AI Tools to help with things like:

1. Drafting lesson plans, learning goals, and activities;
2. Assisting in initial review and feedback of student work;
3. Making reading passages or practice problems at different levels;
4. Drafting general messages like newsletters or announcements;
5. Finding resources or summarizing public information;
6. Drafting routine communications.

B. Protecting Student Information. Staff may upload student information into an AI Tool only when (a) the tool is district-approved, and (b) the vendor is bound by a written data-sharing agreement with terms that meet FERPA, COPPA, PPRA, and applicable state student data privacy laws. For this purpose, student information includes student names, ID numbers, education records, IEPs, Section 504 plans, evaluations, health records, and discipline records. This rule applies whether the staff member uses a district account, a personal account, a free version, or a paid version.

C. Recording and Transcription Tools. Staff may use AI recording or transcription tools only if:

1. The transcription tool has been approved by an administrator for use in the school context; and
2. All participants to the meeting are informed that the staff member is recording or transcribing the meeting.

The resulting recording or transcript may be subject to the district's retention and confidentiality policies.

D. Unacceptable Use of AI Tools in Education. Staff may never use AI tools to:

1. Upload FERPA-protected information about students without the express, written authorization from administrators who have assured themselves that such disclosure is lawful;
2. Relying solely on an AI Tool to grade student work that counts toward a grade or transcript or otherwise evaluate student academic progress;
3. Make or share deepfakes or fake images, audio, or video of any real person.
4. Make or share sexual or intimate images of any real person—even if the image is AI-generated;
5. Use AI to harass, bully, threaten, or impersonate any student, staff member, parent, board member, or community member;
6. Use AI to watch, track, or scan faces of students or staff outside of systems the board has approved;
7. Upload materials to AI if the copyright or license does not allow it;
8. Share district AI accounts or passwords with students or others;
9. Use district AI accounts for personal or business reasons; or
10. Use AI to bypass district network security, content filters, or device controls.

If any staff member is uncertain about the application of this policy to any AI Tool use, the staff member will check with a supervising administrator before use.

Student Interviews

Employees shall refer any police officer, child protective service worker, or other similar individual seeking to speak to or interview a student to an administrator.

Telephones

School telephones are maintained for the primary purpose of conducting school business. Staff members should limit their use of school phones to brief conversations. Teachers will not be called to the telephone during class time except in the case of an emergency.

Staff members may not use personal cell phones to make or receive calls or to send or receive text messages during instructional time.

Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Definitions

a. A **threat** is an expression of willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.

   i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.

   ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.

   iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means

b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assessment them and to manage/address them. Threat assessment is the process of distinguishing "transient" threats from serious ones in a systematic, data-informed way.

   i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.

   ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

All staff and students must report **substantive threats** to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

3. Threat Assessment Investigation and Response

When a threat is reported, the school administrator shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The superintendent may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the law enforcement unit determines to be reasonable and useful.
- The superintendent must confer with at least on member of the school's guidance counseling staff as part of his/her investigation. If the threat has been made by, or is directed towards, a student with a disability, the superintendent must confer with a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate.

At the conclusion of the investigation, the superintendent will determine what, if any, response to the threat is appropriate. The superintendent is authorized to disclose the results of his/her investigation to law enforcement and to the target(s) of any threatened acts. The superintendent may refer the individual of concern to the appropriate school administrator for consequences under the

school's student discipline policy or, if appropriate, report the results of his/her investigation to the student's individualized education plan team.

Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.

4. Communication with the Public about Reported Threats

To the extent possible, the superintendent will keep members of the school community informed about substantive threats and about the District's response to those threats. This communication may include oral announcements, written communication sent home with students, and communication through print or broadcast media. However, the superintendent will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

5. Coordination with the Crisis Team After Resolution of Threat

The superintendent will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All-Hazard School's Safety Plan.

Ticket Taking

All staff will be expected to take tickets at one time or another at home events. Staff members who coach a sport may take tickets at an event they do not coach. Staff members who are unavailable to take tickets at the event they are assigned to work must find their own replacements and notify the building principal of who will be taking their place.

Transportation Request Forms

Staff members must complete transportation request forms as soon as they know they need school-provided transportation to allow the activities director adequate time to schedule drivers and vehicles.

Visitors

Staff should welcome members of the public who wish to visit school, but should ensure that visitors follow the district's requirements.

All visitors must report to the building office before visiting any classroom or other areas of the building.
Visitors must comply with the following guidelines:

- if a visitor wishes to observe a specific skill or subject, he or she will be asked to observe during a specified time period

- children under the age of 10 years must be accompanied by a parent or guardian
- all visitors must have the prior approval of the principal or superintendent
- salespeople and other such agents will not be allowed to solicit staff members during school hours
- visitors must wear the visitor's badge supplied by the building office

Wage and Salary Payments

Staff members are paid on the 20th of each month. The district provides direct deposit of paychecks to designated financial institutions. Otherwise, paychecks will be delivered personally at school or mailed to the address on file in the district office. Staff who wish to activate or modify their direct deposits or who wish to have paychecks mailed to a different address must contact the district office. The school district will mail staff paychecks to the last address on file for each employee during months when school is not in session. Employees shall not be paid in advance under any circumstances.

All required deductions, such as for federal, state, and local taxes, retirement contributions, and all authorized voluntary deductions, such as for insurance or union dues, will be withheld automatically from your paychecks. Garnishments are legal proceedings imposed by a court of law upon the school district requiring payment to a third party of monies earned by district employees. The school district will accept all legal garnishments and tax levies against wages in compliance with state and federal law. An employee's pay will be held upon receipt of a garnishment until a court order is issued indicating satisfaction of the indebtedness or until ordered to surrender the monies to the court or its agent. The school district prohibits improper pay deductions, and employees shall be reimbursed for any improper pay deductions. If you believe that an improper deduction has been made to your pay, you should immediately report this information to your direct supervisor, payroll personnel, or the Superintendent.

Staff members, by their signature on the acknowledgement page of this handbook, authorize the school district to withhold such sums from their paychecks as necessary to cover property damage, cash shortages or other amounts owed to the school district by the employee.

Weather-Related Closings

If school is called off because of bad weather or for any other reason, it will be announced via phone, social media, and television/radio stations.

Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. Staff members should treat the absence like any other absence for legitimate causes provided

parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in case of a tornado) at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

Workplace Searches

To safeguard the property and interests of our students, employees, and patrons; to help prevent the possession, sale, and use of illegal drugs on school grounds, and in keeping with the spirit and intent of the district's drug-free workplace policy and other policies, the school district reserves the right to question employees and all other persons entering and leaving our premises, and to inspect any packages, parcels, purses, handbags, briefcases, lunch boxes, or any other possessions or articles carried to and from school when it has reasonable grounds to do so. The school also reserves the right to search any employee's office, desk, files, locker, or any other area or article on school grounds. All offices, desks, files, lockers, and so forth, are school district property and are issued or provided for the use of employees only during their employment with the district. Inspections may be conducted at any time at the discretion of the administration. Employees who refuse to cooperate with this provision will be subject to disciplinary action up to and including discharge.

POLICIES AND PROCEDURES REGARDING CERTIFIED STAFF

Absences

The accumulation of leave for teaching staff is governed by the Negotiated Agreement between the Board of Education and the Education Association. This handbook sets forth the process for using that leave

1. **Sick Leave**
   Certified staff members who are too ill to perform their teaching duties must contact their building principal by 6:00 a.m.

2. **Personal Leave**
   Certified staff who wish to take personal leave must submit a leave request to their building principal at least three days in advance of the proposed leave. Building principals may deny personal leave requests if the school district is unable to secure the services of a qualified substitute teacher on the day of the proposed leave. Staff members may not take personal leave adjacent to a school break. For example, if school is not in session on a Monday, certified staff may not take personal leave the preceding Friday or following Tuesday.

3. **Professional Leave**
   The board and administration recognize the value of continuing education and encourage certified staff to participate in seminars, workshops and other activities which will continue their professional growth. Certified staff members who wish to take professional leave must submit a leave request to their building principal, along with a description of the proposed event and any written materials about the event. Building principals may deny requests for professional leave if they are unable to secure the services of a qualified substitute or if the principal determines that the activity will not enhance the certified staff member's effectiveness as an employee of the district. Certified staff members who feel they have been unfairly denied professional leave may grieve the principal's decision, pursuant to the grievance procedure contained in the district's Negotiated Agreement.

4. **Substitute Folders**
   Each teacher must prepare a substitute folder and keep the completed folder in the upper right-hand drawer of his/her desk. The folder must contain:
   a.) the current seating chart for each class;
   b.) the daily routine followed by each class;
   c.) all schedules (fire drill procedures, lunch schedule, etc.);
   d.) a copy of this handbook; and
   e.) plans for the day if the teacher's absence was anticipated. (These

plans are in addition to the teacher's regular lesson plan book.)

Certified staff members may not make arrangements for their own substitute.

Assemblies

Classroom teachers must attend assemblies and pep rallies and sit with students to help maintain order.

All certified staff members should attend school assemblies and should try to attend as many of the school functions as possible regardless of whether they have specific assigned duties or not.

Assignment Notebooks

Assignment Notebooks function as students' make-up slips, as well as a pass out of class or to see another instructor. They can also be used as a communication tool home to parents. Students may not be in the hallways during class time without his/her assignment notebook signed by the instructor. Every time a student leaves class during class time, it should be signed. This way, other staff can ascertain where the student has permission to be.

Students may not go to another classroom without a signed pass obtained from that teacher. No student may be in the halls during class or study time without a signed pass for a specific destination. If a teacher retains a student after the period ends, staff must write a note in the student's assignment book stating why the student was late, rather than sending the student to the office for a tardy slip.

Assignment of Teachers

The administration will assign certified staff to individual duties. Certified staff will also be assigned for various forms of hall, extracurricular, recess, traffic, lunch period and other noontime duties, and athletic events.

Certificates, Teacher Contracts, Salary Information

Teaching certificates must be registered with the Superintendent before they may legally be paid. It is the certified staff member's responsibility to make sure this is done.

Each certified staff member must provide the superintendent's office with the following information:

a. social security number,
b. retirement number,
c. withholding form W-4, and
d. authorization to withhold for insurance benefits.

Each new certified staff member must fill out forms for retirement benefits before the first pay day as well as the family coverage of the district hospital/medical insurance program.

It is the sole responsibility of the certified staff member to inform the superintendent of any changes, including but not limited to changes in certification, endorsements, benefits plans, and salary payment information.

Cheating

Students caught cheating (including plagiarizing) must be sent to the building principal for administrative discipline. The classroom teacher may also give the cheating student a zero grade for the test or assignment.

Check-out Forms

All certified staff must complete a check-out form and obtain the building principal's signature on the form prior to departing for the summer. Classrooms must be tidy to allow the custodial staff to clean classrooms and work areas. Certified staff members who do not clean their work area before departing for the summer will not receive their paychecks will until the work is completed.

Class Record Books

A class record book is the school's official record of matters relating to each student in each teacher's class. It may be maintained in paper or electronic form and must be complete in scope and accurately maintained. All classroom teachers are required to keep class record books which list students in each class in alphabetical order and show the attendance and all grades earned by each student. At the end of each school year, classroom teachers must turn their record books into the building office. Record books are subject to examination by the building principal or superintendent at any time.

Classroom Management and Student Discipline

Classroom discipline is first and foremost the responsibility of the classroom teacher. Individual teachers are expected to assume responsibility for good discipline throughout the school system. However, if a certified staff member needs assistance with student discipline, they should seek the advice and counsel of the principal or superintendent.

Classroom teachers may not leave their classrooms unless the students are supervised by a competent adult.

Classroom teachers may not close the door to their rooms until they have left the building or unless they are sponsoring some other group in other areas.

Classroom teachers should have a well-defined discipline plan that is known

to the students. Rules and consequences should be stated clearly and posted where appropriate.

Each building has its own specific procedures concerning student discipline. Classroom teachers should consult with their building principal for more information.

Teachers may remove a student from the classroom for failure to comply with established rules of conduct. Only an administrator can suspend or expel students from class or school and due process must be followed.

Students may be kept after school for matters relating to discipline or to assist in their academic progress. Certified staff should allow all elementary students and junior/senior high students who ride the bus to arrange parental transportation for the next day with their parents. Students who do not have transportation concerns may be kept without delay. Students may not avoid being kept after school because they have an after school practice or other school activity.

Both elementary and secondary certified staff are responsible for assisting with hallway discipline between classes and in the school lunchroom.

Classes should begin on time and end promptly. Work should continue throughout the period assigned for it. Classroom teachers have no right to waste the pupils' time. Classroom teachers may not dismiss classes early except by permission of the building principal.

Staff members may never send a student off school grounds without the authorization of the building principal.

Classroom teachers may not admit tardy students to class without an admit slip from the principal or the student's teacher from the previous period.

Classroom Sanitation

1. **Handling of Body Fluids**

All body fluids of all persons should be considered to potentially contain infectious agents (germs). Hand washing after contact with a school child is recommended if physical contact has been made with any child's blood or body fluids. The term "body fluids" includes: blood, semen, drainage from scrapes and cuts, tears, feces, urine, vomit, respiratory secretions, and saliva.

2. **Infectious Diseases**

Certified staff should promptly report any indication of an infectious or contagious disease to the school nurse or building principal. Certified staff should report to the school nurse or the student's parents any pupil whom

they suspect of having been exposed to any infectious or contagious disease.

Coaching Supplies

Coaching supplies will be distributed by the athletic director. Such items include tape, prewrap, heel pads, band aids, ankle braces, game balls, etc. Coaches should request additional supplies from the activities directory only when they have run out of supplies.

Coaches must fill out and submit inventory forms to the activities director immediately after the season is complete.

Collection of Student Money

Staff members must comply with the school district's student fee policy before collecting any funds from students.

Money collected from students should be turned into the office on the day it is collected for deposit in the proper activity or school district fund. Any checks written by students or parents for various payments should be made out to Oakland-Craig Public Schools unless otherwise instructed. Certified staff must submit a financial accountability form when they turn funds into the office.
When students purchase items such as coats, rings, etc., through the school district, they must pay for these and other major items before the order is sent. The sponsor of any school organization is not to give merchandise to students; items will be distributed by the office after proper payment.

Community Involvement

Certified staff are encouraged to take part in civic affairs in the community and must do so when required by state law and board policy.

Computer Lab

Students and staff who use computers owned by the district must abide by the district's acceptable use policies. Students may use the computer lab during lunch and after school. Classroom teachers may not send students to the computer lab during study halls or class unless they have made prior arrangements with the lab coordinator.

Classroom teachers who wish to bring classes to the computer lab must sign up as far in advance as possible with the lab coordinator. Absolutely no food or drink is allowed in the computer lab.

Display of Classroom Work in the School and the Community

Classroom teachers are encouraged to display student work for public viewing. Students and parents enjoy viewing the display and may be even more supportive of their school because the display shows them many of the things

the students do. Classroom teachers may use the window area of the central office or the commons area to display student work or they may use during a night activity. Certified staff must contact the principal before displaying student work at an evening activity.

Down Slips

Down Slips are due by 4:00 on Friday or whenever the week ends.

Duties of Certified Staff

The duties of certified staff include, but are not limited to, the following:

a) Becoming acquainted with board policies, district rules and regulations, and the state laws concerning teachers and pupils.
b) Attending such education conferences as are required by law or administrative directives.
c) Attending school assemblies unless excused by the principal.
d) Instructing pupils in the proper use of equipment and instructional supplies.
e) Reporting in writing to the principal any injury to any child while under the jurisdiction of the school, including athletic injuries.
f) Complying with the Teachers Professional Code of Ethics which has been promulgated by the Nebraska Department of Education (92 Neb. Admin. Code § 27) and adopted by the Board of Education of the district.
g) Discussing a student only with the child's parents and the superintendent, principal, guidance counselor or classroom teachers who may know the circumstances and have a need to know. It is unprofessional and inappropriate to discuss student or other staff members in the staff lounge.
h) Being responsible for students whom they keep in school at times other than during regular school time. Certified staff will be responsible for any special work done by their students, including field trips, joint assemblies, school programs, etc.
i) Refraining from joining book clubs or film clubs using the school name.
j) Turning in all monies collected to the main office by the end of the school day.
k) Clearing all class meetings or trips through the principal's office.
l) Participating in Student Assistance Teams pursuant to board policy.
m) Assisting with the administration of standardized testing as assigned by the administration.
n) Provide homebound instruction as assigned by the administration.
o) Performing additional duties as assigned by the administration.

Eligibility Grades 7-12

Student academic eligibility for participation in extra-curricular activities will be determined on a weekly basis. A student will become ineligible by maintaining an average of less than seventy percent (70%) in two or more classes weekly. Eligibility will be based on the weekly cumulative semester mathematical average of each student. The grading period will end at the conclusion of school on the last school day of the week. Beginning on the fourth Monday of each semester, classroom teachers must submit the names of all students who are not academically eligible to the office by noon on the first school day of each school week. At the discretion of the sponsor, ineligible students will be allowed to participate in practice. Activities affected by the eligibility rule are:

1. All interscholastic contests, including but not limited to, athletics, FFA, FBLA, speech contests, and similar organizations or events.
2. Cheerleading/Dance.
3. Music competition, performances (except Christmas and Spring concerts), and clinics.
4. All school dances.
5. Other activities deemed appropriate by the principal.

Extracurricular Activities

Staff must schedule all events and other extracurricular activities at the activity director's office to avoid conflicts. Activities must be put on the school calendar located in the activity director's office at least one week before the activity. Staff should avoid or shorten practices and activities on Wednesday evenings and Sundays, in order to give students sufficient time away from school for family-related activities.

Certain activities require time be scheduled outside regular school hours. Any school sponsored activity involving students must have approval of the principal prior to the activity, including all fund raising activities.

Regular classroom work in all grades will have precedence over any other activity. Students will not be dismissed from classes to participate in extra-curricular activities without permission from the principal. Make up slips must be completely signed and returned to the sponsor of the activity prior to dismissal from class. All evening activities, except practices, must have no less than two school sponsors. Non school sponsors must be approved by the administration. If vehicles are used for transportation, the drivers must be adults who have been approved by the school.

The activities director has the responsibility for all activities. Therefore, any ruling or handbook decision he/she makes will be school regulation in lieu of further board action.

No student may participate in a field trip off school property without written permission of his or her parent or guardian.

Evacuations

Early in the semester, classroom teachers should review instructions for leaving the classroom with all of their students. Classroom teachers should also periodically review with each class what to do in case of fire, tornado or other emergency.

1. Fire Drills

Fire drills will be held on a regular basis. Certified staff may or may not be notified in advance. These drills are important exercises that help ensure the safety of students in case of an emergency.

When the fire alarm is sounded, all students and staff immediately must cease the activity in which they are engaged and leave the building at once, following these regulations:

a) Students nearest the windows will close them before leaving.
b) The classroom teacher will be the last to leave the room. He or she will turn out all lights and close the door as he or she leaves.
c) Classroom teachers will take their fire drill packets and class grade books with them when they leave their classrooms.
d) The first two students reaching the exit doors will hold the doors wide open until everyone has filed out.
e) Staff and students will move far enough away from the building to avoid possible injury from fire and falling embers, and also, to remain clear of emergency vehicle traffic.
f) Once outside, each teacher must account for every student in the class. Classroom teachers will take roll for their class and;
    1) hold up a Green Card (all students accounted for)
    2) hold up a Red Card (missing student (s) listed)
    3) hold up a White Card (extra students listed)

The signal to return to the school building will be the short bell. It will be sounded upon completion of the drill. Students will return in an orderly manner.

2. Tornado Drills

When a tornado warning has been issued, the school will evacuate classrooms and move students to the designated tornado shelters. Tornado alerts will be given via the intercom system. When a tornado alert is given, all students and staff immediately must cease the activity in which they are engaged immediately and seek shelter, following these regulations:

a) All students and staff should proceed to the designated tornado shelter.
b) Once in the basement, each teacher must account for every student in the class.
c) Classroom teachers should be sure that each student is sitting with his or her back to the wall, their knees up and their heads should be between their legs.

3. **Protocol for all Evacuations**

Upon evacuation signals, all students and staff must exit each building. Classroom teachers should do the following:

1) Take the class roster;
2) Lock the classroom door after all occupants have exited the room;
3) Keep the class together and move promptly in an orderly fashion; and
4) Upon arriving at the evacuation point, take roll, maintain order, and supervise students.

Evaluations

The appropriate district administrator will evaluate tenured and probationary teachers as required by law and district policy. Additional evaluations, both formal and informal, may be conducted as the district administration deems appropriate. Copies of the district's evaluation forms are contained at the end of this handbook.

Examinations

Semester examinations, or content-specific projects, will be given in all classes. Tests and final exams will not be given ahead of time. Students are not to type tests or grade any major tests.

Faculty Meetings

The superintendent and principals will call meetings as needed. Certified staff are required to be present at all faculty meetings unless excused by the administration.

Field Trip Request Forms

Certified staff who wish to take students off school property must submit a request to the superintendent at least ten calendar days prior to the date of the requested activity.

Elementary grades will be limited to one field trip per year. Additional requests may be granted on a case by case basis.

Grading Policy

Failing reports for Jr.-Sr. High School students must be turned into the office on or before 8:30 a.m. on each Monday.

Grades are given as letter or percentage as requested by the building principal. No incompletes or condition grades will be given, but grades may be changed by request of the classroom teacher to the principal. If a student fails the first semester and passes the second semester, a classroom teacher may pass a student for the full year.

A student is to be graded on academic performance. **A student's grade is not to be reduced for discipline.** Prejudice or favoritism has no place in grading a student. All grading should be explained in simple, understandable terms to the student.

Classroom teachers should provide students and parents with frequent updates regarding the student's progress during the quarter. At the conclusion of each quarter, students will receive an end-of-quarter report card. Classroom teachers should use the following symbols for each subject area:

Report Cards	Numerical Scale for Report Cards
A= Excellent	93-100 = A
B= Above Average	85-92 = B
C= Average	76-84 = C
D= Below Average	69.5-75 = D
F= Failing	69.4 and below = F

In the elementary grades, students will receive letter grades only in designated "core" curricular subjects. Elementary teachers should report student progress on grade reports using the following system:

Kindergarten-1st Grade
Reading – Standards Based Grading
Math – Standards Based Grading
Specials – Satisfactory/Unsatisfactory

2nd Grade
Reading – Standards Based Grading
Math – Standards Based, Traditional
Science – Satisfactory/Unsatisfactory
Social Studies - Satisfactory/Unsatisfactory
Specials – Satisfactory/Unsatisfactory

3rd Grade
Reading – Standards Based Grading
Math – Standards Based, Traditional
Science – Satisfactory/Unsatisfactory
Social Studies - Satisfactory/Unsatisfactory
Music/PE - Traditional
Art/Library/Computers–
Satisfactory/Unsatisfactory

4th Grade
Reading – Standards Based Grading
Math – Standards Based, Traditional
Science – Standards Based, Traditional
Social Studies –Traditional
Specials– Traditional

5th-6th Grade
Reading – Standards Based Grading
Math – Standards Based, Traditional
Science – Standards Based
Social Studies – Standards Based, Traditional
Specials– Traditional

Guest Lecturers

Guest lecturers must be approved by the administration before they are asked to address a class. The guest lecturer must have a specific, relatable objective in his/her lecture.

Hall Duty

Every classroom teacher is on hall duty before school in the morning and between classes. Classroom teachers are responsible especially for the part of the hall adjacent to their classrooms.

Homework Policy

Homework is an important part of student learning. When parents, teachers, and students work together, out-of-class assignments are a valuable part of the instructional program. Homework should provide opportunities for students to practice acquired skills, develop initiative, form independent study habits, and use community resources.

Instructional Materials

Instructional materials are made available through the Education Service Unit. A catalog and order forms will be made available to all members. Films should be used as instructional materials. All media must be previewed for suitability by the classroom teacher before being shown to students.

Lesson Plans

Each teacher will prepare and complete a proper lesson plan on Friday for the following week. These plans must be written so that they are clear to any substitute teacher and readily available to any teacher. An up-to-date seating chart of the class or classes shall be part of the lesson plan book. Other regulations relative to lesson plans will be made by individual building principals. The lesson plans of all classroom teachers are subject to review of the building principal or other members of the school district's administration at any time.

Lesson plans must **identify major instructional objectives and show page assignments and general direction that might be followed by anyone who might be called upon to teach the classes.**

Lesson plans for the week must be submitted on Canvas by 8:00 a.m. on the first day of each school week.

Media Center

The media center is set up to serve the needs of certified staff and students. Certified staff who need assistance with textbooks, literature sets, magazines and other reference materials should consult with the media specialist assigned to their building.

Students may use the media center during study halls, at lunch, after school and in the evenings. Classroom teachers may send individual students to use the media center during class time, but should contact the media staff before sending a group of students during class. The media staff may send disruptive students back to class or study hall, or may exclude unruly students from the media center for a specified period of time. Classroom teachers who send their entire class to the media center must accompany and supervise the students, unless prior arrangements have been made with the media specialist.

Audiovisual materials are available to certified staff through the media center. Certified staff may obtain these materials by filling out the required requisition form and sending it to the media specialist in their building. When certified staff return media, they should complete the film report card and return it to the media specialist.

Paraeducators

Paraeducators provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A paraeducator must not, however, assume teaching responsibilities. The classroom teacher must maintain the role of leadership and responsibility for the students, with the teacher aide in a supportive role. Paraeducators may be used to assist the classroom teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying tests and other written material, organizing class materials, preparing bulletin boards, grading tests or class work, and calculating and recording grades. Paraeducators are to work only on and within their assigned work days. If the classroom teacher desires the paraeducator to work hours other than the assigned work hours or assigned work day, he or she must contact the administration for approval.

Parent-Teacher Communication

Students' academic success has been closely linked to parental involvement in school. Certified staff should strive to develop open and supportive relationships with parents and guardians. Each classroom teacher is responsible for keeping a student's parents informed about the student's

progress. This may be done by letter, telephone, e-mail, or personal conference. Certified staff must attend parent teacher conferences, promptly return phone calls, participate in teacher events for students and parents, and where necessary utilize a planner as a communication tool. Certified staff members that aren't able to attend conferences with administrative approval are required to contact parents within one week of the scheduled conferences. Certified staff who need additional support in communicating with parents should contact their building principal or guidance counselor.

Parking

Staff members have the parking lot to the north of the elementary reserved for them as well as the Lutheran Church Parking Lot (unless a funeral is taking place). **Students are not to park their cars in the staff lot.** Staff members may not allow students to park in the staff lot when groups leave early in the morning on a school day for field trips or athletic events.

Parties

1. No activities or picnics shall be held by an organization of the school without the presence of the sponsor or sponsors.
2. The number of activities and the closing hour for activities will be determined by the building principal and organization sponsor.
3. In making arrangements for activities and picnics, staff must avoid disturbing the routine of the school.
4. Cleaning up after the activity is the responsibility of the sponsor.

Planning Time

Each classroom teacher is provided with duty-free time for planning, preparation of school-related materials, and a brief respite from the duties of the day.

The Board defines planning time as time for educational planning and other task-related functions that cannot normally be accomplished during instructional periods. Planning time should not be confused with personal time. **Planning time is not to be used for running personal errands, conducting personal business, or pursuing non-school hobbies and/or interests.**

PowerSchool and PowerTeacher Pro

All teachers/classroom aides will be required to use PowerSchool and PowerTeacher Pro. Attendance will be taken as follows: Elementary – at the beginning of the morning, and right after lunch; and Secondary – at the beginning of every period. Attendance must be taken within the first five minutes of each period / beginning session. Lunch count will also be taken with PowerSchool prior to 9:00 a.m. each morning.

Classroom teachers will be required to synchronize the PowerGrade/Power Teacher Pro application weekly with the main PowerSchool server.

A "comment bank" will be developed for comments on progress reports, report cards, and discipline reports at a later date. You may use the "comment bank" or enter your own free-form comment.

Classroom teachers are not permitted to install PowerGrade/Power Teacher Pro on their home computer.

Certified staff who have trouble/problems with PowerSchool/PowerGrade/Power Teacher Pro, should contact Gerald Brand.

Private Tutoring

Classroom teachers must provide individual assistance to students as a part of their duties. Any certified staff member who engages in private tutoring for pay (compensation of any kind from a source other than the District) is subject to the following rules:

- Certified staff may not arrange to provide private tutoring for any child enrolled in the staff member's class.
- Certified staff are not to provide private tutoring in a school building.
- Certified staff are not to provide private tutoring during duty time.
- Certified staff are prohibited from advertising or promoting the private tutoring services in the school or in the school's communications systems except with the express permission of the Superintendent or designee.

Projection Maps

The school district will only use the Gall-Peters projection map or a similar cylindrical equal-area projection map or the AuthaGraph projection map for display or use in the classroom. Use of the Mercator projection map is prohibited unless:

1. The Mercator projection map is used in conjunction with other projection maps in a teaching exercise to demonstrate that all maps are flawed in some way and different map projections serve different functions and may affect how individuals view the world; or

2. The Mercator projection map is part of any:

    a. book or material obtained prior to July 19, 2024; or geographic information system; or computer program that renders a three-dimensional representation of Earth based primarily on satellite imagery, such as Google Earth or similar software; and

b. a Gall-Peters projection map or similar cylindrical equal-area projection map or an AuthaGraph projection map is displayed in the classroom or shown to students during the lesson in which a Mercator projection map is used.

Pupils' Records

1. Each classroom teacher must keep a set of records in the daily class record book of the class recitations, tests, exams, daily work, notebook, etc. This serves as a justification of the final grade in case of dispute between teacher and pupil, or teacher and parent, and assists in making out the final grades. This book must be turned into the principal at the end of each school year.
2. Report cards will be issued within one week following the end of the quarter unless otherwise announced.
   a) Reports should be conscientiously and accurately made because they are a serious estimate of the degree of success of the pupil.
   b) Each classroom teacher should be adequately prepared to defend all decisions given on the report card.
   c) Each classroom teacher is responsible for distribution of class cards on time.
   d) Classroom teachers must confer with the principal before recording any incomplete, failing, or conditional grades on report cards.

Rights of Certified and Probationary Teachers

Certified and probationary teachers are entitled to the legal and procedural rights outlined in the board policies and state and federal law with regard to the amendment, cancellation, or termination of the teacher's employment contract. For specific questions relating to those procedural or legal rights, please refer to the district's board policies.

School Day

All certified staff must be at school or on duty between the hours of 8:00 a.m. and 4:00 p.m., Monday through Friday. Under special circumstances, certified staff may seek permission from their building principal to vary these duty hours. In addition, certified staff may be assigned responsibilities at other hours by the principal or superintendent for supervising or directing school activities or affairs or for participation in affairs under the direct sponsorship of the school.

Each teacher will be in his or her classroom and ready to teach at 8:00 a.m. each day. Classroom teachers will stand at their doors when class is dismissed and must be outside their classroom doors before each class period. Classroom teachers must be physically present in their classrooms at all times during class periods and conference periods.

Personal work may not be done on school time.

Sponsors

Certified staff members are assigned by the superintendent as class and club sponsors. Sponsors must be present at all meetings and activities of the sponsored group. The procedure for activity accounts and meetings can be found in the student manual. Purchasing of supplies must be approved by the Superintendent.

Student Activities

Staff members who sponsor extracurricular activities such as athletics, class plays, and class activities may leave the school building only after making sure that all students and other individuals have left the building. No student is to be left unattended in the school building at any time.

School-owned clothing or equipment that is checked out to students remains the property of the school. The clothing or equipment is not to be used or worn by the student except for its intended use. Each piece of equipment or clothing is to be returned to the instructor or coach when the season or the use for such clothing or equipment is over. Certified staff will be held responsible for clothing and equipment that is not returned.

Student Aides

Student aides are to be directly supervised by the certified staff member and are not to leave the building or be in the halls or anywhere they are not being supervised. Student aides are not to be used to assist the certified staff member by helping supervise another student, grade tests or class work, calculate student grades, or record grades. Keys are NEVER to be given to students, whether they are student aides or not. A student aide should not be present and assisting a certified staff member without another adult present after the end of regular teacher duty hours.

Student Attendance

Students are expected to arrive at each class, be seated and ready for instruction prior to the beginning of the class day or class period, as appropriate. Student tardiness is the classroom teacher's professional responsibility. Classroom teachers must insist that students be on time.

Each teacher must maintain an accurate record of student attendance each day. Classroom teachers must carefully check and record attendance information at the beginning of each school day and, in upper grades, at the beginning of each period. Students and student assistants are not permitted to check attendance. Excessive absenteeism should be reported to the building principal or guidance counselor.

Students returning from an absence must report to the office prior to going to class. A returning absentee must show each classroom teacher the admittance pass that was issued by the school office. No student should be accepted back into class after an absence without this pass.

A student who departs school during the school day must report to the office and sign out before leaving the building. A student who returns during the school day must sign in at the building office before returning to class.

Student Attire

The responsibility for proper daily grooming and dress is primarily the responsibility of students and parents/guardians. However, certified staff members must insist that students do not remain in school while wearing attire that violates the dress code set forth in the Student Handbook.

Classroom teachers must report students who are not in compliance with the dress code to the building principal. The final decision on what is considered proper grooming and appearance is the responsibility of the building principal.

Student Illness

In the event of student illness or injury, classroom teachers should notify the building principal or superintendent immediately. Staff should never send a pupil home without notifying school officials and checking to see if his/her parents are home.

Student Medication

Student medications should not be dispensed by staff members unless they follow the following procedures.

No staff members other than the school nurse may dispense medications (prescription or over-the-counter) to students at any time. Students may, with written parental or guardian permission, self-administer medications such as aspirin and cough syrup or cough drops.

Staff members are not authorized to dispense prescription medicine without an agreement with a parent or guardian to provide a prescription container for the medicine that includes a pharmaceutical label, the physician's name, a child guard cap and directions for administering the medication.

After receiving the medication, the school employee should lock the medication in a cabinet or place it in an area where access is restricted to school employees only.

Student Searches

Certified staff members may not search students or their belongings. If a staff member suspects that a student is in possession of contraband, he/she should immediately contact a member of the administration and supervise the student until the administrator arrives. Students who are suspected of having an item in violation of school rules may be directed to wait with a staff member.

Substitute Teaching During Planning Period

Certified staff may be required to substitute during their planning period.

If a teacher is asked to utilize their prep period to teach another class or supervise students, they will be compensated in the amount of 1/8 of the sub pay rate per period.

The following information is intended to help clarify this policy:

1. The building administrator must have requested the period supervision.
2. The building administrator will keep a log of those teachers asked to forfeit their prep period.
3. Teachers may wish to periodically check with the administrator to be sure their name is listed for compensation.
4. Building administrators will submit the list of individuals to be reimbursed at the end of each semester.
5. Substitute teachers will be utilized whenever possible.

Teaching Controversial Issues

Teachers may teach or lead discussions about controversial issues if they comply with the following criteria:

- The issues discussed must be relevant to the curriculum and be part of a planned educational program.
- Students must have free access to appropriate materials and information for analysis and evaluation of the issues.
- The teacher must encourage students to consider and discuss a variety of viewpoints.
- The topic and materials used must be within the range, knowledge, maturity, and competence of the students.
- The teacher must inform parents and the building principal before discussing sensitive or controversial issues.
- The teacher must keep detailed, documentary evidence to prove that both sides and/or all facts available were presented.
- Teachers must refrain from advocating partisan causes, sectarian religious views, or selfish propaganda through any classroom or a school device; however, a teacher shall not be prohibited from expressing a personal opinion as long as the student is encouraged to reach his/her own decision independently.

Textbooks

Classroom teachers will issue textbooks to the pupils, keeping a record of the number and condition of the book assigned to each pupil. If the books are new, classroom teachers must make sure the books are stamped and numbered before distribution.

Textbooks are to be stored in the classroom or storeroom. Textbooks are to be checked out to the students with teachers keeping an accurate record of each book by number in the place provided in grade books. Pupils are to pay for lost or damaged books. Student textbooks must be covered with a book cover.

Workbooks do not become the property of the students and in most cases should be retained by the school.

POLICIES AND PROCEDURES REGARDING CLASSIFIED STAFF

At-Will Employment

Classified staff members are employed "at-will." Either you or the school district may terminate your employment at any time, for any reason, with or without cause or notice. This handbook is not a contract, express or implied, guaranteeing employment for any specific duration.

Benefits

The following table represents the benefits that are available to each classified staff group:

Clerical, Custodial, Maintenance, Technology Coordinator (12 Month Employee)

- Social Security
- Nebraska School Retirement
- Flexible Benefit/Spending Account (Section 125 Plan)
- Worker's Compensation
- Sick Leave
- Vacation Leave
- Health Insurance
- Disability Insurance
- Optional: Tax Sheltered Annuities
- 2 Personal Days

Teacher Aides (9 Month Employees)

- Social Secuirty
- Nebraska School Retirement
- Flexible Benefit/Spending Account (Section 125 Plan)
- Worker's Compensation
- Sick Leave
- Personal Days
- Disability Insurance

Bereavement Leave

Classified employees will be granted up to 5 days off from work with pay in the event of the death of your spouse, child, parent, spouse's parent, or sibling; up to 1 day in the event of the death of any family member not listed above. All requests for bereavement leave should be submitted to the Superintendent.

Disability Insurance

The district provides long term disability coverage on eligible employees. This coverage provides a continued salary of 66 2/3% of the employee's current salary if an employee were to become disabled and unable to work.

This deduction is made after taxes so that the employee will not pay taxes if the benefit is needed.

Flexible Benefit Plan (Section 125 Plan)

As provided under Section 125 of the Internal Revenue Code, a Flexible Benefit Plan is a written Fringe Benefit Plan sponsored by an employer allowing employees to voluntarily pay for certain expenses on a pre-tax basis (not taxable for state and federal income tax purposes). The types of allowable expenses are; employee health insurance premiums for the employer sponsored insurance plans, medical expenses not covered by any health insurance plan, dependent/child care expenses while the employee and spouse are at work. More information regarding the Section 125 Plan can be obtained by calling **Take Care by Wageworks, 1-800-950-0105**. See a copy of the enrollment form for the Section 125 K Plan in Appendix J.

Health/Dental Insurance and Early Retirement

All eligible employees will be given the option to elect health/dental insurance at time of initial employment. For full time employees the district will provide Blue Preferred Health Insurance with a $750 deductible for family health and single dental insurance. Any qualified employee hired after August 31, 2009, the District will provide Blue Preferred Health Insurance with a $750 deductible for single health and single dental insurance. **Additional information regarding the insurance is available from the personnel office**.

If an employee, who has been covered by the District's health insurance, retires (or leaves the District's employment) between the ages of 50 and 64, he or she may be eligible to continue coverage under the Blue Cross and Blue Shield Direct Bill Plan. In order to be eligible for the Direct Bill Plan, the employee, spouse and dependents all must have had a minimum of 60 months of continuous coverage under the District's plan at the time the retiree left employment. Coverage through the Direct Bill Program can be carried until age 65.

Early retirees will also receive information regarding continuation of coverage through COBRA. Continuation of health coverage through COBRA is only available for a maximum of 18 months for individuals who have terminated employment. If an early retiree elects COBRA they can't elect the Direct Bill Program after the 18 months of COBRA has ended. As a result, each retiree needs to review both the COBRA and the Direct Bill options to determine which is the most beneficial for their individual situation.

Full time clerical, custodial, and maintenance will receive paid time off on the following holidays: Labor Day, Thanksgiving, Christmas Eve, Christmas Day, New Year's Day, Memorial Day, & the 4th of July.

Holidays falling on a Saturday are normally observed on the preceding Friday. Holidays falling on a Sunday are normally observed on the following Monday.

Classified employees will generally be required to work their regularly scheduled hours the workday preceding and workday following the holiday in order to be eligible to receive holiday pay.

Hours

Work hours vary with the classified staff member's department and position. Meetings will occasionally be scheduled before or after normal working hours.

It is vital that the district's employees arrive at work punctually and consistently. Staff members who are chronically late or excessively absent will be disciplined, up to and including discharge.

Jury/Election Duty

Any employee who is summoned to serve on jury or election board duty, or who is subpoenaed to provide testimony, shall not be subject to discharge from employment, loss of pay, loss of sick leave, loss of vacation time, or any other form of penalty, as a result of his or her absence from work due to such service provided the employee submits a copy of the summons, in advance, to the employee's supervisor
Support staff employees will receive their regular salary. Any payment for jury duty shall be paid to the school district.

If the employee's normal working day is in the day and the employee is dismissed from jury/election duty prior to 12:00 PM, the employee is to report to work and resume duties for the balance of the work day. If jury/election service extends beyond 12:00 PM, the employee is excused from work for the rest of the day.

If the employee's normal working day is during the evening and the employee is dismissed from jury duty/election prior to 12:00 PM, the employee is to report to work at the regularly scheduled time. If jury/election service extends beyond 12:00 PM, the employee should notify their immediate supervisor and is excused from work that evening. ***See Employee Policy 4016*.**

Lunch and Rest breaks

Employees have a lunch break of 30 minutes and are entitled to two 15-minute breaks in an 8 hour day. **Lunch breaks are unpaid.** Rest breaks are paid. Rest break times will be prorated for those employees working fewer than 8 hours per day according to the chart below. Support staff employees may not forego rest breaks to reduce the hours assigned in a work day. With prior approval of the immediate supervisor, employees may forego a lunch break in order to shift work times. (i.e. leaving early for an appointment, taking an extended lunch another day of the week). NOTE: This has to be done with the approval of the immediate supervisor and it has to be completed within a work week as defined above.

Work Day	**Rest Break Total Minutes**
8 hours	30 minutes
7 hours	25 minutes
6 hours	20 minutes
4 hours	15 minutes
less than 4 hours	No Rest Breaks

Overtime and Compensatory Time

All classified staff members must keep an accurate record of all hours worked for the district. The only exceptions are those who have been notified in writing that they are exempt from this time-keeping requirement. Classified staff should not work more than forty hours in a given week without the express permission of their superintendent. Those who accrue more than forty hours in a given workweek will receive overtime or compensatory time, pursuant to board policy.

Personal Leave

All full-time twelve (12) month support staff employees qualify for vacations each school year (September 1 to August 31) as follows:

1. After working less than one (1) year during a given school year - 1 day for every 2 months worked up to a maximum of 5 days in year one.
2. After working one (1) year or longer during a given school year - one (1) work week.
3. After working two (2) full years - two (2) work weeks.
4. After working ten (10) full years – three (3) work weeks.
5. After working twenty (20) full years – four (4) work weeks.

Qualifying staff hired after February 8, 2010 qualify for the following vacation benefit:

1. After working less than one (1) year during a given school year – 1 day for every 2 months worked up to a maximum of 5 days in year one.

2. After working one (1) year or longer during a given school year - one (1) work week or 5 days.
3. After working two (2) full years and for each year thereafter - two (2) work weeks or 10 days.
4. After working ten (10) full years – three (3) work weeks.

Vacation leave for the school year is granted on September 1 of that school year. All vacation leave time must be approved by the immediate supervisor and a Request for Leave Form must be completed at least 24 hours prior to the requested leave period.

Vacation days are non-accumulative unless approved by the superintendent and in no case more than one half of the annual vacation days may be allowed to carry over to the following year. Vacation leave may be taken in one (2) hour increments.

New employees will not be entitled to any vacation leave for the first six months of employment. After the completion of the last day of the sixth month of employment, new employees will be awarded one-half of the total vacation days provided for their job assignment. After the completion of the last day of the ninth month of employment, new employees will receive the remaining days of vacation provided for their job assignment.

All nine (9) month classified employees shall receive four days of personal leave per year. Personal leave is non-accumulative and must have administrative approval.

Reporting When School is Closed

When school is closed due to inclement weather, classified staff should report to work based on their positions:

a) **Secretaries/Clerical staff** should not report to work unless specifically directed to do so by their supervisor or the superintendent.

b) **Paraprofessionals** should not report to work unless teaching staff are asked to report.

c) **Food Service staff** should not report to work.

d) **Bus Drivers** should not report to work**.**

e) **Custodians/Maintenance staff** should report to work.

Retirement

The Nebraska School Employees' Retirement System is a retirement program for all public school employees administered by the State of Nebraska to provide funds for granting retirement benefits. Permanent employees of the Oakland-Craig Public Schools who work at least 20 hours per week on an ongoing, regular basis are required by law to participate in

the Nebraska School Employees Retirement System. New employees must complete a Beneficiary Designation form. See Appendix H for a copy of this form.

The Nebraska School Employees' Retirement System is a cooperative program with all public school employees and the State of Nebraska to provide funds for granting retirement benefits to those who become members of the system and who continue in service (or school employment) for five (5) years or longer. To become familiar with the provisions of the State Retirement program, you should obtain a copy of the latest brochure from the State Retirement Office, **1-800-245-5712 or 1-402-471-2053 or website: www.npers.ne.gov**.

Change of Beneficiary - A form must be completed and notarized to change the employee's beneficiary or beneficiaries. The form is available from the Central Office or from the State Retirement Office. There is a notary available in the Central Office.

Employee Contributions - Employees in the retirement program will have 9.78 percent of their gross salary automatically deducted from each paycheck beginning September 1, 2012, through August 31, 2017, This deduction is a pre-tax deduction, thus you are not paying state or federal income tax on this retirement contribution. The contribution percentage is mandated by law.

If the employee should cease employment prior to retirement, he/she will be eligible for a refund of their account **(only the employee's contribution)**. An application for withdrawal of retirement funds may be obtained by writing to NEBRASKA RETIREMENT SYSTEMS, PO BOX 94816, LINCOLN NE 68509 or at the Retirement system website www.npers.ne.gov.
If the employee should cease employment prior to retirement, he/she may also leave the account on an inactive (but interest earning) basis in order to draw a benefit. Again, contact the State Retirement Office for more details.

Employer Contributions – Oakland-Craig Public Schools is required by law to match the employee's contribution at the rate of 101 percent. Note that the employer contributions are not credited to individual retirement accounts, but provide funds for payment of a portion of the formula annuities at retirement.

Vesting Credit - If the employee was employed with another Nebraska governmental entity prior to being employed with Oakland-Craig Public Schools, he/she has 30 days from the date of employment with Oakland-Craig Public Schools to make application for vesting credit. It is the employee's responsibility to have the application for vesting form properly

completed and filed. Vesting credit is not included in the calculations of benefits, and it is not a buy back. Please contact the State Retirement Office with any questions.

Sick Leave

Classified employees will receive 8 days of sick leave (10 days of sick leave cumulative to 48 days if hired prior to February 8, 2010) per year cumulative to 30 days. If an employee accrues over 30 sick days (48 days if hired prior to February 8, 2010), up to two of the exceeding days may be used as PTO days each school year. A staff member who is too ill to come to work, or who has a qualifying family member who is too ill to be left alone, must notify his or her immediate supervisor at least three hours prior to the time he/she regularly reports to work. Sick leave for the school year is granted on September 1 of that school year. For any employee that starts employment with Oakland-Craig Public Schools after the beginning of the school year, sick leave days will be prorated based on the percent of the total possible work days the employee is scheduled for. Classified employees shall not be paid for accrued unused sick days at the end of the school year or in the event of termination of employment.

Sick leave is available for use during the course of the work year. Employees may use sick leave for the following:

- Illness or accidental injury to the employee and/or family sick leave.

- Family sick leave may be used for an illness or disability relating to the employee's spouse, child, parent or person residing in the employee's home necessitating the employee's presence.

On **the sixth consecutive day** of absence, a written doctor's statement may be required to be on file with the Personnel/Payroll Department verifying illness or injury to the employee or immediate family member of the employee. Follow-up statements may be required following each additional days absence.

Doctor and dental appointments are to be scheduled outside of the normal working hours if at all possible. Time for those appointments that must be made during working hours may be charged against the employee's accumulated sick leave balance.

Social Security

From each paycheck, employees have 6.20% of their gross salary deducted for Social Security and 1.45% for Medicare. The school district must also

match that amount (7.65% of an employee's gross wages) and submit it monthly to the federal government.

Tax Sheltered Annuity (Optional)

Employees may elect to have money deducted from their pay check pre-tax for contributions to a 403(b) tax sheltered annuity. An employee must complete a Tax Sheltered Annuity Contact in order for the Payroll Department to properly process the deduction.

Time Cards

Most support staff employees are required to maintain a time card. The employee should be prompt and accurate when recording time in and out. Intentionally misrepresenting time worked is explicitly forbidden and will be grounds for disciplinary action. Time cards are due to the employee's immediate supervisor within two days of the 25th day of the month.

Worker's Compensation

Worker's Compensation Insurance is provided for all employees. If an employee is injured on the job and medical attention is necessary, the employee should see his/her physician. The employee instructs the physician's office to bill Oakland-Craig Public Schools for the appointment. An "Injured Employee Incident Report" form must be completed by the employee and submitted to the employee's supervisor. The supervisor should submit the completed form to the Central Office within 24 hours of the accident or injury. This form must be completed even if medical attention is not necessary. See Appendix E for a copy of the form to be completed.

STAFF DIRECTORY

Members of the Board of Education:

President	Jon Dockhorn
Vice-President	Aaron Anderson
Members	Marilee Groth
	Brett Johnson
	Dane Johnson
	Diane Pelan-Johnson
	Henry Unwin

Administrative Staff:

Superintendent	Jessica Bland
Secondary Principal	Travis Steinhoff
Elementary Principal	Rebecca Rennerfeldt

Teaching Staff:

Preschool	Erin Peterson
Kindergarten	Tawnya Meyer
	Marla Slaughter
1st Grade	Natalie Guenther
	Kristin Johnson
2nd Grade	Lana Hagedorn
	Ellen Eriksen
3rd Grade	Jade Jacobsen
4th Grade	Jadin Ostrand
	Korri Veskerna
5th Grade	Mya Johnston
	Stefanie Weitzenkamp
6th Grade	Aaron Meyer
Elementary Special	Lauren Krutilek
Education	Stephanie Brudigam
Title I	Chelsey Boden
Physical Education/Health	David Eriksen
	Molly Broekemeier
	Scott Guzinski
Art	Angie Meyer
Media Center	Elyce Peterson
Vocal Music	Harold Scott
Instrumental Music	Nathan Beutler
English Language Arts	Jennifer Anderson
	Blake Johnson

Mathematics	Joe Anderson
	Molly Broekemeier
	Rusty Droescher
Science	Clinton Anderson
	Vanessa Brand
	Molly Broekemeier
Social Sciences	Scott Guzinski
	Lonnie Lierman
	Mike Selk
Business/Information Technology	Cameron Hyde
Agriculture	Kylie Penke
Spanish	Elizabeth Okereke
Industrial Technology	Cale Kai
Secondary Special Education	Wendi Anderson
	Whitney Asche
	Michelle Rayburn
IT Director	Gerald Brand
Activity Director	Mike Selk
School Counselor	Annie Magnusson
JAG Nebraska	Bryan Dunn

Office Staff:

Business Manager	Julie Ehlers
Elementary Secretary	Robin Smith
Secondary Secretary	Amanda Wilson

Support Staff:

Preschool Paraprofessionals	Tammy Schinck
	TBD
Elementary Paraprofessionals	Ali Beckstrom
	Alissa Bousquet
	Alexa Dinville
	Shantelle Jernigan
	Kambree Mockenhaupt
	Teresa Pille
Secondary Paraprofessionals	Jeanette Anderson
	Tami Brands
	Cheri Droescher
	Sarah Gramke
	Christina Hallette
	Peggy Nelson
	Connie Rokusek

Child Nutrition Program:

Food Service Manager	Leslie Greve
Food Service Staff	Carol Lindstrom
	Jeanie Tanksley
	Shannon Thiefoldt

Custodians:

Maintenance/Custodian	Jakob Krutilek
	Scott Krutilek
	Terry Neiburg

Transportation Department:

Transportation Coordinator	Gregg Gahan
Route/Activity Driver	Curt Hineline

Staff Internet and Computer Use

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching and learning skills. The following procedures and guidelines are intended to ensure appropriate use of the Internet at the school by the district's faculty and staff. Staff should also refer to the district's policy on Staff and District Social Media Use.

I. Staff Expectations in Use of the Internet

A. Acceptable Use While on Duty or on School Property

1. Staff shall be restricted to use the Internet to conduct research for instructional purposes.

2. Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents, and patrons.

3. Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.

4. Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

B. Unacceptable Use While on Duty or on School Property

1. Staff shall not access obscene or pornographic material.

2. Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.

3. Staff shall not use school computers or district internet access to use peer-to-peer sharing systems such as BitTorrent, or participate in any activity which interferes

with the staff member's ability to perform their assigned duties.

4. The only political advocacy allowed by staff on school computers or district internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.

5. Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

II. School Affiliated Websites

Staff must obtain the permission of the administration prior to creating or publishing any school-affiliated web page which represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any website which identifies the school district by name or which uses the school's mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated web pages and must only publish content appropriate for the school setting. Staff must also comply with all board policies in their school-affiliated websites and must comply with the board's policy on professional boundaries between staff and students at all times and in all contexts.

Publication of student work or personality-identifiable student information on the Internet may violate the Federal Education Records Privacy Act. Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information on the Internet.

III. Enforcement

A. Methods of Enforcement

The district owns the computer system and monitors e-mail and Internet communications, Internet usage, and patterns of Internet usage. Staff members have no right of privacy in any electronic communications or files, which are stored or accessed on or using school property and these are subject to search and inspection at any time.

1. The district uses a technology protection measure that blocks access to some sites that are not in accordance with the district's policy. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.

2. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measures that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.

3. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

B. **Any violation of school policy and rules may result in that staff member facing:**

1. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;

2. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;

3. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

IV. Off-Duty Personal Use

School employees may use the internet, school computers, and other school technology while not on duty for personal use as long as such use is (1) consistent with other district policies, (2) consistent with the provisions of Title 92, Nebraska Administrative Code, Chapter 27 (Nebraska Department of Education "Rule 27"), and (3) is reported as compensation in accordance with the Internal Revenue Code of 1986, as amended, and taxes, if any, are paid. All of the provisions of Rule 27 will apply to non-certificated staff for the purposes of this policy. In addition, employees may not use the school's internet, computers, or other technology to access obscene or pornographic material, sext, or engage in any illegal activities.

Title IX

As required by Title IX of the Education Amendments of 1972, it is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the district's programs or activities, or in regards to admission or employment. Any person may report sex discrimination, including sexual harassment. This report must be made by any means to the district's Title IX Coordinator whose contact information can be found on the district's website and in the district's student and staff handbooks. Any other inquiries regarding the application of this policy should be referred to the Title IX Coordinator.

EMERGENCY RESPONSE TO LIFE-THREATENING ASTHMA OR SYSTEMIC ALLERGIC REACTIONS (ANAPHYLAXIS)

DEFINITION: Life-threatening asthma consists of an acute episode of worsening airflow obstruction. Immediate action and monitoring are necessary.

A systemic allergic reaction (anaphylaxis) is a severe response resulting in cardiovascular collapse (shock) after the injection of an antigen (e.g. bee or other insect sting), ingestion of a food or medication, or exposure to other allergens, such as animal fur, chemical irritants, pollens or molds, among others. The blood pressure falls, the pulse becomes weak, **AND DEATH CAN OCCUR.** Immediate allergic reactions may require emergency treatment and medications.

LIFE-THREATENING ASTHMA SYMPTOMS: Any of these symptoms may occur:

- Chest tightness
- Wheezing
- Severe shortness of breath
- Retractions (chest or neck "sucked in")
- Cyanosis (lips and nail beds exhibit a grayish or bluish color)
- Change in mental status, such as agitation, anxiety, or lethargy
- A hunched-over position
- Breathlessness causing speech in one-to-two word phrases or complete inability to speak

ANAPHYLACTIC SYMPTOMS OF BODY SYSTEM: Any of the symptoms may occur within seconds. The more immediate the reaction, the more severe the reaction may become. Any of the symptoms present require several hours of monitoring.

- **Skin:** warmth, itching, and/or tingling of underarms/groin, flushing, hives
- **Abdominal:** pain, nausea and vomiting, diarrhea
- **Oral/Respiratory:** sneezing, swelling of face (lips, mouth, tongue, throat), lump or tightness in the throat, hoarseness, difficulty inhaling, shortness of breath, decrease in peak flow meter reading, wheezing reaction
- **Cardiovascular:** headache, low blood pressure (shock), lightheadedness, fainting, loss of consciousness, rapid heart rate, ventricular fibrillation (no pulse)
- **Mental status:** apprehension, anxiety, restlessness, irritability

EMERGENCY PROTOCOL:

1. CALL 911.
2. Summon school nurse if available. If not, summon designated trained, non-medical staff to implement an emergency protocol.

3. Check airway patency, breathing, respiratory rate, and pulse.
4. Administer medications (epinephrine auto injector and nebulized albuterol) per standing order.
5. Determine cause as quickly as possible.
6. Monitor vital signs (pulse, respiration, etc.).
7. Contact parents immediately and prescribing health care practitioner as soon as possible.
8. Any individual treated for symptoms with epinephrine at a school will be transferred to a medical facility.

STANDING ORDERS FOR RESPONSE TO LIFE-THREATENING ASTHMA OR ANAPHYLAXIS:

- Administer epinephrine auto injector junior for any child less than 60 pounds or adult epinephrine auto injector for any individual over 60 pounds into the muscle towards the front and outer side of the thigh.
- Follow with nebulized albuterol while awaiting EMS.
- If symptoms persist, repeat epinephrine auto injector followed by nebulized albuterol every fifteen minutes while awaiting EMS arrival.
- Administer CPR, if indicated.

OAKLAND-CRAIG PUBLIC SCHOOLS | 2026-2027 CALENDAR

JULY 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

17-21 Burt County Fair

Return to School

2:30 Dismissal

No School

Teacher Work Day

P/T Conferences

AUGUST 2026						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10 Start of Fall Practice
06 New Teacher Inservice
10-12 In-service for All Teachers
11 Open House
13 Student First Day (1/2 Day)

August Teacher Days: 16
Student Days: 13

SEPTEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

07 No School - Labor Day

September Teacher Days: 21
Student Days: 21

OCTOBER 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

02 Teacher Inservice
09 End of 1st Q. 44 T/40 S days
12-13 State Girls Golf
***19, *22** P/T Conf. (K-6 4:00-7:00)
(7-12 5:30-8:30)
23 No School: Teacher Compensation Day
23 State Cross-Country
October Teacher Days: 22
Student Days: 20

NOVEMBER 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

5-6 State Volleyball
10 Veterans Day Program
16 Start of Winter Practice
25 2:30 Dismissal
26-27 Thanksgiving Vacation
30 Teacher Inservice

November Teacher Days: 19
Student Days: 18

DECEMBER 2026						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10 State Play Production
18 *End of 2nd Q. 48 T/46 S
23-27 5-Day Moratorium

December Teacher Days: 14
Student Days: 14
1st Semester Teacher Days: 92
Student Days: 86

JANUARY 2027						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 No School
4 Teacher Inservice
5 Students Return to School

January Teacher Days: 20
Student Days: 19

FEBRUARY 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

8, 11 P/T Conf. (K-6 4:00-7:00)
(7-12 5:30-8:30)
12 No School: Teacher Compensation Day
18-20 State Wrestling
19 Teacher Inservice

February Teacher Days: 20
Student Days: 18

MARCH 2027						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 Start of Spring Practice
3-6 State GBB
5 End of 3rd Quarter 45 T/42 S
10-13 State BBB
18-19 No School
24-26 State Speech
26-29 No School Spring Break
March Teacher Days: 19
Student Days: 19

APRIL 2027						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

16 No School

April Teacher Days: 21
Student Days: 21

MAY 2027						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

08 Graduation
18 Last Day Pk-12
18 End of 4th Quarter 48 T 47 S
19 Teacher Inservice
21-22 State Track
May Teacher Days: 13
Student Days: 12
2nd Semester Teacher Days 93
Student Days 89

JUNE 2027						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Total 26-27: Teacher Days 185
Student Days 175

Certified Staff Evaluation Form

Planning and Preparation

The teacher plans using district and state content standards, district-supported curriculum, instructional materials and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.

a. Standards Alignment

Ineffective	Developing	Effective	Highly Effective
Does not prioritize district and state standards or appropriate pacing of the curriculum when planning, resulting in barriers to vertical alignment and appropriate pacing of curriculum	Recognizes the importance of district and state standards, engages in purposeful collaboration, and seeks necessary resources to build on experiences to ensure vertical alignment and appropriate pacing of curriculum Linked Evidence Identify a learning target aligned to standards Align curriculum to content standards Text and lesson complexity aligns to rigor of state standards; Activities directly tie to learning target, Identify critical content	Through collaboration with colleagues, prioritizes district and state content standards to ensure vertical alignment and appropriate pacing of curriculum Linked Evidence Frequent formative assessments utilized and aligned to standards Planning for differentiation; Traditional and digital resources are appropriately aligned to grade level standards Frequent reference to learning target, Provide proficiency scale for learning target	Leads efforts to develop, test, model, or promote processes to evaluate, select, and implement evidence-based curriculum and collaborates with colleagues to strengthen the vertical alignment and pacing of the curriculum

Evidence for level placement.

No Evidence that is not linked to an indicator.

b. Lessons

Ineffective	Developing	Effective	Highly Effective
Does not plan lessons that align with the locally determined curriculum or access high quality instructional materials, resulting in barriers to setting and maintaining high expectations for student growth, development, and achievement	Recognizes the importance of setting and maintaining high expectations for student achievement, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in developing lessons that align with the high quality, locally determined curriculum and instructional materials Linked Evidence Student work/assignments focus on critical content	Utilizes high quality instructional materials within a locally determined curriculum to implement coherent units, lessons, and activities that reflect high expectations and enable each student to achieve district and state content standards, learning goals, and instructional objectives Linked Evidence Incorporate story telling or dramatic instruction	Uses the locally determined curriculum and high quality instructional materials to create lessons that enable students to set high expectations for themselves and monitor their own achievement toward national, state, and local standards, learning goals, and instructional objectives Linked Evidence Use of community resources (i.e. outside speakers, field trips, partnership with local business, etc.) Use of multicultural resources Planned activities require student collaboration, reasoning, or modeling

Evidence for level placement.

No Evidence that is not linked to an indicator.

c. Instructional Materials

Ineffective	Developing	Effective	Highly Effective
Does not implement district-supported high quality instructional materials, resulting in barriers to ensuring learning experiences are challenging and engaging	Recognizes the importance of implementing district-supported high quality instructional materials, engages in purposeful collaboration, and seeks necessary resources to access appropriate supports to ensure learning experiences are challenging and engaging Linked Evidence Plans incorporate nonfiction text Plans identify how available technology will be used Plans integrate a variety of text types Homework is purposeful and directly tied to learning targets	Supplements locally determined curriculum and district-supported high quality instructional materials by evaluating and selecting resources to support specific student needs, while maintaining challenging, yet engaging learning experiences Linked Evidence Identify how to utilize human resources (co-teacher, paraprofessional tutor, etc.) Planned resources are specific to culture of students	Leads efforts to develop, test, model, or promote processes to evaluate and select high quality curriculum and instructional materials, connected to challenging and engaging classroom learning experiences that align with the school's vision, mission, and goals

Evidence for level placement.

No Evidence that is not linked to an indicator.

d. Integration of Experiences

Ineffective	Developing	Effective	Highly Effective
Does not recognize the importance of using each student's abilities, cultural norms, and personal, family, and community experiences when planning for instruction, resulting in barriers to differentiated, relevant, and rigorous instruction	Recognizes the importance of using each student's abilities, cultural norms, and personal, family, and community experiences when planning for instruction, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in differentiating instruction Linked Evidence Utilize peers as resources	Uses all students' abilities, cultural norms, and personal, family, and community experiences to prepare for differentiated, relevant, and rigorous instruction	Leads efforts to promote an understanding within the educational community that student growth and achievement are connected to differentiated instruction, base on students' abilities, cultural norms, and personal, family, and community experiences

Evidence for level placement.
No Evidence that is not linked to an indicator.

e. Learning Communities

Ineffective	Developing	Effective	Highly Effective
Does not recognize how data-centered collaboration with peers and professional learning informs planning and preparation, resulting in barriers to utilizing strategies that improve instruction and learning	Recognizes the knowledge to be gained from data-centered collaboration with peers and professional learning, and utilizes those connections for support in establishing student expectations Linked Evidence Staff member attends PLC and collaborative sessions	Engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning Linked Evidence Collaborative planning (PLC notes, emails, shared units, etc.) Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing	Leads efforts to develop, test, model, or promote school-wide processes to strengthen data-centered peer collaboration and professional learning that aligns with the school's vision, mission, and goals

Evidence for level placement.
No Evidence that is not linked to an indicator.

f. Culturally Responsive Data Use

Ineffective	Developing	Effective	Highly Effective
Does not utilize data during planning and preparation, resulting in barriers to culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs	Recognizes the importance of utilizing relevant data to tailor learning experiences, engages in purposeful collaboration, and seeks necessary resources for support in addressing students' academic, physical, social-emotional, and mental health needs Linked Evidence Incorporate culturally relevant examples into content	Uses multiple sources of relevant data to tailor culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs, with specific attention toward equitable opportunities and outcomes for all student groups	Leads efforts to develop, test, model, or promote equitable opportunities and outcomes for all student groups and promotes understanding of how data can be used to address students' academic, physical, social-emotional, and mental health needs

Evidence for level placement.
No Evidence that is not linked to an indicator.

The Learning Environment

The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social-emotional development, and academic growth and achievement.

a. Student Relationships

Ineffective	Developing	Effective	Highly Effective
Engages in relationships with students that result in barriers to a learning environment built on trust, mutual respect, and support	Recognizes the importance of building relationships with students that foster trust, mutual respect, and support, engages in purposeful collaboration, and seeks necessary access to high quality resources to improve interactions with students Linked Evidence Compliment students regarding academic and personal accomplishments	Builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support Linked Evidence Students change behavior when the teacher demonstrates understanding of their interest and diverse backgrounds Students demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher	Leads efforts to develop, test, model, or promote inclusive learning environments that anticipate challenges and respond to each student's unique experiences, enhancing relationships of trust, mutual respect, and support

Evidence for level placement.
No Evidence that is not linked to an indicator.

b. Student Experiences

Ineffective	Developing	Effective	Highly Effective
Is not responsive to students' diverse personal experiences, resulting in barriers to academic success	Recognizes the importance of student academic growth and achievement, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in responding to each student's diverse personal experiences Linked Evidence Discuss with students about topics in which are interested Engage in conversations with students about events in their lives outside of schools	Promotes recognition of each student's diverse personal experiences and builds upon those experiences to increase academic success Linked Evidence Students are given opportunities to share their experiences	Increases student academic growth, development, and achievement by facilitating a classroom climate of trust, critical reflection, and inclusivity, where students value each others' diverse personal experiences

Evidence for level placement.
No Evidence that is not linked to an indicator.

c. Collaborative Learning Environment

Ineffective	Developing	Effective	Highly Effective
Does not utilize collaborative classroom practices, resulting in barriers to meeting the academic, social-emotional, linguistic, physical strengths and needs of students	Recognizes the importance of meeting students' academic, social-emotional, linguistic, and physical strengths and needs, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in using collaborative classroom practices Linked Evidence Group students to ensure equity	Creates and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, linguistic, and physical strengths and needs Linked Evidence Students interact responsibly and respectfully even when critiquing the work/thoughts of others (conflict resolution, etc. Organize students in a variety of ways (i.e. Homogeneous grouping - similar ability; Heterogeneous grouping - mixed-ability)	Prioritizes positive relationships, inclusivity, and social-emotional development by analyzing student academic, social-emotional, and linguistic data, individually and with colleagues, to ensure responsiveness to each student's diverse strengths and needs

Evidence for level placement.
No Evidence that is not linked to an indicator.

d. Routines, Procedures, and Conduct

Ineffective	Developing	Effective	Highly Effective
Does not establish clear and consistent routines, procedures, and standards of conduct, resulting in barriers to meaningful learning that impacts student growth, development, and achievement	Recognizes the importance of establishing and communicating effective routines, procedures, and clear standards of conduct, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in being responsive to student needs Linked Evidence Establishes and communicates routines and guidelines for grouping and student interaction;	Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct to create a safe, efficient, and effective learning environment for all students Linked Evidence Actively teach student methods of self-regulation Proactively address inflammatory situations Linked Evidence Regularly demonstrate "with-it-ness" behaviors	Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct and involves students to engage parents and the educational community in a sustained collaborative communication process

Evidence for level placement.
No Evidence that is not linked to an indicator.

e. Student Ownership

Ineffective	Developing	Effective	Highly Effective
Does not create an environment of student ownership, resulting in barriers to setting and maintaining high expectations for student learning behaviors and academic progress	Recognizes the importance of setting and maintaining high expectations for students, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in cultivating an environment where students reflect on and take ownership of their own learning behaviors Linked Evidence Celebrate individual and group achievements when data indicate gains in achieving learning targets	Maintains a learning environment that encourages students to reflect on and take ownership of their own learning behaviors and academic progress Linked Evidence Students track and update individual progress toward the learning target (chart, graph, data notebook, etc.)	Leads efforts to develop, test, model, or promote learning environments in which students expect to be engaged in relevant content, to be reflective, and to take ownership of their own learning behaviors and academic progress Linked Evidence Implement a systematic and continuous process to provide feedback

Evidence for level placement.
No Evidence that is not linked to an indicator.

Instructional Strategies

The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.

a. Evidenced-Based Strategies

Ineffective	Developing	Effective	Highly Effective
Does not implement evidence-based, district-supported instructional strategies, resulting in barriers to meaningful learning that impacts student growth, development, and achievement	Recognizes the importance of using a range of evidence-based strategies, engages in purposeful collaboration, and seeks necessary access to high quality resources to ensure that each student meets district and state standards, learning goals, and instructional objectives Linked Evidence Review content (i.e. bellringers, homework review, questioning sequences, response methods, etc.) Incorporate activities to examine similarities and differences (i.e. comparison, classifying, analogy, metaphor, culturally relevant) Notice and react when students are not engaged Modeling	Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning goals, and instructional objectives Linked Evidence Incorporates strategies to help students process new content (i.e. chunking, highlight relevant vocabulary, explicit questioning, group collaboration, etc.) Student artifacts and/or response to questioning indicate deeper understanding of content Engage class or small groups in an examination of how deeper understanding changed perceptions Using physical movement Maintaining a Lively Pace Interaction Sequence Using Academic Games	Leads efforts to develop, test, model, or promote processes that foster an understanding within the educational community that student academic growth and achievement are connected to the use of evidence-based strategies Linked Evidence Linked Evidence or response to questions show a revision of previous perceptions and evidence to defend the change is included

Evidence for level placement.
No Evidence that is not linked to an indicator.

b. Resources

Ineffective	Developing	Effective	Highly Effective
Does not use evidence-based, district-supported resources or multimodal tools, resulting in barriers to rous learning experiences that impact student elopment, and achievement	Recognizes the importance of using evidence-based, district-supported resources and multimodal instructional strategies, engages in purposeful collaboration, and seeks necessary access to high quality resources to create engaging learning experiences that challenge each student Linked Evidence Traditional resources, (textbooks, manipulatives, primary source materials), are aligned to grade level standards	Uses a variety of evidence-based, district-supported resources and multimodal instructional tools to engage students in rigorous learning experiences Linked Evidence Incorporates technology to enhance learning (rather than just a tool) Plans identify how technology will be used	Leads efforts to develop, test, model, or promote processes that foster an understanding within the educational community that student engagement is connected to the use of evidence-based, district-supported resources and multimodal instructional tools Linked Evidence Use of community resources to enhance learning objectives, (i.e. outside speakers, field trips, partnership with local business, etc.) Use of multicultural resources

Evidence

Evidence for level placement.

No Evidence that is not linked to an indicator.

c. Cultural Responsiveness

Ineffective	Developing	Effective	Highly Effective
Does not provide instruction that is responsive to each student's abilities, cultural norms, and personal, family, and community experiences, resulting in barriers to implementation of evidence-based, district-supported instructional strategies	Recognizes the importance of responding to each student's abilities, cultural norms, and personal, family, and community experiences, engages in purposeful collaboration, and seeks necessary access to high quality resources to identify, implement, and evaluate evidence-based, district-supported instructional strategies Linked Evidence Use cultural resources to facilitate students in making connections from previous understanding to new content	Identifies, implements, and evaluates evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences Linked Evidence Students interact respectfully when examining cultural differences Highlight the important cultural influences from literature, etc.	Leads efforts to develop, test, model, or promote evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences

Evidence for level placement.

No Evidence that is not linked to an indicator.

d. Differentiation

Ineffective	Developing	Effective	Highly Effective
Does not use observation or assessment data to differentiate instruction, resulting in barriers to a learning environment that is responsive to each student's strengths and needs	Recognizes the importance of differentiating instruction, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the use of observation and assessment data to respond to each student's strengths and needs Linked Evidence Utilize assessments to determine groups as well as student needs	Reflects on classroom observations and assessment data and differentiates instruction by adjusting the pace of instruction, focus of instruction, and method of delivery to address each student's strengths and needs Linked Evidence Organize students in a variety of ways (i.e. Homogeneous grouping - similar ability; Heterogeneous grouping - mixed-ability) Provide more intensive intervention for students who continue to struggle (i.e. increase instructional time, decrease group size, improve quality or specificity of instruction, etc.) Incorporate a variety of levels of questions Ask complex questions of each student	Leads efforts to develop, test, model, or promote strategies that foster an understanding within the educational community that the analysis of classroom observations and assessment data impacts the pace and focus of instruction and method of delivery to address each student's strengths and needs

Evidence for level placement.

No Evidence that is not linked to an indicator.

e. Meaningful Learning

Ineffective	Developing	Effective	Highly Effective
Does not provide opportunities for student problem-solving, critical and creative thinking, purposeful discourse and inquiry, resulting in barriers to meaningful learning that impacts student growth, development, and achievement	Recognizes that locally determined curriculum and district-supported high quality instructional materials must connect to meaningful learning, engages in purposeful collaboration, and seeks necessary access to resources to support student problem-solving, critical and creative thinking, and purposeful discourse and inquiry Linked Evidence Provide prompt(s) for students to experiment with their own thinking	Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high quality instructional materials Linked Evidence Connect new content to student experiences and the world today	Leads efforts to mentor colleagues in high quality, evidence-based instructional strategies that support the construction of new and meaningful learning that aligns and connects to the locally determined curriculum and district-supported high quality instructional materials Linked Evidence Engage students with a learning activity that requires them to generate conclusions, identify errors, or support theories

Evidence for level placement.

No Evidence that is not linked to an indicator.

f. Cultural Competence

Ineffective	Developing	Effective	Highly Effective
Does not demonstrate cultural responsiveness, resulting in barriers to implementation of strategies that confront and eliminate institutional bias and student marginalization	Recognizes the importance of cultural responsiveness, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the use of evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization Linked Evidence Ask questions of each student at the same rate and frequency	Models cultural competence and responsiveness by implementing and sustaining evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization Linked Evidence Chart questioning patterns to ensure each student is asked questions with the same frequency	Leads efforts to develop, test, or promote processes that foster an understanding within the educational community of cultural competence and responsiveness and models the implementation of evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization

Evidence for level placement.
No Evidence that is not linked to an indicator.

Assessment

The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.

a. Balanced Assessment

Ineffective	Developing	Effective	Highly Effective
Does not utilize formative, interim, and summative assessment data to adjust instruction, resulting in barriers to informed instruction that impacts student growth, development, and achievement	Recognizes the importance of utilizing formative, interim, and summative assessments, engages in purposeful collaboration, and seeks necessary access to high quality resources to ensure that the assessment is aligned with district and state standards, learning goals, and instructional objectives	Utilizes formative, interim, and summative assessments that align to district and state content standards, learning goals, and instructional objectives. Linked Evidence Artifacts demonstrate that the teacher utlizes formative, interim, and summative assessments that align to state	Leads efforts to develop, test, model, or promote the use of a balanced assessment system aligned and connected to district and state standards, learning goals, and instructional objectives to measure student progress Linked Evidence Artifacts demonstrate that the teacher serves as a

b. Bias and Marginalization

Linked Evidence	Developing	Effective	Highly Effective
Does not use a variety of district-supported, classroom-based assessments, resulting in barriers to an unbiased learning environment	Recognizes the importance of allowing students the opportunity to demonstrate understanding, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the implementation of district- supported, classroom-based assessments that confront and eliminate institutional bias and student marginalization	Uses a variety of district- supported, classroom-based assessments that confront and eliminate institutional bias and student marginalization, meet all students' developmental needs, and ensure each student has the opportunity to demonstrate understanding Linked Evidence Use formative and summative assessment tools that reflect awareness of cultural differences and biases Examine individual biases	Leads efforts to develop, test, model, or promote reflection on how assessment practices and assessment bias impact institutional bias and student marginalization

Evidence for level placement.
No Evidence that is not linked to an indicator.

c. Data Use

Ineffective	Developing	Effective	Highly Effective
Does not use assessment data to monitor student growth and achievement, resulting in barriers to meeting each student's strengths and needs over time	Recognizes the importance of responding to students' strengths and needs, engages in purposeful collaboration, and seeks necessary access to support the use of assessment data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student Linked Evidence Artifacts demonstrate that multiple sets of data to reflect on standards-based student learning objectives	Uses formative, interim, and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student Linked Evidence Artifacts demonstrate that the teacher collaboratively utilizes multiple sets of data to reflect and plan for growth on standards-based learning objectives	Analyzes formative, interim, and summative data, individually and with colleagues, to ensure responsiveness to each student's strengths and needs and to monitor school-wide growth and achievement over time Linked Evidence Artifacts demonstrate that teacher helps others in the use of multiple data sets for reflection and planning

Evidence for level placement.
No Evidence that is not linked to an indicator.

d. Data Analysis

Ineffective	Developing	Effective	Highly Effective
Does not analyze assessment data, resulting in barriers to instruction that aligns with each student's strengths and needs	Recognizes the importance of analyzing assessment data individually and collaboratively, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the alignment of instruction to each student's strengths and needs Linked Evidence Utilizes formative, interim, and summative assessment data to ensure the alignment of instruction	Analyzes formative, interim, and summative assessment data, individually and with colleagues, to ensure alignment to instruction Linked Evidence Utilizes collaborative planning time to regularly review formative, interim, and summative assessment data	Leads efforts to develop, test, model, or promote processes that integrate formative, interim, and summative assessment data and ensure school-wide instructional alignment Linked Evidence Assist others with the implementation of the review of assessment data

Evidence for level placement.
No Evidence that is not linked to an indicator.

e. Student Feedback

Ineffective	Developing	Effective	Highly Effective
Does not provide student feedback, resulting in barriers to providing opportunities for students to reflect on their progress toward learning goals	Recognizes the importance of enabling students to assess, monitor and reflect on their progress toward learning goals, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in providing students with constructive, specific, and frequent feedback	Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their own progress toward learning goals Linked Evidence Students are given opportunities to describe their status relative to learning targets using the proficiency scale Monitor student progress, analyze patterns of error, and provide constructive feedback	Identifies opportunities when student voice will enhance learning and encourages students to choose how to assess their own progress toward learning goals Linked Evidence Facilitate growth-minded individual conferences to track progress using data Use formative measures to chart individual and/or class progress towards learning targets using a performance scale

Evidence for level placement.
No Evidence that is not linked to an indicator.

f. Communicating Student Progress

Ineffective	Developing	Effective	Highly Effective
Does not accurately document or communicate student progress, resulting in barriers to stakeholder engagement	Recognizes the importance of clear performance expectations, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in documenting and communicating assessment data to students, parents, teachers, administrators, and other relevant stakeholders as appropriate about student progress over time	Accurately documents and clearly communicates assessment data about student progress over time to relevant stakeholders Linked Evidence Students track and update individual progress toward the learning target (chart, graph, data notebook, etc.)	Provides substantive, specific information about student progress over time in order to enhance students', parents', teachers', administrators', and other relevant stakeholders' understanding of student learning

Evidence for level placement.
No Evidence that is not linked to an indicator.

Professionalism

The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.

a. Policies, Procedures, & Regulations

Ineffective	Developing	Effective	Highly Effective
Does not adhere to school policies, procedures, and regulations and engages in unethical behavior as established by the standards of the district	Does not adhere to school policies, procedures, and regulations and engages in unethical behavior as established by the standards of the district	Adheres to school policies, procedures, and regulations and models ethical behavior and integrity in accordance with the established standards of the district Linked Evidence Performs assigned duties; attempts to fill responsibilites and meet deadlines demonstrates personal integrity and ethics Fills responsibilities and meets deadlines a majority of the time uses social media appropriately advocates for equality of each student	Leads efforts to develop, test, model, or promote processes to access and interpret school policies and procedures, and advocates for changes in policy as needed Linked Evidence Mentors others in the performance of assigned duties; serves as a district leader in using social media appropriatey assists and models how to appropriately advocate for the equality of each student

Evidence for level placement.
No Evidence that is not linked to an indicator.

b. Relationships

Ineffective	Developing	Effective	Highly Effective
Does not develop productive and appropriate relationships with students, colleagues, administrators, families, and the larger community, resulting in barriers to supporting each student's academic success and well-being	Recognizes the importance of the development of relationships with students, colleagues, administrators, families, and the larger community, engages in purposeful collaboration, and seeks necessary access to high quality resources for support with the utilization of those relationships to enhance each student's academic success and well-being Linked Evidence Accepts mentorship from school personnel in order to develop highly effective practices Attends district activities Communicates with families Uses Thrillshare or district-approved methods to share information with stakeholders via media, (Remind, Seesaw, etc.)	Develops and sustains productive and appropriate relationships through communication with students, colleagues, administrators, families and the larger community in an effort to support and enhance each student's academic success and well-being Linked Evidence Seeks mentorship from subject area experts or highly effective teachers Participates in school and community activities that support students and families Uses multiple modalities to communicate with students and families as appropriate;	Seeks feedback from students, colleagues, administrators, families, and the larger community to develop and sustain productive and appropriate relationships with a focus on supporting and enhancing each student's academic success and well-being Linked Evidence Mentors teachers in the profession in highly effectiv

Evidence for level placement.
No Evidence that is not linked to an indicator.

c. Professional Growth

Ineffective	Developing	Effective	Highly Effective
Does not participate in individual or collaborative opportunities for professional growth or leadership development, resulting in barriers to developing an understanding of the changing needs of students	Recognizes the importance of individual and collaborative learning, engages in purposeful collaboration, and seeks necessary access to high quality resources to support professional growth and leadership development Linked Evidence Identifies areas of strength and areas for growth and creates professional growth plan accordingly	Actively pursues opportunities for professional growth and leadership development both as an individual and as a member of a learning community Linked Evidence Utilize data to determine areas of strength and areas for growth to create, monitor, and evaluate professional growth plan Actively participates in the PLC process with an open and growth mindset	Leads efforts to develop, test, model, or promote processes that support personal and professional growth and leadership development in members of the learning community Linked Evidence Documents specific instances of mentoring other teachers

Evidence for level placement.

No Evidence that is not linked to an indicator.

d. Expectations

Ineffective	Developing	Effective	Highly Effective
Does not reflect on professional practice or hold high expectations for self, resulting in barriers to quality instruction that impact student growth, development, and achievement	Recognizes the importance of maintaining high expectations of self in lesson preparedness, engages in purposeful collaboration, and seeks necessary access to high quality resources to support reflection of professional practice to improve student learning Linked Evidence Participates in district-provided professional development opportunities	Reflects on professional practices to support and improve student learning and maintains high expectations for self in lesson preparedness Linked Evidence Participates in district-provided and personal professional development opportunities, (ex: webinars, courses, book studies) Demonstrates a growth mindset and/or seeks feedback	Leads efforts to develop, test, model, or promote processes for reflection of professional practice and high expectations for lesson preparedness Linked Evidence Implements a deliberate practice or professional growth plan

Evidence for level placement.

No Evidence that is not linked to an indicator.

e. Mission, Vision, & Continuous Improvement

Ineffective	Developing	Effective	Highly Effective
Does not support the shared mission, vision, and goals of the school, resulting in barriers to the continuous improvement of the school and professional community	Recognizes the importance of the school's shared mission, vision, and continuous improvement, engages in purposeful collaboration, and seeks necessary access to high quality resources to contribute to the school and professional community Linked Evidence Participates in school and district initiated improvement opportunities	Advocates for and contributes to the shared mission, vision, and continuous improvement of the school and professional community Linked Evidence Work to achieve school and district improvement goals	Leads efforts to develop, test, model, or promote processes to advocate for and contribute to the shared mission, vision, and continuous improvement of the school and professional community Linked Evidence Leads or assists others in the implementation of school and district goals

Evidence for level placement.

No Evidence that is not linked to an indicator.

f. Shared Responsibility

Ineffective	Developing	Effective	Highly Effective
Does not collaborate with students, families, colleagues, and the larger community, resulting in barriers to culturally responsive interactions that impact student growth, development, and achievement	Recognizes the importance of a shared responsibility for the growth of student learning, development, achievement through culturally responsive interactions, engages in purposeful collaboration, and seeks necessary access to high quality resources to support collaboration with students, families, colleagues, and the larger community Linked Evidence Accepts responsibility for the growth or lack theirof of student learning, development, and achievement	Collaborates to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement Linked Evidence Seeks mentors and/or mentors others based on areas of need or interest Serves on school committees	Leads efforts to develop, test, model, or promote processes to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement Linked Evidence Serves on school and district-level committees

Evidence for level placement.

No Evidence that is not linked to an indicator.

g. Rights and Confidentiality

Ineffective	Developing	Effective	Highly Effective
Does not communicate with or protect the confidentiality of students, families, colleagues, and the larger community, resulting in a possible violation of a person's established rights	Recognizes the importance of communication, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the protection of the established rights and confidentiality of students, families, colleagues, and the larger community	Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community	Advocates for the established rights of students, families, colleagues, and the larger community and maintains communication of confidentiality of all parties

Evidence for level placement.

No Evidence that is not linked to an indicator.

Classified Evaluation Form

CLASSIFIED EMPLOYEE REVIEW FORM

NAME: POSITION: LENGTH OF SERVICE:

PERFORMANCE ELEMENTS	COMMENTS	RATING
JOB KNOWLEDGE: Knowledge necessary to perform the various duties associated with the job: knowledge of related systems and procedures.		
QUALITY OF WORK: Accuracy, care and neatness in performing the various duties required by the job. Recognizing problems and catching errors. Completeness and thoroughness with which assignments, instructions and duties are carried out.		
PRODUCTIVITY: Carrying his/her share of the work load. Work pace. Amount of work turned out.		
WORKING RELATIONS: Working effectively and cooperatively with others (co-workers and supervisors) in all areas. Getting along (pleasantness, friendliness) with others. Acceptance of guidance and correction.		
RESPONSE TO WORK DEMANDS: Willingness to switch assignments, take on additional responsibility, perform more difficult or less desirable tasks when necessary. Doing what needs to be done without being told. Taking the initiative to find other work when normal work pressures decrease. Pitching in to help co-workers.		
ADHERENCE TO SCHOOL POLICY: Lunches, breaks, personal phone calls, attendance, tardiness, recording hours, etc. (Rate "yes" or "no". If "no," explain in comments section.)		

PERFORMANCE RATING SCALE

1	2	3	4	5
MARGINAL	FAIR	COMPETENT	SUPERIOR	DISTINGUISHED
Performances generally less than satisfactory. Falls below what is required on most aspects of the element. Improvement is necessary to meet job requirements.	Performance generally satisfactory but sometimes falls below an acceptable level. (Below on some, but not most) aspects of the element. Some improvement necessary to meet job requirements.	Performance consistently good. Meets requirements of job on all aspects of the element. No performance problems or cause for concern. Though not required, some improvement may be desirable.	Performance is consistently outstanding. Exceeds requirements of job on most, but not all, aspects of the element. At a performance level where only slight refinement of skills is possible.	Performance is consistently distinguished. Far exceeds requirements of job on almost all aspects of the element. Virtually no room for improvement.

-OVER-

ADDITIONAL SUPERVISOR COMMENTS:

EMPLOYEE COMMENTS:

INTERVIEW SUMMARY:

Employee Signature

Supervisor Signature

Date

ACKNOWLEDGMENT OF RECEIPT

I acknowledge that I have received a copy of the Oakland-Craig Public School District Staff Handbook which includes the district's drug-free workplace policy statement. I understand that, as a condition of my employment, I am required to read and abide by the provisions of the handbook and by all board policies governing my employment. Further, if I have any questions about any provision of this handbook or any board policy, I should confer with my supervisor or building principal.

_____ _____

Signature Date

OAKLAND-CRAIG PUBLIC SCHOOL

STUDENT HANDBOOK

2026-2027 Edition

OAKLAND-CRAIG ELEMENTARY
400 N BREWSTER ST.
OAKLAND, NE 68045
(402) 685-5631

OAKLAND-CRAIG JR./SR. HIGH
309 N DAVIS ST
OAKLAND, NE 68045
(402) 685-5661

Table of Contents

Welcome
Intent of Handbook
Notice of Nondiscrimination
Mission Statement/Belief Statements
Section 1 – Basic School Rules and General Practices
Attendance
Band
Bicycles
Bills
Books and Supplies
Breastfeeding and Lactation
Bulletin Boards
Bullying
Cafeteria Rules
Open Campus Lunch Procedures
Candy and Gum
Cell Phones and Other Electronic Devices
Cheating, Plagiarism, and Academic Dishonesty
Child Abuse and Neglect
Class Dismissal
Classroom Behavior
Coats and Boots
Communicable Diseases
Communicating with Parents
Complaint Procedure
Computer Network Use by Students
Conferences
Copyright and Fair Use
Damage to School Property
Dating Violence
Discrimination and Harassment
Dress Code
Driving and Parking Personal Vehicles
Drug Free Schools
Emergency Contact Information
Evacuations
Eye Exams
Food Service Program
Section 1 – Basic School Rules and General Practices (Cont.)
Field Trips
First-Aid

Head Lice
Health Problems Limiting Activities
Homebound Instruction
Homeless Children and Youth
Illness or Injury at School
Immunizations
Initiations and Hazing
Lockers and Other School Property
Lost and Found
Medications
Media Center
Memorials
Opting Out of Assessments
Parental Involvement
Parties
Personal Items
Physical Education
Physical Exam
Pictures
Playground Rules
Police Questioning and Apprehension
Protection of Student Rights
Public Displays of Affection
Reasonable Suspicion Testing
Rights of Custodial and Non-Custodial Parents
Secret Organizations
School Day
Self-Management of Diabetes or Asthma/Anaphylaxis
Smoking and Tobacco
Sniffer (Drug) Dogs
Standardized Testing
Student Assistance
Student Fee Policy
Student Illness
Student Government
Student Records
Student Schedule Changes
Tardiness
Telephone Calls
Section 1 – Basic School Rules and General Practices
Threat Assessment and Response
Transportation Services

Video Surveillance and Photographs
Weather-Related School Closing
Withdrawal From School
Work Permits
Section 2 – Academic Information
Academic Lettering
Class Rank
Credit for Non-Academic Work
Correspondence and Online Courses
Grades
Test Retake Policy
Retaking a Class to Raise a Grade
Graduation Awards
Graduation Requirements
Homework
Tutorials
Honor Roll
Mid-Term Graduation
Report Cards
Section 3 – Student Discipline
General Discipline Philosophy
Forms of School Discipline
Grounds for Long-Term Suspension, Expulsion, or Mandatory Reassignment
Due Process
Section 4 – Title IX Policy
Section 5 – Health and Wellness Policy
Staff Directory
School Calendar
Section 6 - Forms
Receipt of Handbook
General Information
Emergency Information
Administration of Non-Prescription Drugs
Administration of Prescription Drugs
Physician’s Request for Administration of Prescription Drugs
Record of Self-Administrated Medicine

WELCOME

Dear Students and Parents:

On behalf of the faculty, administration, and board of education, we welcome you to another school year. We are looking forward to helping your children reach their learning potential and achieve their educational goals in the upcoming year.

Please read this handbook carefully. Students and their parents are responsible for knowing the rules, regulations, and procedures covered in this handbook. The student handbook is an extension of school policies and has the force and effect of board policy when approved by the board of education.

There are several forms at the end of this handbook that you must read, sign, and return no later than August 28, 2026.

This handbook contains information of value to every student and parent. It contains explanations of school regulations and procedures necessary for our school to run smoothly and efficiently. If you are ever in doubt about what is the right thing to do, ask a classroom teacher, speak with the building principal, or contact my office.

Sincerely,

Superintendent
Oakland-Craig Public Schools

Intent of Handbook

This handbook is intended to be used by students, parents, and staff as a guide to the rules, procedures, and general information about this school district. Students and their parents must become familiar with the handbook, and parents should use it as a resource and assist their children in following the rules contained in it. The use of the word "parents" refers to any adult who has the responsibility for making education-related decisions about a child, including, but not limited to biological parents, adoptive parents, legal guardians, and adults acting in loco parentis.

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

Notice of Nondiscrimination

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The school district prohibits sex discrimination in any education program or activity in any education program or activity that it operates.

Students who believe that they have been the subject of unlawful discrimination or harassment due to their disability, or that have other related concerns or questions, should contact the following Section 504 Coordinator: Jessica Bland at 402-685-5661, jessbland@ocknights.org or in person at school.

Students who believe that they have been the subject of unlawful discrimination or harassment due to their sex, or that have other related concerns or questions, should contact the Title IX Coordinator: Jessica Bland at 402-685-5661, jessbland@ocknights.org or in person at school.
The School District's specific Notice of Nondiscrimination on the Basis of Sex may be accessed at the following link: Policy 3053 - Nondiscrimination.

Students who believe that they have been the subject of unlawful discrimination or harassment due to their race, color, or national origin, or that have other related concerns or questions, should contact the following Title VI Coordinator Jessica Bland at 402-685-5661, jessbland@ocknights.org or in person at school.

Students who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Superintendent at 402-685-5661, jessbland@ocknights.org or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

For additional prohibited discrimination and related information, please review school district Policy 3053 – Nondiscrimination.

MISSION STATEMENT

Oakland-Craig Public Schools

Mission:

Inspire and prepare to lead and serve through educational excellence.

Vision:

All students will utilize social, emotional, and academic skills in order to become resourceful and resilient life-long learners.

Students ◆ Staff ◆ Community

BELIEF STATEMENTS

We believe:

* All students can learn.
* Hard work, self-discipline, accountability, and responsibility are catalysts for success.
* In sharing responsibility for education with the community, family, and students.
* In providing students with skills to become productive contributing citizens in a global society.
* Respect for self and others is vital to education.
* In providing a physically and emotionally safe learning environment.
* Diversity will be recognized and respected.
* In preparing our students to be college and/or career ready.
* Student creativity should be encouraged by providing appropriate educational opportunities through the use of innovative teaching strategies.

SCHOOL IMPROVEMENT GOAL

LANGUAGE ARTS

Students will improve reading and language skills in all areas.

SECTION ONE

BASIC SCHOOL RULES AND GENERAL PRACTICES

Attendance

Required Attendance

Every person residing in the school district who has legal or actual charge or control of any child who is of mandatory attendance age shall cause that child to attend a public or private school regularly unless the child has graduated from high school or has been allowed to disenroll pursuant to this policy.

Mandatory Attendance Age

All children who are or will turn six years old before January 1 of the current school year are of mandatory attendance age. Children who have not turned eighteen years of age are of mandatory attendance age.

Exceptions

This policy does not apply when attendance is made impossible or impracticable by severe weather conditions or by the mental or physical illness of the student or a child whom the student is parenting.

A child who will not reach age 7 before January 1 of the current school year may be excused from mandatory attendance if the child's parent or guardian completes an affidavit affirming that alternative educational arrangements have been made for the child. A copy of the required affidavit is attached to this policy.

Discontinuing Enrollment – 5- Year- Old Students

The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request and to the superintendent using the form which is attached to this policy. The school district may request written verification or documentation that the person signing the form has legal or actual charge or control of the student. The school district shall discontinue the enrollment of any student who satisfies these requirements. Any student whose enrollment is discontinued under this subsection shall not be eligible to reenroll in this school district until the beginning of the following school year unless otherwise required by law.

Discontinuing Enrollment – 16- and 17- Year- Old Students

Only children who are at least 16 years of age may be disenrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request that demonstrates that the student meets the

district's legal criteria allowing for disenrollment to the superintendent using the applicable district form. The district will follow the procedures outlined on the attached form in considering requests to disenroll.

Only children disenrolling to attend a non-accredited school may be exempt from this policy. The person with legal or actual charge or control of the child must provide the superintendent with a copy of the signed request submitted to the State Department of Education for attending non-accredited schools. The superintendent may confirm the validity of the submission with the State Department of Education.

Prohibition on Discontinuing Enrollment – Abuse or Neglect Investigation

Upon notice from the Department of Health and Human Services, the District shall not facilitate the transfer or disenrollment of a student whose parent, guardian, or educational decisionmaker is subject to an active investigation by the Department for fourteen days or until further notice from the Department, whichever occurs first.

Attendance Officer

Each building principal is designated as an attendance officer for the district. Each building principal, at his or her discretion, may delegate these responsibilities to any other qualified individual. The attendance officer is responsible for enforcing the provisions of state law relating to compulsory attendance. This responsibility includes but is not limited to filing a report with the county attorney of the county in which a student resides. Compensation for the duties of attendance officer is included in the salary for the superintendent or designee.

Excused Absences – Physical or Mental Illness

Absences shall be excused by a parent, guardian, or educational decision maker, as defined in section 79-530, of the child for physical or mental illness and as documented by a credentialed health professional, provided the documentation supports such absence. In the instance of chronic illness, documentation shall be reviewed each semester. In the instance of mental illness, a note from the credentialed health professional must be received for each absence unless otherwise noted in a health or 504 plan.

Excused Absences - Others

The following absences will be considered excused if they are confirmed by communication to the school from the student's parent/guardian:

1. Physical illness of the student (a physician's verification is required after three (3) consecutive days of absence for illness)

2. Family or mental health day (two will be excused per school year).

3. Severe weather if approved by the building principal or his/her designee.

4. Medical appointments for the student if a doctor's note is received in the office no later than 10 days following the absence

5. Death or serious illness of the student's family member

6. Attending a funeral, wedding or graduation of a family member

7. Appearance at court or for other legal matters

8. Observance of religious holidays of the student's own faith

9. Attend a school activity in which a family member is participating in

10. College/military planning visits and/or job shadow opportunities approved by the principal or his/her designee. The number of excused days will be listed in the student handbook.

11. Personal or family vacations ~~(Up to 3 days will be excused)~~

12. In school suspension, providing that all work assigned during the suspension is completed by the end of the suspension period or the deadline directed by the teacher.

Excessive Absenteeism

When a student receives 5 unexcused absences,7 total absences or the hourly equivalent in any semester, the Attendance Officer may send written notification of the student's total absences to the student's parent or guardian. When a student receives 10 unexcused absences, 15 total absences or the hourly equivalent in any school year, the Attendance Officer will send written notification of the student's total absences to the student's parent or guardian and offer to meet with the student's parents or guardians to discuss any barriers to the student's attendance. When a student receives 15 unexcused absences, 20 total absences or the hourly equivalent in any school year, the Attendance Officer will send written notification of the student's total absences to the student's parent or guardian and shall schedule a meeting with relevant

stakeholders to discuss and address any barriers to the student's attendance, unless the Attendance Officer determines that such a meeting would not be productive in facilitating the student's regular attendance.

When a student has accrued 20 days of unexcused absences, or the hourly equivalent, the district may report the matter to the county attorney in the county where the student resides.

Absences due to illness
The school district will contact parents if a student becomes ill at school. A student who is absent due to illness has two days for every day of absence to complete missed assignments, not to exceed 2 weeks.

Planned absences
Parents who know in advance that a student will be absent must call the school or send a written note at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical appointments and school activities, must complete any work required by the teacher before the absence. Parents should make every attempt to schedule medical and other appointments after school hours when possible.

Students are obligated to:
1) Complete all class work in advance for any absence that can be anticipated.
2) Report to school by noon in order to practice, participate, or attend a scheduled student activity, except in cases of family emergencies or pre-arranged absences communicated with and approved by the principal or his/her designee.
3) Check out of school at the office if leaving school during the school day.
4) Make up any and all work that is assigned by teachers as make-up work for the instructional time that has been missed.

Parents are obligated to:
1) Call the appropriate building office to inform the school of the reason for each absence by 9:00 a.m. the day of the absence.
2) Submit a doctor's statement, if requested, for each period of absence due to illness that exceeds five days.

Making Up Absences:

When a Jr. & Sr. High student receives 10 absences (excused or unexcused) in a single class period or the hourly equivalent in any semester, the student shall be required to make up those absences for that specific class. Absences shall be made up at a rate of 30 minutes for every period exceeding 10

absences in that subject area. The principal or his/her designee will set up a plan for the student to address missing time to be served outside of school hours.

Loss of Credit

Once a student reaches 10 absences in a junior or senior high class during a semester, they will receive only partial credit for the course, regardless of the reason for the absences. The following is a list of the credits a student may lose for excessive absences:

11-15 absences = 1 credit
16-20 absences = 2 credits
21-25 absences = 3 credits
26-20 absences = 4 credits
31+ absences = 5 credits

Approved doctors notes and court excused absences may be considered in maintaining credits.

Once a student misses over 10 absences for a class, the principal or his/her designee will create a plan for retaining credit at the rate of 30 minutes per missed class. Once the student has made up the time and missed homework, the absence will be considered excused. **Accumulated absences time must be made up prior to participation in school activities.**

Elementary Absent vs. Tardy Policy

Students Arrive Before 10:00 a.m. - Tardy
Students Arrive After 10:00 a.m. – Absent
Students Leave Before 2:00 p.m. – Absent
Students Leave After 2:00 p.m. – Tardy

Preschool Attendance

Preschool is not included in mandatory attendance statutes; however, Oakland-Craig Public Schools often has children awaiting enrollment in our preschool program. As a result, consistent attendance is required in our preschool program. When a preschool student receives 5 unexcused absences or the hourly equivalent in any semester, the building principal will notify parents/guardians via mail, email, or phone call. Another notification will be sent after 10 absences in the semester and a final warning will be issued. If a student is absent for 15 days in a semester, the student will be dismissed from our preschool program to allow for students on the waitlist to enroll. The

building principal has the ability to excuse absences if he/she deems appropriate.

Participation in After-School Events:
If a student is absent from school after 12:00 p.m., he/she may not attend school-related events on the same calendar day of their unexcused absence without prior approval from the building principal or his/her designee. This includes both excused and unexcused absences.

College Visits:
Seniors will have two (2) days per semester for college visits and juniors will have two (2) days per year for college visits. These days are coded with a **CV** and are not included in the count for absenteeism policy issues. All visits must be arranged through the school counselor' office. The school counselor will work with the student and parents to coordinate the visit. For these days to be excused and not counted in terms of absenteeism, a note must be received from the parents and all class assignments completed before attending the visitation. **This mirrors our pre-destined policies.** Any days spent visiting colleges over the allowed number will be counted as an excused absence from school, provided the pre-destined procedures are followed. However, the additional days will be counted with respect to our absenteeism policies. Students may make a case to the school counselor for additional days needed under special circumstances.

Job Shadow Opportunities
Sophomores through Seniors will have one (1) day per year available for an arranged job shadow experience. This day would be coded **JS** and would not be included in the count for absenteeism policy issues. All job shadow experiences must be arranged through the guidance office. The counselor will work with the student and parents to coordinate the experience. For this day to be excused and not counted in terms of absenteeism, a note must be received from the parents, all class assignments completed before attending the job shadow, and a questionnaire report must be submitted to the school counselor the following school day. **This mirrors our pre-destined policies.** Any days spent job shadowing over the allowed number will be counted as an excused absence from school, provided the pre-destined procedures are followed. However, the additional day(s) will be counted with respect to our absenteeism policies.

Work Release
Oakland-Craig High School has adopted the policy of allowing seniors and/or juniors to be dismissed from school early to work at a job. Special

permission for this is granted through the principal's office. Students must make this request prior to scheduling their senior class schedule. The guidance office is also involved in this decision making. The purpose of this program is to expose students to various types of employment. This program is a privilege extended to juniors and seniors. It must be understood that the student's academic progress is foremost. This work release program is a privilege. The student must maintain certain standards before he/she will be allowed to continue this program. If excessive absences or tardiness occurs, the privilege will be revoked. If the student is causing unnecessary problems or continually violating rules and regulations in school, the privilege will be revoked. If the student is failing in one course, the principal or the school counselor could revoke this privilege. The school's responsibility for the student will end when the student leaves the school building for work.

Pregnant and Parenting Students

The District will not discriminate in its education program or activity against any student based on the student's current, potential, or past pregnancy. Students who are pregnant or parenting are encouraged to continue participating in the district's educational and extracurricular programs. Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting should notify their building principal as early as possible to discuss their educational programming in collaboration with the Title IX Coordinator.

Band

Students may participate in the elementary band and begin taking band lessons in the 5th grade. Students in grades 7-8 may participate in the middle school band; grades 9-12 may participate in the high school band. Instruments will be provided by students or the school as provided by school policy. Fees may be charged as allowed or provided in the Public Elementary and Secondary Student Fee Authorization Act and the school's student fee policy or other applicable policy.

Bills

Students should pay bills for supplies, fines, shop materials, clothing orders, etc. in the school principal's office. Any check for these payments should be made out to Oakland-Craig Public Schools unless otherwise instructed. Pursuant to board policy, the district will assess an additional penalty of $30 for any check returned from the bank for insufficient funds.

When students purchase items of significant value, such as class rings and letter jackets, they must make payment at the time of purchase or when the order is placed.

Books and Supplies

Students must take care of books and other supplies provided by the district. The school will assess fines for damage to books and school property.

Students must supply their own consumable items such as pens, pencils, tablets, notebooks, erasers, and crayons. Each classroom teacher will prepare a supply list for students at the beginning of the school year.

Breastfeeding and Lactation

In order to accommodate lactating and breastfeeding students, the district will provide reasonable opportunities to express breast milk or breastfeed in a place, other than a bathroom, which is shielded from view and free from intrusion from district students, employees, and the public. The district will also provide a location for students to store expressed breast milk in or near the location designated for students to express milk to create the least amount of disruption to the student's participation in class or activities.

Students who wish or need to express breast milk on a regular schedule must work with school administrators to create a schedule that accommodates the student's needs while facilitating education to the maximum extent possible.

In order to prevent interference with the educational process, no student shall express breast milk within school classrooms or buses. Nothing in this policy limits the authority of the administration to impose consequences consistent with the Student Discipline Act and other state and federal law.

Bulletin Boards

Bulletin boards are maintained throughout the building to communicate general information, material, and school announcements. Students should check the bulletin boards carefully each school day. A written copy of daily announcements will be posted on the main bulletin board by the offices.

Bulletin board or electronic publishing space may be provided for the use of students and student organizations for notices relating to matters of general interest to students. The following general limitations apply to all posting or publishing:

1. All postings must be approved by the appropriate building principal or designee. Students may not post any material containing any statement or expression that is libelous, obscene, or vulgar; that would violate

board of education policies, including the student code of conduct; or that is otherwise inappropriate for the school environment.

2. All postings must identify the student or the student organization posting or publishing the notice.

3. Material shall be removed after a reasonable time to assure full access to the bulletin boards or electronic publishing media.

Bullying

Students are prohibited from engaging in any form of bullying. The Centers for Disease Control and Prevention defines bullying as "any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated." Nebraska statute defines bullying as "an ongoing pattern of physical, verbal or electronic abuse." The District's administrators will consider these definitions when determining whether any specific situation constitutes bullying. Both of these definitions include both in-person and cyberbullying behaviors.

The disciplinary consequences for bullying will depend on the severity, frequency, duration, and effect of the behavior and may result in sanctions up to and including suspension or expulsion. Students who believe they are being bullied should immediately inform a teacher or the building principal.

Reporting Bullying

Students who experience or observe bullying behavior must immediately report what happened to a teacher or administrator. Students can use the district's anonymous Google Form found at www.ocknights.org to make this report. Students may always confer with their parents or guardians about bullying they experience or witness, but the students must also ultimately report the situation to a teacher or administrator.

Bullying Investigations

School district staff will investigate allegations of bullying using the same practices and procedures that the district observes for student disciplinary matters. In no circumstance will school district staff be deliberately indifferent to allegations of bullying.

Cafeteria Rules

1. All food must be consumed in the areas designated by the school.
2. After students have eaten, they must return trays to the kitchen. All straws, papers, milk cartons should be deposited in the trash cans. All

leftover food should be scraped off the tray on to the correct container. Forks and spoons should be placed in the pan with water, NOT THROWN AWAY!

3. Students are to use proper manners including eating quietly.
4. Students may not throw food or other items.
5. Second servings are available to those who have made an effort to clean their trays and have requisite funds as required by board policy.
6. Students should remain at their tables until they are dismissed.
7. Parents who wish their child to eat lunch away from school must provide a written authorization to the student's building principal.
8. Students must treat lunch personnel with respect.
9. Students who violate the above rules will be disciplined.

Open Campus Lunch Procedures

Students in 7th-12th Grade will be permitted to leave campus for lunch; however, they are not permitted to drive. Parents are permitted to pick them up or students can leave on foot.

Candy and Gum

Students may not bring candy or gum to school unless they have prior permission from their classroom teacher or the administration.

Cell Phones and Other Electronic Devices

Students may not use cell phones or other electronic devices while at school, except as permitted in this handbook.

Students may use cell phones or other electronic devices on the school sidewalks and in the common areas of the school before and after school, so long as they do not create a distraction or a disruption. Students may not use cell phones or other electronic devices while they are in locker rooms or restrooms. Students must comply with each teacher's classroom rules regarding cell phone use in class.

Students may not use cell phones or other electronic devices while riding in a school vehicle unless they have express permission to do so from the vehicle's driver.

Students are personally and solely responsible for the security of their cell phones and other electronic devices. The school district is not responsible for theft, loss, or damage of a cell phone or any calls made on a cell phone.

Students who violate this policy will have their cell phones or other electronic devices confiscated immediately. The administration will return confiscated devices to the offending student's parent or guardian after meeting with the

parent or guardian to discuss the violation. Students who violate this policy may, at the discretion of the school's administration, be subject to additional discipline, up to and including suspension or expulsion.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise may constitute a crime under state and/or federal law. Any person engaged in these activities while on school grounds, in a school vehicle or at a school activity will be subject to the disciplinary procedures of the student code of conduct. Any student found to be in possession of obscene, pornographic, lewd, or otherwise illegal images or photographs will be promptly referred to law enforcement and/or other state or federal agencies, which may result in arrest, criminal prosecution, and possible inclusion on sex offender registries.

Cheating, Plagiarism, and Academic Dishonesty

Students may not cheat, plagiarize, or otherwise participate in any academic dishonesty in any form. Prohibited behavior includes:

- Obtaining, attempting to obtain, or aiding another person to obtain credit for work by any dishonest or deceptive means.
- Lying.
- Copying another person's work or answers.
- Discussing the answers or questions on a test or assignment unless specifically authorized by the teacher.
- Taking or receiving copies of a test without the permission of the teacher.
- Using or displaying notes, "cheat sheets," or other sources of unauthorized information.
- Using the ideas or work of another person as if they were your own without giving proper credit to the source.
- Submitting work or any portion of work completed by another person.
- Failing to give credit for ideas, statements, facts, or conclusions which rightfully belong to another person.
- Failing to use quotation marks or other appropriate means of attribution when quoting directly from another person or source.

A student who cheats, plagiarizes, or otherwise participates in any academic dishonesty is subject to discipline, up to and including expulsion. Parents and the building principal will be notified by the classroom teacher of any student who cheats, plagiarizes, etc.

Child Abuse and Neglect

School employees will report suspected abuse or neglect of a child as required by state law and school policy. Nebraska law defines abuse or neglect as knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person to be (1) placed in a situation that endangers his or her life or physical or mental health; (2) cruelly confined or cruelly punished; (3) deprived of necessary food, clothing, shelter or care; (4) left unattended in a motor vehicle, if such child is six years of age or younger; (5) sexually abused; (6) placed in a situation to be sexually exploited through sex trafficking of a minor as defined in state law or by allowing, encouraging, or forcing such person to engage in debauchery, public indecency, or obscene or pornographic photography, films, or depictions; or (7) placed in a situation to be a trafficking victim as defined in state law.

Class Dismissal

Classes are in session from the ringing of the tardy bell until the teacher dismisses the class. The bell at the end of the period is not a dismissal bell, and students may not leave their classrooms until they have been excused by their classroom teacher.

Classroom Behavior

Student behavior and attitude in the classroom must be cooperative and serious. All students must:

- arrive to class on time;
- prepare for class with all necessary materials;
- be considerate of others;
- respond promptly to all directions of the teacher; and
- take care of school property and the property of others.

Teachers will establish classroom conduct rules that students must obey.

Coats and Boots

Elementary students must wear coats outdoors when the weather makes it advisable. The staff will decide when coats are required for recess.

Elementary students may choose to wear overshoes or boots when the playground is wet or muddy. Waterproof boots worn to school should be taken off and regular shoes worn during the day. Boots worn to school must be marked with the student's name.

Communicable Diseases

Any student who has contracted a contagious disease may be restricted from attendance at school until the student is no longer contagious. The school district uses the Title 173- Nebraska Health and Human Services/Control of Communicable Disease, Chapter 3 of the Nebraska Administrative Code as a

"best practice" guideline for contagious and infectious diseases. If there are questions regarding the communicability of your child's health condition or if you know your child has contracted a contagious or communicable disease or condition not otherwise specified in board policy or this handbook, please call superintendent at 402-685-5661.

Communicating with Parents

Parents shall be kept informed of student progress, grades, and attendance through report cards, progress reports, and parent/teacher conferences. The school district will notify parents if their students are failing or close to failing. The school district will endeavor to notify parents of failing students prior to entry of the failing grade on the student's report card. Parents will also be notified of their student's possible failure to meet graduation requirements. Other pertinent information will be communicated to parents by mail or by personal contact. Official transcripts of student progress, grades, and attendance will be sent to other school systems upon the student's transfer when the district receives a written request signed by the student's parent or guardian or upon being notified that the student has enrolled in another school.

Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to complaints unless the complaint is subject to a different procedure required by law, policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems at the lowest level of the chain of command. When those efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth in any specific policy addressing those areas or the procedures set forth below. Allegations of sex discrimination covered by Title IX will be addressed through the board's Title IX policy.

References to "coordinator" in this policy refer to the board-designated coordinator for the applicable area, such as the Section 504 Coordinator for allegations of disability-based discrimination.

Under this policy, factual conclusions will be based on a preponderance of the evidence.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant reasonably believes speaking directly to the person would subject complainant or complainant's student to discrimination or harassment.

2. The second step is for the complainant to speak to the building principal, coordinator, superintendent of schools, or president of the board of education, as set forth below. Anyone with questions about the appropriate person to speak with may request clarification from the superintendent.

    a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.

    b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.

    c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.

    d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted at any time during the complaint procedure to the applicable coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or coordinator, the administrator or coordinator shall first determine whether another applicable procedure is required by policy or law and if so, direct the complaint to the appropriate person to follow that procedure. If not, the administrator or coordinator will promptly and thoroughly investigate the complaint, and shall:

    a) Determine whether the complainant has discussed the matter with the respondent.

1) If the complainant has not, urge the complainant to discuss the matter directly with the respondent, if appropriate.

2) If the complainant refuses to discuss the matter with the respondent, the administrator or coordinator shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.

b) Strongly encourage the complainant to reduce his or her concerns to writing.

c) Interview the complainant and, if necessary, the respondent against whom the complaint is filed, to determine:

1) All relevant details of the complaint;

2) All witnesses and documents which the complainant believes support the complaint;

3) The action or solution which the complainant seeks.

d) Respond to the complainant. If the complaint involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or coordinator receives the complaint.

4. If either the complainant or the respondent is not satisfied with the decision, he or she may appeal the decision to the superintendent. The superintendent may assign a qualified designee to hear any appeal.

a) The appeal must be in writing.

b) This appeal must be received by the superintendent no later than three (3) calendar days from the date of the decision.

c) For complaints addressed through other applicable procedures that do not include a separate investigatory process, the superintendent will investigate as he or she deems appropriate.

d) The superintendent will prepare a written decision and provide it to the complainant and any other person entitled by law to receive the appeal decision. For complaints involving discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received

complainant's written appeal. Appeals to the superintendent from complaints involving discrimination or harassment are final once the superintendent delivers the written decision, as are all other appeals/complaints to the superintendent unless the complaint can be appealed on the limited grounds to appeal to the board below.

5. The board's role is to set policy, establish and implement a budget, and evaluate the superintendent. The board does not manage the daily operations of the school district entrusted to its administration unless required by law or policy. Because of the board's statutory roles, it does not hear complaints or appeals that may involve oversight or discipline of students, staff, or others, unless those involve the superintendent as discussed below. The board does not hear complaints or appeals based on allegations of discrimination or harassment unless otherwise required by law. The board will hear appeals only in the following circumstances:

   a) When the complaint is about a board policy, not implementation of the policy;

   b) When the complaint involves the budget or school expenditures that have been or must be approved by the board; or

   c) When the board is required by law, policy, or contract to hear a complaint or appeal.

6. If a complaint involves those limited grounds and a party is not satisfied with the superintendent's decision regarding the complaint or appeal, he or she may appeal the decision to the board.

   a) This appeal must be in writing.

   b) This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated his/her decision to the complainant.

   c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment allegations against the superintendent shall be promptly and thoroughly investigated by the board president or a designee.

d) The board president will notify the complainant and any other person legally required to receive the decision in writing of its decision. If the complaint involves discrimination or harassment allegations against the Superintendent, the board president shall submit the decision within 180 calendar days after receiving the written appeal.

e) There is no appeal from any decision of the board unless authorized by law.

7. Formal complaints about the superintendent shall be filed with the president of the board. However, complaints about the superintendent do not include disagreement with the superintendent's decision on appeal based on a complaint of discrimination, harassment, or action of any other employee who is not the superintendent. Upon receipt of a complaint, the board president or his or her designee shall promptly and thoroughly investigate the complaint, and shall:

a) Coordinate with school district staff, other than the superintendent, to determine if another procedure in policy or law requires the complaint against the superintendent to follow another procedure. If so, the board president will coordinate handling the complaint through that procedure. If another procedure applies, such as in the case of allegations of sex discrimination against the superintendent, the board president or, at his or her discretion, the full board will serve only to hear any appeal by a party to the complaint.

b) Determine whether the complainant has discussed the matter with the superintendent.

1) If the complainant has not, the board president or designee will urge or require the complainant to discuss the matter directly with the superintendent, if appropriate or required.

2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.

c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting by the full board.

d) Respond to the complainant or appeal. If the complaint or appeal involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.

e) Appoint or contract with other individuals qualified to assist the board through this process or any other applicable procedure used to address allegations against the superintendent.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (c) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Computer Network Use by Students

Students are expected to use computers and the Internet as an educational resource. The following procedures and guidelines govern the use of computers and the Internet at school.

I. **Student Expectations in the Use of the Internet**

A. **Acceptable Use**

1. Students may use the Internet to conduct research assigned by teachers.
2. Students may use the Internet to conduct research for classroom projects.
3. Students may use the Internet to gain access to information about current events.
4. Students may use the Internet to conduct research for school-related activities.
5. Students may use the Internet for appropriate educational purposes.

B. **Unacceptable Use**

1. Students shall not use school computers to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
2. Students shall not engage in any illegal or inappropriate activities on school computers, including the downloading and copying of copyrighted material.
3. Students shall not use e-mail, chat rooms, instant messaging, or other forms of direct electronic communications on school computers for any unauthorized or unlawful purpose or in violation of any school policy or directive.
4. Students shall not use school computers to participate in on-line auctions, on-line gaming or mp3 sharing systems including, but not limited to Aimster or Freenet and the like.
5. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers

outside the school network.

6. Students shall not use school computers for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.
7. Students shall not publish web pages that purport to represent the school district or the work of students at the school district without the express written permission of the system administrator.
8. Students shall not erase, rename, or make unusable anyone else's computer files, programs or disks.
9. Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.
10. Students shall not copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.
11. Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse.
12. Students shall not configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.
13. Students shall not take home technology equipment (hardware or software) without permission of the system administrator.
14. Students shall not falsify electronic mail messages or web pages.

II. Enforcement

A. Methods of Enforcement

1. The district monitors all Internet communications, Internet usage, and patterns of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at any time.
2. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that

screens for non-curriculum related pages.

3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.
4. The school district staff will monitor students' use of the Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

B. Consequences for Violation of this Policy

1. Access to the school's computer system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:
   a. Loss of computer privileges;
   b. Short-term suspension;
   c. Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and
   d. Other discipline as school administration and the school board deems appropriate.
2. Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

III. Protection of Students

A. Children's Online Privacy Protection Act (COPPA)

1. The school will not allow companies to collect personal information from children under 13 for commercial purposes. The school will make reasonable efforts to disable advertising in educational computer applications.
2. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

B. Education About Appropriate On-Line Behavior

1. School district staff will educate students about appropriate online behavior, both in specific computer usage units and in the general curriculum.
2. Staff will specifically educate students on
   a. Appropriate interactions with other individuals on social networking websites and in chat rooms.
   b. Cyberbullying awareness and response.
3. The School District's technology coordinator shall inform staff of this educational obligation and shall keep records of the instruction which occurs in compliance with this policy

Conferences

Students' academic success has been closely linked to parental involvement in school. The school district has formal parent-teacher conferences at the end of the first quarter and during the third quarter.

In addition to formal conferences, classroom teachers will communicate with parents as necessary. Parents are encouraged to communicate with their student's teacher or the building principal to discuss parental concerns, student needs or any other issue.

Copyright and Fair Use

The school district complies with federal copyright laws. Students must comply with copyright laws when using school equipment or working on school projects and assignments. Federal law prohibits the unauthorized reproduction of works of authorship, regardless of the medium in which they were created.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. "Fair use" of a copyrighted work includes reproduction for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research. Students who are unsure whether their proposed reproduction of copyrighted material constitutes "fair use" should consult with their teacher or building principal, review the school district's copyright compliance policy, and review *Copyright for Students* found at https://www.whoishostingthis.com/resources/student-copyright/. You can find more information on copyright compliance requirements and permitted uses from the U.S. Copyright Office and the Library of Congress at the following site: http://www.loc.gov/teachers/usingprimarysources/copyright.html.

Damage to School Property

Students who damage school property either intentionally or unintentionally may be required to pay to replace or restore the property, at the discretion of the administration.

Dating Violence

Dating violence, as that term is defined by Nebraska law, will not be tolerated by the school district. Students who engage in dating violence on school grounds, in a school vehicle or at a school activity or that otherwise violates the Nebraska Student Discipline Act will receive consequences consistent with the Act and the district's student discipline policies.

The school district shall provide dating violence training to staff deemed appropriate by the administration and in accordance with Nebraska law.

Discrimination and Harassment

Students who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: Superintendent, Jessica Bland at 402-685-5661, jessbland@ocknights.org or 309 N Davis St. Oakland, NE 68045 or in person at school. Students who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: Superintendent, Jessica Bland at 402-685-5661, jessbland@ocknights.org or 309 N Davis St. Oakland, NE 68045 or in person at school. Students who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Superintendent, Jessica Bland at 402-685-5661, jessbland@ocknights.org or 309 N Davis St. Oakland, NE 68045 or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

Dress Code

The District prohibits student attire or appearance that:

- Causes or is reasonably likely to cause a material and substantial disruption to the District's programs and activities.
- Invades the rights of others.
- Promotes, depicts, or refers to violence, drugs, alcohol, vulgarity, obscenity, illegal activity, hate speech, bullying speech, lewd speech, indecent speech, or harassing speech.
- Includes words, gestures, or images that contain or imply sexual content or innuendo.
- Otherwise undermines the District's mission to inculcate the habits, manners, and values fundamental to civility, community, and the educational environment.

Violations of the dress code shall be addressed in a manner consistent with the Student Code of Conduct. The District reserves the right to request immediate attire changes from students. A student's violation of the dress code shall not subject the student to long-term suspension, expulsion, or mandatory reassignment as provided in NEB. REV. STAT. § 79-267. A violation of the dress code may not require the student to miss substantial classroom time, instruction time, or school activities. The District will require students to adhere to uniform standards and/or wear district approved or issued uniforms in order to participate in activities.

Students may be required to wear protective clothing or equipment or otherwise 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. The least restrictive means appropriate to address the identified health or safety concern shall be used.

Students must come to school dressed in clean, neat, and appropriate clothing to conform to educational standards.

Students are prohibited from wearing the following attire:

1. Clothing displaying indecent, suggestive or profane writing, pictures or slogans
2. Clothing that advertises or displays alcohol, tobacco or any illegal substance
3. Caps, hats and bandannas during the school day
4. Bare feet (some type of footwear must be worn)
5. Short-shorts
6. Hairstyles which distract from the learning process or the health and safety for either the student or others
7. Any clothing that could cause damage to others or school property
8. Clothing that is torn, ripped, or cut and show undergarments
9. Shirts, blouses, or other clothing worn unbuttoned, unzipped, or otherwise purposely unfastened
11. Costumes and/or those clothes intended only for ~~leisure,~~ entertaining or special occasions

Driving and Parking Personal Vehicles

Students who drive privately owned motor vehicles to school must obey the following rules:

1. All motor vehicles must remain parked in the school parking lot during school hours.
2. Students are not allowed to sit in their motor vehicles during the school day.

3. Motor vehicles once driven on school grounds from 8:00 a.m. until the end of the school day may not be taken off the school grounds, unless special permission to move the vehicle is obtained from the principal.
4. Students must drive with care to ensure the safety of the pedestrians. Students may not drive carelessly or with excessive speed.
5. All traffic laws of the state apply to the operation of motor vehicles on the school grounds and extreme care must be taken to prevent accidents.
6. Violators of the closed campus driving regulations will be disciplined according to the disciplinary procedure.
7. Those students who park off campus or at home and who violate the closed campus driving regulations are subject to the same punishment as those who park on campus and violate the regulations.
8. If an emergency should exist where the parents need the student to drive the vehicle during the school day, permission to drive must be obtained from the principal.
9. Motor vehicles driven to school are to be parked **ONLY** in the school parking lots north and west of the elementary school outside of the RED zones. Student vehicles are **NOT** to be parked on Davis Street, in the Lutheran Church lot, or Swedish Heritage Center parking lot.
10. Students can drive to the P2T program with principal permission and all signed parent/guardian forms in the office. Driving to P2T is to be utilized on an as needed basis and will be utilized sparingly.
11. By driving personal vehicles to school and parking on school grounds, students consent to having that vehicle searched by school officials when they have reasonable suspicion that such a search will reveal a violation of school rules.

Drug Free Schools

The board of education has adopted policies to comply with the Federal Drug-Free Schools and Communities Act. Students are prohibited from using, possessing, or selling any drug, alcohol, or tobacco while on school grounds, at a school activity or in a school vehicle. In addition, students who participate in the school's activities program should refer to the Activities Handbook which prohibits the use or possession of alcohol, controlled substances and tobacco at all times.

Any student who violates any school policy regarding drug, alcohol, and tobacco use will be disciplined, up to and including short-term suspension, long-term suspension, or expulsion from school and/or referral to appropriate authorities for criminal prosecution.

Emergency Contact Information

Parents must complete an emergency information card for each child enrolled in the district. The card should list the family physician's name, where parents

or a responsible adult can be located, and any necessary emergency instructions. Parents must promptly inform the school if this contact information changes during the school year.

Evacuations

The school district will hold routine evacuation drills throughout the school year. Classroom teachers will provide students with detailed instructions on building evacuations.

Eye Exams

All students enrolling in kindergarten or transferring into the school district from out of state must undergo a visual examination by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist , which consists of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity, except that no such physical examination or visual evaluation shall be required of any child whose parent or guardian objects in writing. They must provide evidence of the vision examination within six months prior to entrance. The cost of such physical examination and visual evaluation shall be borne by the parent or guardian of each child who is examined.

Food Service Program

Breakfast

The school will serve breakfast daily from 7:30 a.m. until 7:50 a.m. Students who qualify for free or reduced-price lunch also qualify for free or reduced-price breakfast. The school district charges students $1.95 and adults $TBD for breakfast.

Lunch

Lunch prices depend on the federal funding that the program receives. Lunch for K-6 is $3.15. Lunch for 7-12 lunch is $3.35 for students and $TBD for adults.

Milk break

The school will offer a milk program to students in grades K-2. All milk served to a student (except the initial carton served with lunch) will cost $0.60 per half pint. The price for milk may change during the school year. Milk will be served at the morning recess. Teachers will record the number of cartons of milk each child consumes and give the information to the office at the end of the month where it will be added to the family account.

Payment for Meals

Students are encouraged to pay for meals several weeks in advance. Payment should be made to the secretary in the principal's office.

If a student has no funds available to pay for a meal, the student will be provided and charged for a limited "courtesy meal" option, such as a plain sandwich.

Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases. School staff may prohibit any students from charging a la carte or extra items if they do not have cash in hand or their account has a negative balance.

If a student repeatedly lacks funds to purchase a meal, has not brought a meal from home, and is not enrolled in a free meal program, the district will use its resources and contacts to protect the health and safety of the student. Failure or refusal of parents or guardians to provide meals for students may require mandatory reporting to child protection agencies as required by law.

Collection of Delinquent Meal Charge Debt

The school district is required to make reasonable efforts to collect unpaid meal charges. The building principal or his or her designee will contact households about unpaid meal charges and notify them again of the availability of the free and reduced meal program and/or establish payment plans and due dates by telephone, e-mail, or other written or oral communication. If these collection efforts are unsuccessful, the school district may pursue any other methods to collect delinquent debt as allowed by law. Collection efforts may continue into a new school year.

Notice of Non-discrimination

In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age, disability, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter 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

(2) Fax: (202) 690-7442; or
(3) Email: program.intake@usda.gov

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the school district. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

Field Trips

Classes occasionally take field trips off school property for educational enrichment. A student's parent, or "caregiver" as that term is defined in the Nebraska Strengthening Families Act, must authorize a student to participate in a field trip by signing a permission slip and providing it to the school before the field trip. Students who have not completed classroom work on time may not be allowed to attend field trips. Students must comply with the student code of conduct, any applicable extracurricular conduct codes, and all directives by trip chaperones.

First-Aid

First-aid items may only be used by school staff. Students who need first aid should ask for assistance from their classroom teacher or the nearest staff member.

Head Lice

Students found to have live head lice or louse eggs will not be permitted at school and will be sent home. Upon discovering the presence of any indication of lice or louse eggs the student's parent(s) or guardian(s) will be notified, and if appropriate will be asked to pick up the student from school immediately.

Students will not be permitted to return to school until the district finds that no live lice or eggs can be detected. The parent(s) or guardian(s) will be required to treat the student and accompany the student to school to be examined.

The student cannot ride the school bus until the district has cleared the student to return to school.

Health Problems Limiting Activities

Parents who do not want their children to play outdoors or participate in physical education for health reasons must send a written request to school.

If a student persistently requests to be excused from these activities, the building principal or classroom teacher may require a doctor's verification.

Parents should notify principal or superintendent if their student has any special health problems such as diabetes, asthma, or the like.

Homebound Instruction

The school district may provide a student with instruction in his or her home and under parental supervision if the student is physically or mentally ill or injured and unable to attend regular classes for an extended period of time. Homebound instruction shall be provided when the student's physical and mental condition are such that the student can benefit from instruction and no other provision will meet the student's educational needs. If you believe that homebound instruction is appropriate for your child, please contact the building principal to initiate the appropriate process to determine eligibility.

Homeless Children and Youth

Homeless students generally include children who lack a fixed, regular, and adequate nighttime residence, as further defined by applicable state and federal law.

It is the school's policy not to stigmatize or segregate homeless students on the basis of their status of being homeless. Transportation for homeless students who enroll in the district shall be furnished by the district under the same guidelines applying to other students or if such transportation is necessary for compliance with federal law.

Each homeless child shall be provided services for which the child is eligible comparable to services provided to other students in the school selected regardless of residency. Homeless children shall be provided access to education and other services that such children need to ensure that they have an opportunity to meet the same student performance standards to which all students are held.

If a homeless child registered to attend school in the district is receiving family reconciliation services pursuant to state law, the district will work in cooperation with any county or department of social services in the district to jointly develop an educational program for the child. The district's homeless coordinator is the superintendent, who may be contacted at 402-685-5661.

Illness or Injury at School

Students who feel ill or are hurt while at school should seek immediate assistance from their classroom teacher or the nearest staff member. The school will contact parents to pick students up from school whenever

necessary. When school officials determine that a student needs immediate medical attention but the parents cannot be reached by phone, emergency services will be summoned or the student will be taken directly to the doctor and/or hospital. Parents must complete an emergency information card for each child enrolled in the district. The card should list the family physician's name, where parents or a responsible adult can be located, and any necessary emergency instructions.

*** If your child is running a temperature of 100.4 degrees or more, please keep them home for the day. Also, they need to be fever free for 24 hours without medication before returning to school.**

Immunizations

All students must furnish one of the following to school officials:

- proof of adequate immunizations for mumps, measles, rubella; diphtheria, pertussis, tetanus; polio; and hepatitis B series; or
- a signed parental statement of refusal to provide the immunization history. Homeless students who are in need of immunizations will be referred to the homeless coordinator, who shall assist in obtaining necessary immunizations or medical records.

Provisional Enrollment. Students who meet the statutory requirements for provisional enrollment shall be allowed to attend school for sixty days without the necessary immunizations.

Students who are excepted from the immunization requirement may be excluded from school in the event of an outbreak of any contagious disease in the school population.

Initiations and Hazing

Initiations and hazing by members of classes, clubs, athletic teams, or any other organization affiliated with the district are prohibited except as otherwise permitted by this policy. Any student engaging in hazing or non-approved initiations is subject to discipline as permitted by policy and law.

Initiations are defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent.

Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the

purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person.

Lockers and Other School Property

The school district owns and exercises exclusive control over student lockers, desks, computer equipment, and other such property. Students should not expect privacy regarding usage of or items placed in or 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 assignment of a locker is on a temporary basis and may be revoked at any time. School officials may inspect student lockers without any particularized suspicion or reasonable cause. Students are to bring their own locks if they desire a lock on their locker. Students are not to write on or in their lockers. All lockers assigned to students must be cleaned out and free of all decoration by the end of the school year in order to sign out.

Lost and Found

All lost and found articles are to be taken to the building office. Students may claim lost articles there. Unclaimed articles will be donated to a local charity or otherwise disposed of at the conclusion of each semester.

Medications

Whenever possible, parents should arrange medication schedules to eliminate the need for giving medication during school hours. When it is necessary for school personnel to administer medication to students, the school district will comply with the Nebraska Medication Aide Act, the requirements of Title 92, Nebraska Administrative Code, Chapter 59, (promulgated by the Nebraska Department of Education and entitled *Methods of Competency Assessment of School Staff Who Administer Medication*), and all state and federal regulations. Parents and guardians who wish to have their child receive medication from school personnel must comply with the following procedures:

Prescription medication. (1) Parents/guardians must provide a physician's written authorization for the administration of the medication. (2) Parents/guardians must provide their own written permission for the

administration of the medication. (3) The medication must be brought to school in the prescription container and must be properly labeled with the student's name, the physician's name, and directions for administering the medication.

Non-prescription medication. (1) Parents/guardians must provide written permission for the administration of the medication. (2) The medication must be brought to the school in the manufacturer's container. (3) The container must be labeled with the child's name and with directions for provision or administration of the medication

The district reserves the right to review and decline requests to administer or provide medications that are not consistent with standard pharmacological references, are prescribed in doses that exceed those recommended in standard pharmacological references, or that could be taken in a manner that would eliminate the need for giving them during school hours. The district may request parental authorization to consult with the student's physician regarding any medication prescribed by such physician.

Media Center

Students are only permitted to be in the library/media center if a supervisor is present. Students must check out materials from the librarian on duty. Each borrower is responsible for all books checked out in his/her name. A fine of five cents per day per book may be charged for overdue books. Each student is responsible for any fine that accumulated on a book charged to him/her. If a book is lost and not found by the end of the semester, the student must pay for it. Students must also pay for any damage they cause to library books.

Memorials

Memorials or plaques honoring deceased students are generally not allowed in or on the school grounds unless authorized by board policy. Dedications to students will not be allowed.

Scholarships in the deceased person's name will not be set up by the school. Scholarships set up by outside organizations or individuals, such as a foundation, will be allowed.

Opting Out of Assessments

The Board of Education has adopted a policy on approval and denial of state and federal assessment opt-out requests, which is based on requirements in law The policy can be requested by contacting the Superintendent of Schools by viewing Policy 5018 – Parent and Guardian Involvement in Education Practices.

Parental Involvement

The school district recognizes the unique needs of students who are being served in its Title I program, and the importance of parent and family engagement in the Title I program. Parent and family engagement in the Title I Program shall include, but is not limited to:

1. An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.

2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination, and integration with other Federal, State, and district programs, and evaluations of progress.

3. Opportunities for participation in parent involvement activities, such as training to help parents work with their children to improve achievement. A goal of these parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.

4. The district will, to the extent practicable, provide parents of limited English proficiency, parents with disabilities, parents with limited literacy, are economically disadvantaged, are of a racial or minority background or parents of migratory children with opportunities for involvement in the Title I Program. Communication to parents about student progress and the district's other Title I Program communications will be provided in the language used in the home to the extent practicable. Responses to parent concerns will be provided in a timely manner.

5. Opportunities for parent-teacher conferences, in addition to those regularly scheduled by the school district, if requested by the parents or as deemed necessary by school district staff.

6. The district will coordinate and integrate parental involvement programs and activities with other programs in the community.

These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.

7. The district will educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners.

Parties

Elementary classes may have seasonal parties during the year. Parents shall communicate with their student's classroom teacher for the teacher's rules regarding birthday and holiday parties. Invitations for private parties and non-school-sponsored events may not be distributed at school.

Personal Items

The school provides the necessary equipment for classroom and school day activities. **Students should not bring items such as athletic equipment, electronic devices, toys, or other similar personal items to school unless they have the prior permission of their classroom teacher, coach or a school administrator. The school is not responsible for damaged or lost personal items or equipment.**

Physical Education

The school district requires students to receive physical education to assist them in developing gross and fine motor skills. Students are not required to wear P.E. uniforms, but are encouraged to wear tennis shoes for P.E.

Physical Exam

Students entering kindergarten and the seventh grade, and those entering school from another state, are statutorily required to show evidence that they have had a physical examination within six months prior to the date of entering school.

Pictures

The school district arranges for a photographer to be present at school in the fall to take class pictures. Parents will be notified of the date. Included in the individual packet is a class composite. Parents who want pictures of their students or of their student's class composite may purchase them directly from the photographer.

Playground Rules

Students must follow these rules to keep the playground safe when they are using the playground as part of the school day:

1. Students must obey the playground supervisor at all times.
2. Students may not enter the street/highway to retrieve a ball unless given permission by the playground supervisor.
3. Students must play away from the school windows.
4. Touch and flag football are permitted, but tackle football is prohibited. Students may only play football on grassy areas.
5. Students may throw balls and other authorized play equipment. They may not throw rocks, gravel, snowballs, and clothing.
6. Students must use the playground equipment properly and in a safe manner.
7. Students may not leave the playground after they have arrived at school for the day.

Students who violate these rules will be disciplined with the loss of recess or other privileges, detention, and/or other consequences.

The school's playgrounds, equipment, and surrounding areas are generally not supervised. Staff will supervise students when the students are using these areas as part of the school day or as part of a school activity. This does not include extra-curricular activities. At all other times and in all other circumstances, the school district does not provide supervision of its playgrounds, equipment, and surrounding areas.

Police Questioning and Apprehension

Police or other law enforcement officers may be called to the school at the request of school administration, or may initiate contact with the school in connection with a criminal investigation. The school district shall inform parents when law enforcement officers seek access to their student prior to the student being questioned unless the officers are investigating charges that the student has been the victim of abuse or neglect. Members of the school district staff will comply with board policy regarding police questioning of students.

Protection of Student Rights

The Board of Education respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy in consultation with parents to comply with the Protection of Pupil Rights Amendment (PPRA). The policy is available on the district's website or upon request from the district's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the superintendent. The approximate dates during the school year when a survey requesting personal information as defined in the Protection of Pupil Rights policy is scheduled are as follows: August,

December and April. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the superintendent.

ACT Exam

Students taking the ACT Exam will be prompted to complete a short, optional questionnaire addressing a number of topics. If you wish to review this questionnaire prior to the administration of the exam, please submit a written request to the superintendent.

Public Displays of Affection

Students may not engage in public displays of affection that are disruptive to the school environment or distracting to others. Prohibited conduct includes hugging, kissing, touching or any other display of affection that a staff member determines to be inappropriate.

Reasonable Suspicion Testing

Students may be required to submit to drug or alcohol testing if there is a reasonable suspicion that the student is under the influence of drugs or alcohol.

Rights of Custodial and Non-Custodial Parents

The school district will honor the parental rights of natural and adoptive parents unless those rights have been altered by a court.

The term "custodial parent" refers to a biological or adoptive parent to whom a court has given primary physical and legal custody of a child, and a person such as a caseworker or foster parent to whom a court has given legal custody of a child.

The district will not restrict the access of custodial and non-custodial parents to their students and their students' records, unless the district has been provided a copy of a court order that limits those rights. If the district is provided such a court order, school officials will follow the directives set forth in the order.

The district will provide the custodial parent with routine information about his or her child, including notification of conferences. The district will not provide the non-custodial parent with such information on a routine basis, but will provide it upon the non-custodial parent's request unless it has been denied by the courts.

A non-custodial parent who wishes to attend conferences regarding his or her child will be provided information about conference times so both parents may attend a single conference. The district is not required to schedule separate

conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff members may terminate a conference and reschedule it with appropriate modifications or expectations.

Secret Organizations

Secret organizations are prohibited. School officials shall not allow any person or representative of any such organization to enter upon school grounds or school buildings for the purpose of rushing or soliciting students to participate in any secret fraternity, society, or association.

School Day

The school day typically begins at 8:10 a.m. for Jr./Sr. High and 8:20 a.m. for Elementary. The school day ends at 3:25 p.m. for Elementary Monday-Thursday and 2:20 p.m. on Fridays. The school day ends at 3:42 p.m. for Jr./Sr. High Monday-Thursday and 2:28 p.m. on Fridays. Students are to leave the school grounds after dismissal. School staff will generally provide supervision for students on school grounds *15 minutes* before the school day begins and 15 minutes after the school day ends. Elementary students will be supervised until 4:00 p.m. Monday-Thursday and 2:45 p.m. on Fridays due to the discontinuation of the after school program. **There will be no supervision provided by the school before or after these times**. Parents must arrange for their children to leave school promptly at the end of the day.

Self-Management of Diabetes or Asthma/Anaphylaxis

Subject to school policy, the school district will work with the parent or guardian in consultation with appropriate medical professionals to develop a medical management plan for a student with diabetes, asthma, or anaphylaxis. Parents desiring to develop such a plan should contact the building principal.

Smoking and Tobacco

Smoking, including the use of cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product, is permitted on school property only in specifically designated areas.

Sniffer (Drug) Dogs

The administration is authorized to use sniffer dogs to minimize the presence of illicit items on school grounds. Students and staff are specifically notified of the following:

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any

time.

3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.
4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

Standardized Testing

Standardized and/or benchmark assessments are administered three times a year in grades K-12 to determine the students' achievement probability for individual success. Tests are administered in the fall, winter, and spring, and the results are sent home.

Student Assistance

Parents who believe their students have any learning, behavior, or emotional needs that they believe are not being addressed by the school district should contact the student's teacher. If appropriate, the teacher may convene the Student Assistance Team (SAT). The SAT can explore possibilities and strategies that will best meet the educational needs of the student.

Student Fee Policy

The school district shall provide free instruction in accordance with the Nebraska State Constitution and Nebraska state law. The district also provides activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the district is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or board regulations. Students are encouraged to contact their building administration, their teachers or their coaches, and sponsors for further specifics.

Definitions.

1. "Students" means students, their parents, guardians or other legal representatives.

2. "Extracurricular activities" means student activities or organizations that (1) are supervised or administered by the district; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the district.

3. "Post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

Listing of Fees Charged by this District.

1. **Clothing Required for Specified Courses and Activities**. Students are responsible for complying with the district's grooming and attire guidelines and for furnishing all clothing required for any special programs, courses, or activities in which they participate. The teacher, coach, or sponsor of the activity will provide students with written guidelines that detail any special clothing requirements and explain why the special clothing is required for the specific program, course, or activity.

2. **Safety Equipment and Attire**. The district will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

3. **Personal or Consumable Items**. The district does not provide students with personal or consumable items for participation in courses and activities including, but not limited to, pencils, paper, pens, erasers, and notebooks. Students who wish to supply their own personal or consumable items may do so, as long as those items comply with the requirements of the district. The district will provide students with facilities, equipment, materials, and supplies, including books. Students are responsible for the careful and appropriate use of such property. Students will be charged for damage to school property caused by the student and will be held responsible for the reasonable replacement cost of any school property that they lose.

4. **Materials Required for Course Projects.** The school district will provide students with the materials necessary to complete all basic curricular projects. In courses where students choose to produce a project that requires materials beyond the basic materials provided by the district, the students will either furnish the materials, purchase the materials from the school, or purchase the materials from an outside vendor with an order form provided by the school.

5. **Technological Devices.** The district will provide students with the technological devices necessary to complete all basic curricular projects. To the extent that a student is not required by the district's curriculum to utilize a device off district property, the district may charge students a convenience fee to take the device off district property. The maximum dollar amount of this convenience fee charged by the district will be $50.

As with all school property, students may be charged for damage to such devices. To protect against such potential losses, students and parents may, but are not required, to purchase insurance coverage for the devices. The maximum dollar amount of this insurance coverage facilitated by the district will be $50. The district may also charge a damage deposit which will be returned or may be rolled to cover the damage deposit for the next year if it is not needed to cover the costs of any damage to the device. The maximum dollar amount of this damage deposit will be $50.

Additionally, the district may allow students to purchase technological devices by arranging for the students to purchase these devices through a single, or series of, payments.

6. **Extracurricular Activities**. The school district may charge students a fee to participate in extracurricular activities to cover the district's reasonable costs in offering such activities. The district may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of district-owned equipment or attire. Attached to this policy is a list of the fees charged for particular activities. The coach or sponsor will provide students with additional written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment, and/or clothing are required for the activity.

The following list details the maximum dollar amount of all extracurricular activities fees and the specifications for any equipment or attire required for participation in extracurricular activities:

- Student Activity Card: $40
  - Covers admission to all extracurricular events
- Student Participation Fee: $0
  - Required of all students who participate in athletics and/or other extracurricular activities
- Future Business Leaders of America: $0
- DECA: $0
- National Honor Society: $0
- Cheerleading, Drill Team, Flag Corps: $0
  - Students must purchase uniforms and shoes selected by the sponsor and/or student group. The maximum dollar amount charged by the school district for these items will be: $750
- Football: $0

    - Students must provide their own football shoes, undergarments, and mouthguards
- Golf: $0
    - Students must provide their own golf shoes, undergarments, and clubs
- Track, Volleyball, and Wrestling: $0
    - Students must provide their own shoes and undergarments
- Future Farmers of America: $0
    - Students must purchase their own jackets and pay dues
- Science Club: $0
- FCCLA: $0
- Spanish Club: $0

7. **Post-Secondary Education Costs**. Some students enroll in post-secondary courses while still enrolled in high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive high school credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the district shall offer the course without charge for tuition, transportation, books, or other fees. Students who chose to apply for post-secondary education credit for these courses must pay tuition and all other fees associated with obtaining credits from a post-secondary educational institution. The costs of these items will naturally vary, but the maximum dollar amount of the fee is anticipated to be $500 per course.

8. **Transportation Costs**. The district will charge students reasonable fees for district-provided transportation services to the extent permitted by federal and state statutes and regulations. The maximum dollar amount of the transportation fee charged by this district shall be $0 per mile.

9. **Copies of Student Files or Records**. The school district will charge a fee for making copies of a student's files or records for the student's parents or guardians. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Students' parents have the right to inspect and review the students' files or records without the payment of a fee, and the district shall not charge a fee to search for or retrieve any student's files or records. The district will charge a fee of 10 cents per page for reproduction of student records.

10. **Participation in Before-School, After-School or Pre-Kindergarten Services**. The district will charge reasonable fees for participation in before-school, after-school or pre-kindergarten services offered by the district pursuant to statute.

11. **Participation in Summer School or Night School.** The district will charge reasonable fees for participation in summer school or night school and may charge reasonable fees for correspondence courses. The maximum dollar amount for summer and night school shall be $0.

12. **Charges for Food Consumed by Students**. The district will charge for items that students purchase from the district's breakfast and lunch programs. The fees charged for these items will be set according to applicable federal and state statutes and regulations. The district will charge students for the cost of food, beverages, and the like that students purchase from a school store, vending machine, booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

    The maximum dollar amount charged by the district for the breakfast and lunch programs is as follows:
    - Breakfast Program – Grades K-6
      Regular Price $1.95
      Reduced Price $0.40
    - Breakfast Program – Grades 7-12
      Regular Price $1.95
      Reduced Price $0.40
    - Lunch Program – Grades K-6
      Regular Price $3.15
      Reduced Price $0.50
    - Lunch Program – Grades 7-12
      Regular Price $3.35
      Reduced Price $0.50
    - Milk $0.60

13. **Charges for Musical Extracurricular Activities.** Students who qualify for fee waivers under this policy will be provided, at no charge, the use of a musical instrument in optional music courses that are not extracurricular activities. For musical extracurricular activities, the school district will require students to provide the following equipment and/or attire:
    - Band students must provide their own instruments.
    - Swing choir students must purchase outfits and shoes selected by the sponsor and/or student group. The maximum dollar amount charged by the district for these materials will be $200.

14. **Contributions for Class Extracurricular Activities.** Students are eligible to participate in a number of extracurricular activities during their years in Junior/ Senior High school, including prom, various senior

recognitions, and graduation. In order to fund these extracurricular activities, the school district will ask each student to make a contribution to their class's fund beginning in seventh grade. This contribution is completely voluntary. Students who chose not to contribute to the class fund are still eligible to participate in the extra activities. The suggested donation to the class fund will be $50.

Waiver Policy.
Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities, (2) materials for course projects, and (3) the use of a musical instrument in optional music courses that are not extracurricular activities. Students are not required to participate in the free or reduced-price lunch program to qualify for the waivers provided in this section. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students. Students who wish to be considered for waiver of a particular fee must submit a completed fee waiver application to their building principal. Application forms are available in each school building office.

Voluntary Contributions to Defray Costs.
When appropriate, the district will request donations of money, materials, equipment, or attire from parents, guardians and other members of the community to defray the costs of providing certain services and activities to students. These requests are not requirements, and staff members of the district are directed to communicate that fact clearly to students, parents, and patrons.

Fund-Raising Activities
Students may be permitted or required to engage in fund-raising activities to support various curricular and extracurricular activities in which they participate. Students who decline to participate in fund-raising activities are not eligible under this policy for waiver of the costs or fees which the fund-raising activity was meant to defray.

Student Illness

Students who suffer from a significant illness which has an actual or expected duration of six months or more may be eligible for accommodations and supports under Section 504 of the Rehabilitation Act or under the Individuals with Disabilities in Education Act. The school will provide accommodations to students who are returning to school after a prolonged absence due to illness, including pediatric cancer, through a 504 plan or an IEP, as appropriate. The

student's plan will include informal or formal accommodations, modifications of curriculum and monitoring by medical or academic staff as determined by the student's IEP team or 504 committee. Parents and staff will engage in ongoing communication about the needs of a student who is facing these circumstances.

Students who become ill at school will be sent to the building office where the school nurse or other school employee will determine the appropriate response. When a child is too ill to remain at school, a school employee will contact the child's parent(s) and arrange for the child to be picked up or sent home. If an illness or injury requires immediate medical attention, school officials shall attempt to contact the child's parent(s) regarding treatment for the child. If the parents cannot be contacted, school officials may have the child treated by an available physician. Students who show symptoms of a contagious disease may be sent home, and the district may require a physician's statement before allowing such students to return to school.

Student Government

Students are encouraged to formulate and participate in elective and representative student government activities. The organization, operation, and scope of the student government shall be administered by the superintendent or designee.

Student Records

The Family Education Rights and Privacy Act ("FERPA") provides parents certain rights with respect to their student's education records. These rights include the right to inspect and review the student's education records within 45 days of the date the school receives a request for access; and the right to request the amendment of the student's education records that you believe to be inaccurate.

If parents believe one of their student's records is inaccurate, they should write to the school principal, clearly identify the part of the record they want changed, and specify why they believe it is inaccurate. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing regarding the request for amendment.

Directory Information. FERPA and the Nebraska Public Records Law authorize school districts to make "directory information" available for review at the request of non-school individuals. These laws also give parents and guardians a voice in the decision-making process regarding the disclosure of directory information regarding their children. The school district has designated the following as directory information:

name and grade, name of parent and/or guardian, address, telephone number, including the student's cell phone number, e-mail address, date and place of birth, dates of attendance, the image or likeness of students in pictures, videotape, film or other medium, major field of study, participation in activities and sports, degrees and awards received, social media usernames and handles, weight and height of members of athletic teams, most recent previous school attended, certain class work which may be published onto the Internet, classroom assignment and/or home room teacher, student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems (but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only the authorized user). Directory information does not include a student's social security number.

Directory information about students may be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that market or manufacture class rings, sell student photographs or publish student yearbooks.

Federal law requires school districts to provide military recruiters and institutions of higher education with the names, addresses, and telephone listings of high school students unless parents have notified the school district in writing that they do not want this information disclosed without prior written parental consent. Military recruiters will be granted the same access to a student in a high school grade as is provided to postsecondary educational institutions or to prospective employers of such students.

Parents who ***OBJECT*** to the disclosure of any directory information about their student should write a letter to the principal. This letter should specify the particular categories of directory information that the parents do not wish to have released about their child or the particular types of outside organizations to which they do not wish directory information to be released. This letter must be received by the school district no later than September 1 of each school year.

Non-Directory Information

All of the other personally identifiable information about students that is maintained in the school district's education records will generally not be disclosed to anyone outside the school system except under one of two circumstances: (1) in accordance with the provisions of the FERPA statutes

and related administrative regulations, or (2) in accordance with the parent's written instructions.

One FERPA exception permits disclosure to school officials with legitimate educational interests without consent. A school official includes, but is not necessarily limited to, a teacher or other educator, administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); school board member; volunteer; contractor or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, representative of the district's insurance providers, auditor, medical consultant, therapist, or a third-party website operator who has contracted with the school district or its agent to offer online programs for the benefit of students and/or the district; members of law enforcement acting on behalf of the school district; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a "legitimate educational interest" if the official needs to review an education record in order to fulfill a school-related professional, contractual, statutory, or regulatory responsibility.

The district will share information with the Department of Education necessary to comply with the requirement of state law that all third- year high school students take a college entrance exam. Any redisclosure of information related to the administration of this exam shall be governed by the agreement between the Nebraska Department of Education and the third-party testing company.

Transfer of Records Upon Student Enrollment
Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. The school is not obligated to inform parents when it makes a disclosure under this provision.

Complaints
Individuals who wish to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA may contact the Office that administers FERPA:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Student Schedule Changes

Student schedule changes may be made without penalty during the first five days of each semester. Teachers can make recommendations for scheduled changes up to the 10th school day of each semester. Drop and Add slips are to be obtained from the office of the School Counselor and must be signed by the school counselor before they are presented to the teacher of the class that is to be added or dropped. The School Counselor will consult with the principal when there are special situations.

After the first week of the semester, students who insist on dropping an online class outside of Oakland-Craig Public Schools or the Pathway to Tomorrow Program, except for instances of an extended illness, will receive a "0" on their permanent records, and that grade will be averaged into the student's cumulative grade point average. If an extended illness makes it impossible or impracticable for a student to successfully complete an online class or classes, the student may be allowed to withdraw from a class or classes as (WP)- Withdraw Passing or (WF)-Withdraw Failing. If permission to withdraw as WP or WF is given by the building principal and school counselor, the grade(s) will not be averaged into the cumulative grade point average of the student.

Before students are allowed to withdraw from a class as WP or WF, the student, the parent(s)/guardian(s) of the student, the school counselor, and the building principal must meet and review the circumstances of the situation. All available means that could be utilized to allow the student to successfully complete the course(s) must be reviewed before permission to withdraw as WP or WF is given by the building principal and school counselor.

Student Use of AI Tools

As used in this section, artificial intelligence tools ("AI Tools") mean machine-based resources that use computer science, algorithms, large language models, and/or machine learning to perform tasks, answer questions, collect information, and respond to human-directed tasks, queries, and objectives. AI Tools include, but are not necessarily limited to, commercially-available resources like ChatGPT, Gemini, Claude and similar programs.

AI Tools may be useful to student learning. However, students and staff must ensure that student use of AI Tools should focus on using such tools as a resource and for background material, rather than using the AI Tools to complete the assignment. Therefore, AI Tools may only be used by students in accordance with the following requirements:

1. Students may not use AI tools on any assignment, test, or project unless the staff member has given express permission for the student to do so. Staff Member permission to use an AI tool on one assignment does not carry over to other assignments. Individual staff members will decide for each individual assignment the extent to which students may use AI Tools.

2. If a student uses any AI Tools in connection with a school assignment, the student must:
    a. Give proper attribution to the specific AI Tool(s) used to the same extent that students are expected to give proper attribution to other sources of information such as books, texts, encyclopedias, secondary sources, and other traditional media. Such attribution may include, but is not necessarily limited to, accurate quotations, citations, footnotes, endnotes, and/or bibliography entries.
    b. Never copy and paste the output from the AI Tool into the student's work as if the student wrote such section himself or herself.

3. Students may never use AI Tools to:
    a. Cheat on any assignment, test, or quiz;
    b. Help answer questions on a test or quiz without staff member permission;
    c. Make or share deepfakes or fake images, audio, or video of any real person;
    d. Make or share sexual, nude, or intimate images of any real person—even if the image is fake or AI-made;
    e. Bully, harass, threaten, intimidate or impersonate any person;
    f. Place another student or staff member name, photo, voice, or personal information into an AI Tool without staff member authorization;
    g. Use AI Tools to bypass accommodations, content filers, or school security.

4. A student may use AI Tools as an accommodation if his/her IEP team or Section 504 committee has approved use of the tool. The student must disclose the use of AI Tools to the staff member grading the assignment.

5. A student's failure to meet the requirements stated in this policy will constitute a violation of the district's prohibitions against cheating plagiarism and/or academic dishonesty, including but not necessarily limited to such prohibitions stated in the Student Handbook, which violation will subject the student to discipline up to and including expulsion.

6. The student requirements stated above are the minimum requirements for any student assignment. An individual teacher may impose more stringent requirements for any specific academic assignment or coursework.

Tardiness

A student who does not have a valid excuse for being tardy to any class may be required to serve detention. After four tardies to school, the student and parents will be required to meet with the principal or his/her designee to discuss the situation.

Telephone Calls

The school's telephone may be used only with permission of staff.

Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Definitions

. A threat is an expression of willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.

i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.

ii. A transient threat is an expression of anger or frustration that can be quickly or easily resolved.

iii. A substantive threat is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means

a. A threat assessment is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assess them and to manage/address them. Threat assessment is the process of distinguishing "transient" threats from serious ones in a systematic, data- informed way.

i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or

emergency exclusion without complying with state law and board policy governing those actions.

ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

All staff and students must report substantive threats to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

3. Threat Assessment Investigation and Response

When a threat is reported, the school administrator shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The superintendent may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;

- Any other investigatory methods that the law enforcement unit determines to be reasonable and useful.
- The superintendent must confer with at least one member of the school's guidance counseling staff as part of his/her investigation. If the threat has been made by, or is directed towards, a student with a disability, the superintendent must confer with a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate.

At the conclusion of the investigation, the superintendent will determine what, if any, response to the threat is appropriate. The superintendent is authorized to disclose the results of his/her investigation to law enforcement and to the target(s) of any threatened acts. The superintendent may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of his/her investigation to the student's individualized education plan team.

Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.

4. Communication with the Public about Reported Threats

To the extent possible, the superintendent will keep members of the school community informed about substantive threats and about the District's response to those threats. This communication may include oral announcements, written communication sent home with students, and communication through print or broadcast media. However, the superintendent will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

5. Coordination with the Crisis Team After Resolution of Threat

The superintendent will confer with the district's crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district's All- Hazard School's Safety Plan.

Transportation Services

The district operates school buses as a convenience for students and parents. They represent a substantial investment, and students are expected to care for and respect them.

Transportation to School

Students who ride the bus to school will arrive in time for them to eat breakfast at school. Parents must contact their bus driver if a student will not ride the bus on a given day. Bus drivers endeavor to adhere to their schedule, and will wait for riders only a short period of time so as not to jeopardize the time remaining for the rest of their schedule.

Non-resident or option enrollment students may ride the buses, but they will be charged a fee to be established by the board of education. The Superintendent will schedule bus routes, and questions concerning them should be directed to that office.

Bus Regulations

Riding school vehicles is a privilege, not a right. The bus drivers have the same authority as teachers while transporting students. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must also comply with the student code of conduct while riding in school vehicles. <u>If misconduct is recurring, the student will not be allowed to ride the bus.</u>

a) **Rules of Conduct on School Vehicles:**

1) Students must obey the driver promptly.
2) Students must wait in a safe place for the bus to arrive, clear of traffic and away from where the vehicle stops.
3) Students are prohibited from fighting, engaging in bullying, harassment, or horseplay.
4) Students must enter the bus without crowding or disturbing others and go directly to their assigned seats.
5) Students must remain seated and keep aisles and exits clear while the vehicle is moving.
6) Students are prohibited from throwing or passing objects on, from, or into vehicles.
7) Students may not use profane language, obscene gestures, tobacco, alcohol, drugs, or any other controlled substance on the vehicles.
8) Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items, or animals onto the vehicle.
9) Students may carry on conversations in ordinary tones, but may not be loud or boisterous and should avoid talking to the driver while the vehicle is in motion. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.

10) Students may not open windows without permission from the driver. Students may not dangle any item (e.g. legs, arms, backpacks) out of the windows.
11) Student must secure any item or items that could break or produce injury if tossed about the inside of the vehicle if the vehicle were involved in an accident
12) Student must respect the rights and safety of others at all times.
13) Students must help keep the vehicle clean, sanitary, and orderly. Students must remove all personal items and trash upon exiting.
14) Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.
15) Video cameras may be placed on buses, at random, to monitor student behavior on the bus.

b) **Consequences**

Drivers must promptly report all student misconduct to the administration. These reports may be oral or written. Students who violate the Rules for Conduct will be referred to their building principal for discipline. Disciplinary consequences may include a note home to parents, suspension of bus riding privileges, exclusion from extracurricular activities, in-school suspension, short- term or long-term suspension from school, and/or expulsion.

These consequences are not progressive, and school officials have discretion to impose any listed punishment they deem appropriate, in accordance with state and federal law and board policy.

c) **Records**

Records of vehicle misconduct will be forwarded to the appropriate building principal and will be maintained in the same manner as other student discipline records. Reports of serious misconduct may be forwarded to law enforcement.

Requests to be dropped off at a point **not** on the regular route will not be accommodated, unless extenuating circumstances arise and the request is approved by the transportation director or administration.

Students who are not regular route riders may not ride the bus home with a friend, unless the parent of the non-route student presents written permission

to the bus driver ahead of time. The written permission should include the date, the non-route rider's name, the signature of the non-rider's parent, and the place approved for drop off. Such requests may not be granted if they cause overcrowding of the vans or buses (Vans-10 riders only, plus driver).

Transportation to Activities

The school district provides transportation to students who are participating in school-sponsored events and they must ride to those events in a school vehicle. Students who wish to take private transportation home from a school event must submit a release form to the sponsor that has been signed by that student's parent.

Video Surveillance, Recordings, and Photographs

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, and to safeguard District facilities and equipment. Video cameras may be used in locations deemed appropriate by the Superintendent. If a video surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, it may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Recordings Made by Parents/Guardians and Patrons. Parents/guardians and patrons may make recordings of school activities intended to be public in a non-disruptive manner including things like athletic contests and school board meetings to the extent permitted by law unless otherwise lawfully restricted by the administration. Parents/guardians or patrons may not make recordings if they are volunteering or visiting school during the school day without permission of the administration or supervising staff member and subject to this policy, such as recording their child's classroom activities or recess. Parents may not record meetings with administrators or staff, including meetings related to a student's IEP or 504 Plan. Violation of this policy will result in immediate termination of any meeting that is being recorded and may be grounds for exclusion from school property, loss of volunteer privileges, or other restrictions deemed appropriate by the administration.

Recordings Made by Students. This policy applies to students during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event. Students may make recordings of school activities in a non-disruptive manner including things like athletic contests and other extracurricular performances to the extent permitted by law. Students generally are not permitted to record

classroom instruction or members of the school community during the school day without the express consent of a staff member or as required by the student's education plan. Student use of assistive technology that has the capacity to record and/or transmit recordings (e.g. AngelSense) must be approved by the student's education team or administration. Students remain subject to all other district policies and rules. In no event shall recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy. Students who violate this policy may be subject to discipline up to and including expulsion.

Weather-Related School Closing

The Superintendent will occasionally announce an emergency early school dismissal, late start, or cancellation of school due to extreme heat, snow, or ice. School closings will be announced on KTIC radio station and Thrillshare phone call/text. Parents should assume that school is open and a regular schedule is being followed if there is no announcement concerning the school district. Please do not call the school or individual staff members to find out whether school is being canceled. Parents who do not believe it is safe to transport their students to school may keep their students home after contacting the district office.

If schools are closed due to severe weather conditions, all after-school activities will be canceled.

Withdrawal From School

Students who are moving from the district must notify the school office.

Work Permits

The building principal or other authorized school official shall be responsible for the issuance of work permits for children in accordance with state law.

SECTION TWO

ACADEMIC INFORMATION

Academic Lettering

A student in grades 10-12 is eligible for an academic letter if he/she achieves a 3.5 GPA or higher for 3 consecutive semesters.

Class Rank

Student class rank shall be determined by using a numeric grade point average derived from all classes graded on a numeric basis. To be included in the class ranking, a student must have received a numeric grade for each core curriculum class in which he/she was enrolled. For the purposes of this policy, core curriculum shall include all courses in the areas of language arts, mathematics, science, and social studies.

Students who transfer into the school district will be eligible to be included in class ranking after two semesters of attendance.

Students who transfer into the school district in middle of their senior year will be eligible to be included in class ranking, although a mid-year transfer will not displace the ranking of a student who has not transferred mid-year. In those circumstances there will be two students holding the relevant class ranking. ~~Mid-year transfer students will not be eligible to receive senior awards such as valedictorian and salutatorian unless the student has been enrolled in the district's high school for the last two semesters.~~

Credit for Non-Academic Work

Credit is not awarded for participation in extracurricular activities such as sports, speech, drama, etc. However, all such activities in which the student participates, as well as honors earned, are noted on the student's permanent record. 2.5 physical education credits may be waived for completion of a high school sport in good standing. This will include dance team. A maximum of 10 credits can be waived in this manner.

Correspondence and Online Courses

Under certain circumstances, the school district will reimburse students for the cost of tuition, textbooks, and other mandatory class materials for high school correspondence or online courses that are not part of the school district's regular curriculum. To receive reimbursement, the student must: 1) pay all initial course costs when he/she registers for the course; 2) select a course that is not available in the school curriculum, nor is any comparable course available; 3) register for the course during a specific school period; 4) have a faculty member designated as course monitor; and 5) complete the course during the regular school semester(s).

The district will not be liable for the costs of such courses until the student has successfully completed the course according to the established timelines. After the student has completed the course and the district has reimbursed the student for these costs, the textbooks and class materials shall become the property of the district.

Grades

Students will receive letter grades for their academic core classes.

The grading system is as follows:

GRADING SCALE	
A+	98.5 – 100.0
A	95.5 – 98.4
A-	92.5 – 95.4
B+	90.5 – 92.4
B	87.5 – 90.4
B-	84.5 – 87.4
C+	82.5 – 84.4
C	79.5 – 82.4
C-	76.5 – 79.4
D+	74.5 – 76.4
D	71.5 – 74.4
D-	69.5 – 71.4
F+	64.5 – 69.4
F	59.5 – 64.4
F-	00.0 – 59.4

GRADE POINT AVERAGE IS COMPUTED ON A 4.0 SCALE
A+, A, A- == 4.0
B+, B, B- == 3.0
C+, C, C- == 2.0
D+, D, D- == 1.0
F+, F, F- == 0.0

*College grading scales will be accepted for dual-credit and college credit classes.

In the elementary grades, students will receive letter grades only in designated "core" curricular subjects. Elementary teachers should report student progress on grade reports using the following system:

Kindergarten-1st Grade 2nd Grade

Reading – Standards Based Grading
Math – Standards Based Grading
Specials – Satisfactory/Unsatisfactory

Reading – Standards Based Grading
Math – Standards Based, Traditional
Science – Satisfactory/Unsatisfactory
Social Studies - Satisfactory/Unsatisfactory
Specials – Satisfactory/Unsatisfactory

3rd Grade
Reading – Standards Based Grading
Math – Standards Based, Traditional
Science – Satisfactory/Unsatisfactory
Social Studies - Satisfactory/Unsatisfactory
Music/PE - Traditional
Art/Library/Computers–
Satisfactory/Unsatisfactory

4th Grade
Reading – Standards Based Grading
Math – Standards Based, Traditional
Science – Standards Based, Traditional
Social Studies –Traditional
Specials– Traditional

5th-6th Grade
Reading – Standards Based Grading
Math – Standards Based, Traditional
Science – Standards Based
Social Studies – Standards Based, Traditional
Specials– Traditional

A student may earn an incomplete when he or she fails to complete classroom assignments. Any student in grades 7-11 who receives an incomplete will have this grade recorded on his/her permanent record until the required work is completed to the teacher's satisfaction. If a student does not remove an incomplete by completing the minimum classroom assignments, the incomplete will be calculated as a failing grade in determining the student's grade point average.

If a student does not remove an incomplete by completing the necessary work within two weeks of the end of the grading period, the incomplete will become a failing grade that the student may make up only by taking the entire course again. The two-week period may be extended by mutual agreement of the teacher, principal, and student.

A student who receives an incomplete during his/her senior year must satisfactorily complete the classroom assignments to participate in the graduation ceremony. Seniors with incompletes will not be dismissed from school attendance until the classroom assignments are completed to the teacher's satisfaction.

Test Retake Policy

Jr.-Sr. High students who fail a test may retake the test to improve their grade. The student will receive only a 70% if he/she successfully passes the retake. In addition, teachers may offer retake opportunities for all students

wishing to better their grade. In this event, the teacher will determine the grading modification. If a student qualifies and wishes to retake a test, he/she must do so on his/her own time at the convenience of the instructor. This does not apply to 9-week or semester tests. Any retakes after April 15th will wait until the semester test window, unless the retake opportunity is keeping the student away from eligibility for school activities.

Retaking a Class to Raise a Grade

A student may enroll in a course for the second time in order to raise the grade that appears on their Oakland-Craig Public Schools transcript. The following criteria will apply as they take part in this retake process at Oakland-Craig Public Schools:

1. The student must enroll in the course to be retaken prior to completion of a higher-level course in that department.
2. The retaken course will be listed on the transcript for the semester in which it is retaken;
3. Upon completion of the course, the original course grade and credit are deleted from the transcript;
4. The GPA will be recalculated with the original grade and credit deleted and the new course grade and credit included;
5. If the same or lower grade is earned in the second enrollment, then there will be no substitutions;
6. Grades earned outside the Oakland-Craig Public Schools District **CANNOT** substitute for any grade already listed on the student's transcript.

Graduation Awards

Oakland-Craig Public Schools recognizes all of their outstanding academic seniors in lieu of a valedictorian and salutatorian. In order to achieve this distinction, the student must have a cumulative grade point average of 3.75 or above at the completion of his or her senior year. All students with a 4.0 will be allowed to deliver a speech at graduation in lieu of a valedictorian or salutatorian address.

Graduation Requirements

English	*40 credits*	
Science	*30 credits*	(Biology, Physical Science, and one elective Science Course)
Math	*30 credits*	(Algebra I is strongly recommended)
Social Studies	*30 credits*	(American History, Government, and a choice of World History, World Geography, or Economics are required)
Fine Art	*5 credits*	(Includes Band, Choir, Art, and Speech)
Physical Education	*10 credits*	(2.5 physical education credits may be waived for completion of a high school sport in good standing. This will include dance team. A maximum of 10 credits can be waived in this manner.)

Technology	*10 credits*	(1 semester of Coding is required for all freshman, 1 semester of Information Tech. is encouraged but higher level courses in technology will be accepted)
Financial Literacy	*5 credits*	(Personal Finance)
Electives	*75 credits*	

A total of 240 credits are required to graduate. The above list is regarded as minimum requirements.

Transfer students must meet the minimum hour requirement for graduation both in terms of total number and specific subject areas. Substitutions may be made for deficiencies in required courses, provided that it was not possible to include the courses on the student's schedule while enrolled at this school district.

Students who receive special education services are mainstreamed into the regular education curriculum when appropriate. The curriculum content of regular education classes may be modified to accommodate the individual needs and abilities of verified special education students. Each curriculum modification will be included on the student's Individual Education Plan by the Multi-Disciplinary Team and/or school staffing teams composed of special and regular education staff. Hours in special education will be counted toward a high school diploma.

Parents of students who may not qualify for their high school diploma because of academic deficiencies will be notified of this possibility by the beginning of the second semester of the student's senior year.

Homework

Classroom teachers will often assign homework. Parents who have questions about homework or concerns about class work should contact the teacher. Questions not resolved by the teacher should be referred to the administration.

Each student is expected to spend some time preparing for studies outside of school hours. The amount of time that is needed will depend upon each student. Normally, at least an hour a day should be spent in preparing for an average assignment.

Homework in the elementary grades will be minimal. Homework will not be of a disciplinary nature, but will reinforce principles learned during the day. Ample time will be given in school for students to complete most homework assignments. Time guidelines for homework when assigned:

Kindergarten: 10 Minutes
Grades 1-2: 10-20 Minutes
Grades 3-4: 20-40 Minutes
Grades 5-6: 30-60 Minutes

Homework shall be kept minimal on Wednesday nights, which is traditionally considered "family night" within the community (Board Policy 6017).

Students who struggle to complete assignments or who must spend an inordinate amount of time completing an assignment should seek the help and advice of their teachers and consult with the principal and/or the guidance counselor.

Tutorials

Students with missing assignments will be required to attend a tutorial after school.

Honor Roll

The secondary honor roll is divided into two categories. High Honor Roll is for students who have earned all "A's" and Honor Roll is for students who have no grade lower than a "B". Students who maintain honor roll status for the previous fourth quarter and the first three quarters will be treated to a field trip toward the end of the third quarter.

Mid-Term Graduation

Students are generally required to attend four years of high school (minimum of seven semesters) to be eligible to receive a diploma from the school district.

The Board of Education, upon receiving administrative recommendation, may grant mid-term exit from high school to students who have completed the requirements for graduation. To be considered for mid-term exit from high school, the student and his/her parents or guardian should apply during the first quarter of the student's senior year. The Board of Education will act on all requests. Any student who is granted mid-term exit from high school forfeits all privileges of high school enrollment, except the right to participate in commencement exercises.

Report Cards

Report cards are sent home the week following the end of the nine-week reporting period. Mid-quarter reports are also generally sent to parents of all students; however, in some circumstances, mid-quarter reports may only be sent to students who are having difficulty in an academic subject.

SECTION THREE

STUDENT DISCIPLINE

General Discipline Philosophy

The school district has the authority to discipline students who behave inappropriately on the way to school, at school, during lunch, on the way home, and at all school activities (home and away or any time while on school or district property).

The school district's discipline is guided by the following principles:

1. The school district's discipline policy is intended to ensure that students take responsibility for their behavior.
2. Behavior expectations and the consequences for failing to meet those expectations will be clearly communicated to all students and their parents.
3. The severity of consequences for violating behavior expectations will generally be progressive in nature. That is, sanctions will increase with each instance of misconduct; however, each instance will be assessed on its own facts, and sanctions will be imposed based on the severity of the misconduct.
4. Parents play a vital role in supporting and reinforcing the school district's expectations of their students.
5. Behavior expectations apply to all students; consequences are enforced consistently without regard to a student's academic record or achievement.

Extracurricular activities, including athletics, cheerleading, band, chorus, and club activities, are governed by the Student Activity Handbook. Students who are involved in extracurricular activities may face consequences related to the activity in addition to the consequences discussed in this handbook.

The school district reserves the right to refer to the appropriate non-school agency any act or conduct of its students which may constitute a crime under federal, state, county, or local law. The administration will cooperate with these agencies in their investigations.

Forms of School Discipline

Administrative and teaching personnel may take actions regarding student behavior that are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, 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 during the day or mandatory attendance at Saturday school. When in-school suspensions, after-school assignments, Saturday School, 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. District administrators may develop building-specific protocols for the imposition of student discipline.

In this section, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

For purposes of this section, “Parent” means parent, guardian, or educational decisionmaker of the student. “Educational decisionmaker” means a person designated or ordered by a court to make educational decisions on behalf of a child.

Any statement, notice, recommendation, determination, or similar action specified in this section shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her Parent.

Any student who is suspended or expelled from school pursuant to this section may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

After School Sessions and Detentions

Teachers and administrators may require students to stay after school or to serve a detention when the student violates any of the rules contained in this handbook or violates classroom-specific conduct rules set by individual teachers.

Students who ride the bus home from school will be given a 24-hour notice of after-school time or a detention so that the parents may make plans to pick up the student the following day.

- After-school sessions will not exceed 30 minutes from the time of dismissal and are to be served in the teacher's room. A student who fails to attend an after-school session may be given a detention by the teacher or may face additional disciplinary consequences up to and including long-term suspension and/or expulsion. A student who

has a conflict with an after-school session is responsible for working it out with the teacher.

- Detentions are 30-60 minutes, served in the principal's office or the detention room designated by the building principal.

~~Saturday School~~

~~The building administrator may require a student to attend Saturday School for four hours on Saturday morning. Saturday School is held from 8:30 AM to 12:30 PM in a classroom staffed by teachers. Students follow strict rules and must work on assignments the entire time, except for short breaks. Students who do not follow Saturday School rules will be removed from the classroom and will face further disciplinary action.~~

In-School Suspension

The building administrator may require a student to serve in-school suspension. Students may be required to attend up to six hours per day of school-sponsored suspension a day at a designated location where they will study and participate in campus clean up. There will be zero tolerance for behavior problems from students placed in in-school suspension. Students not completing their In-School Suspension will face further disciplinary action.

Emergency Exclusion

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

Short-Term Suspension

The Principal or the Principal's designee may exclude a student from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Any of the conduct described in the subsections under "Grounds for Long-Term Suspension, Expulsion, or Mandatory Reassignment" below irrespective of the location at which such misconduct; 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 shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to

further school purposes, or to prevent an interference with school purposes.

2. After the principal has determined that a short-term suspension is necessary, but prior to commencement of the short-term suspension, the student and the Parent will be given oral and written notice of the charges against the student. They will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and an opportunity to present evidence of the student's version of the facts.

3. Within 24 hours or such additional time as is reasonably necessary following the suspension (not to exceed an additional 48 hours), the Principal will send a written statement to the student and the student's Parent, describing: the student's conduct, misconduct, or violation of the rule or standard; the reasons for the action taken; the actions made by the school to try to discontinue or alleviate the behavior of the student prior to considering suspension; resources the school is able to provide or recommend to assist the student; and how the school plans to handle such behavior in the future, including an actionable plan aimed at maximizing strategies to keep the student in school.

An opportunity will be given to the student, and the student's Parent, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school and shall document such effort in writing. The Principal shall determine who, in addition to the Parent, is to attend the conference. If no conference has been held, a Parent may submit a written request to the suspending principal before the student returns to school.

Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: Examinations will be taken and proctored at school. Assignments/classwork will be due on the original date set by the teacher. No extension time will be granted unless approved by the building principal.

Firearms. No student may bring, possess, handle, or transmit a firearm on school grounds, in a school owned vehicle, or at a school activity or event off school grounds, except as permitted by this policy.

Definition of Firearm. The term "firearm," as defined in 18 U.S.C. 921, means 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, the frame or receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device (excluding an antique firearm).

Exceptions Regarding Firearms. The only exceptions for a student to bring or possess a weapon, including a firearm, are as follows:

1. The issuance of firearms to or possession of firearms by members of the Reserve Officers Training Corps when training or
2. Firearms which may lawfully be possessed by the person receiving instruction under the immediate supervision of an adult instructor who may lawfully possess firearms.

Consequences - Firearm. Any student who brings a firearm, as that term is defined in 18 United States Code 921, to school will be expelled from school for one calendar year. The superintendent of schools and the board of education shall have the authority to modify the expulsion requirement on a case-by-case basis.

Long-Term Suspension

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

Pre-Kindergarten through Second Grade Students

An elementary school shall not suspend a student in pre-kindergarten through second grade unless the student:

1. Brings a deadly weapon as defined in section 28-109 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 his or her designee, or at a school-sponsored activity or athletic event; or
2. Engages in violent behavior capable of causing physical harm to another student or school employee

As an alternative to suspension, the school district may take any action authorized by law, including those provided in section 79-258.

Expulsion

1. **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.

2. **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. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise, the student may be readmitted by action of the Superintendent.

3. **Suspension of Enforcement of an Expulsion**: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.

4. **Alternative School or Pre-expulsion Procedures.** The school shall provide either an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in Neb. Rev. Stat. 79-266.

Grounds for Long-Term Suspension, Expulsion, or Mandatory Reassignment:

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, Neb. Rev. Stat. § 79-254 through 79-296, when such activity 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:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school

purposes. The board has determined that the use of synthetic media such as deepfakes may constitute "similar conduct";

2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. 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 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes 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 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*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults that 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 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or

11. A repeated violation of any of the following rules, or a single violation if the conduct amounts to a criminal act, if such violations constitute a substantial interference with school purposes:
    a. 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, sex, national origin, or religion;
    b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
    c. Violating school bus rules as set by the school district or district staff;
    d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation, or electronic cigarettes, vapor pens, etc.;
    e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
    f. Possession of pornography, including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deepfakes;
    g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically), including creation, possession, dissemination, accessing, sale, or any other use of synthetic media, such as deepfakes;
    h. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent;
    i. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school

organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault;

j. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
k. Violation of the district’s computer acceptable computer use policy are subject to discipline, up to and including expulsion;
l. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or “look-a-like” weapon;
m. Using any object to simulate possession of a weapon;
n. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other

school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation; and

o. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

The length of any suspension, expulsion, or mandatory reassignment shall be as provided or allowed by law.

Reporting Requirement to Law Enforcement

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;
3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students; or
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes.

Due Process Afforded to Students Facing Long-term Suspension or Expulsion

The following procedures shall be followed regarding any long-term suspension, expulsion, or mandatory reassignment:

1. The decision to recommend discipline shall be made within two school days after learning of the alleged student misconduct. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's Parent with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:

    a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;

b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
c. Resources the school is able to provide or recommend to assist the student;
d. How the school plans to handle such behavior in the future, including an actionable plan aimed at maximizing strategies to keep the student in school;
e. A statement that, before long-term suspension, expulsion, or mandatory reassignment can be invoked, the student has a right to a hearing, upon request, and that 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 pursuant to district guidelines which shall not require the student to attend the school district's alternative programs for expelled students in order to complete classwork or;
f. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
g. A statement that the principal, legal counsel for the school, the student, the student's Parent, or the student's representative has the right (i) to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and
h. A form on which the student, the student's Parentmay request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail to the address provided on the form.

3. 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.
4. Nothing in this policy shall preclude the student, student's Parent or representative(s) from discussing and settling the matter with appropriate school personnel prior to the time the long-term suspension, expulsion, or mandatory reassignment takes effect.

5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall recommend appointment of a hearing examiner within two school days after receipt of the hearing request. The student or the student's Parent may request designation of a hearing examiner other than the hearing examiner recommended by the superintendent if notice of the request is given to the superintendent within two school days after receipt of the superintendent's recommended appointment. Upon receiving such request, the superintendent must provide one alternative hearing examiner who is not an employee of the school district or otherwise currently under contract with the school district and whose impartiality may not otherwise be reasonably questioned. The student or the student's Parent must, within five school days, select a hearing examiner to conduct the hearing who was recommended or provided as an alternative hearing examiner, and shall notify the superintendent in writing of the selection. The superintendent must appoint the selected hearing examiner upon receipt of such notice.
6. The hearing examiner must, within two school days after being appointed, give written notice to the principal, the student, and the student's Parent of the time and place for the hearing.
7. The hearing shall be held within a period of five school days after appointment of the hearing examiner, but such time may be changed by the hearing examiner for good cause with consent of the parties. No hearing shall be held upon less than two school days' actual notice to the principal, the student, and the student's Parent, except with the consent of all the parties.
8. The principal or legal counsel for the school, the student, and the student's Parentor representative have the right to receive a copy of all records and written statements referred to in the Student Discipline Act as well as the statement of any witness in the possession of the school board or board of education no later than forty-eight hours prior to the hearing.
9. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing examiner. The hearing will be held according to the requirements of section 79-269. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
10. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294).

SECTION FOUR

The school district is committed to providing a school environment that enhances learning and the development of lifelong wellness. The goals outlined in this policy were determined and selected after reviewing and considering evidence-based strategies.*

1. Goals for Nutrition Promotion and Education

a. The district will promote healthy food and beverage choices for all students, as well as encourage participation in school meal programs by such methods as implementing evidence-based healthy food promotion techniques through the school meal programs and promoting foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards.

b. The health curriculum will include information on good nutrition and healthy living habits.

c. Teachers will incorporate information on nutrition and wellness into the classroom curriculum as appropriate.

d. The district will collaborate with public and private entities to promote student wellness.

e. Water will be made available to students throughout the school day.

2. Goals for Physical Activity

a. The school district’s curriculums shall include instruction on physical activity and habits for healthy living.

b. Students will be encouraged to engage in physical activities throughout the school day and will be provided with opportunities to do so.

c. The district encourages parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

3. Goals for Other School-Based Activities Designed to Promote Student Wellness

a. The district will participate in state and federal child nutrition programs as appropriate.

b. The district will provide professional development, support, and resources for staff about student wellness.

c. Students will be provided sufficient time in which to eat school-provided meals.

d. The district's lunchrooms will be attractive and well-lighted.

e. The district will allow other health-related entities to use school facilities for activities such as health clinics and screenings so long as the activities meet the district's requirements and criteria for the use of facilities.

f. The district may partner with other individuals or entities in the community to support the implementation of this policy.

g. The district will strive to provide physical activity breaks for all students, recess for elementary students, and before and after school activities, as well as encourage students to use active transport (walking, biking, etc.)

h. The district will use evidence-based strategies to develop, structure, and support student wellness.

4. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day

a. The district will ensure that student access to foods and beverages meet federal, state and local laws and guidelines including, but not limited to:

   i. USDA National School Lunch and School Breakfast nutrition standards

   ii. USDA Smart Snacks in School nutrition standards.

b. The district will offer students a variety of age-appropriate, healthy food and beverage selections with plenty of fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements in order to promote student health and reduce childhood obesity.

5. Standards for All Foods and Beverages Provided, But Not Sold to Students During the School Day

The district may provide a list of healthy party ideas or food and beverage alternatives to parents, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The district discourages the use of food and beverages as a reward or incentive for performance or behavior.

6. Food and Beverage Marketing

Marketing and advertising is only allowed on school grounds or at school activities for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards, except as follows:

a. This requirement does not apply to marketing that occurs at events outside of school hours such as after school sporting or any other events, including school fundraising events.

b. The district will not immediately replace menu boards, coolers, tray liners, beverage cups, and other food service equipment with depictions of noncompliant products or logos to comply with the new USDA Smart Snacks in Schools nutrition requirements. All previously purchased products will be used, and all existing contracts honored.

c. All equipment that currently displays noncompliant marketing materials will not be removed or replaced (e.g., a score board with a Coca-Cola logo). However, as the district reviews and considers new contracts, and as scoreboards or other such durable equipment are replaced or updated over time, any products that are marketed and advertised will meet or exceed the USDA Smart Snacks in School nutrition standards

7. Public Participation

Parents, students, representatives of the school food authority, teachers, school health professionals, board members, school administrators, and members of the general public shall be allowed to provide their input to the school district during the wellness policy adoption and review process.

8. Competitive Foods (Includes Food and Beverages Sold in Vending Machines, School Stores, and Fundraisers)

a. Definitions. "Competitive food" means all food and beverages other than meals reimbursed under programs authorized by the

Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966 available for sale to students on the school campus during the school day. For the purpose of competitive food standards implementation, "school day" means the period from the midnight before to 30 minutes after the end of the official school day.

b. Applicability. Except as otherwise allowed by the Nebraska Department of Education (NDE) or applicable law, all competitive food sold during the school day must meet the USDA Smart Snacks Standards and the nutrition standards found in 7 CFR § 210.11. The competitive food restrictions do not apply to food sold during non-school day hours, weekends, and off-campus fundraising events such as concessions during after-school sporting events, school plays or concerts; or to bulk food items that are sold for consumption at home. (Ex: frozen pizzas, cookie dough tubs, etc.)

c. Fundraiser Exemptions. A special exemption is allowed for the sale of food and/or beverages that do not meet the competitive food standards as required in this section for the purpose of conducting an infrequent school-sponsored fundraiser. The specially exempted fundraisers must not take place more than the frequency specified by NDE during such periods that schools are in session. No specially exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service.

d. Other Exemptions. The only other nutrition exemptions from the competitive food requirements are those found in 7 CFR § 210.11.

e. Other Limitations. No competitive food can be sold to children anywhere on school premises beginning one half hour before breakfast and/or lunch service until one half hour after meal service unless all proceeds earned during these time periods go to the school nutrition program.

9. Triennial Assessment

The school board shall assess and review this policy at least every three years to determine:

a. Compliance with this policy;

b. How this policy compares to NDE model wellness policies;

c. Progress made in attaining the goals of this policy.

The school board will update or modify this policy as appropriate.

10. Public Notice

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of this policy at least annually to the public and other stakeholders identified in this policy by one or more of the following methods: on its webpage, in its newsletter, in the student and employee handbooks, newspaper advertisements, direct mailings, electronic mail, and public postings.

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of the Triennial Assessment and progress reports towards meeting the goals in this policy using one or more of those same methods.

11. Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at its central office.

12. Operational Responsibility

The superintendent is responsible for coordinating the implementation of this policy and for monitoring the district's progress in meeting the goals established by this policy. The superintendent will periodically report to the board on the district's progress in implementing this policy.

* These strategies include, but are not necessarily limited to, those cited in the Alliance for a Healthier Generation's Model Wellness Policy (Updated June 2020 to Reflect the USDA Final Rule) found at https://api.healthiergeneration.org/resource/2.

TITLE IX

As required by Title IX of the Education Amendments of 1972, it is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the district's programs or activities, or in regards to admission or employment. Any person may report sex discrimination, including sexual harassment. This report must be made by any means to the district's Title IX Coordinator whose contact information can be found on the district's website and in the district's student and staff handbooks. Any other inquiries regarding the application of this policy should be referred to the Title IX Coordinator.

EMERGENCY RESPONSE TO LIFE-THREATENING ASTHMA OR SYSTEMIC ALLERGIC REACTIONS (ANAPHYLAXIS)

DEFINITION: Life-threatening asthma consists of an acute episode of worsening airflow obstruction. Immediate action and monitoring are necessary.

A systemic allergic reaction (anaphylaxis) is a severe response resulting in cardiovascular collapse (shock) after the injection of an antigen (e.g. bee or other insect sting), ingestion of a food or medication, or exposure to other allergens, such as animal fur, chemical irritants, pollens or molds, among others. The blood pressure falls, the pulse becomes weak, **AND DEATH CAN OCCUR.** Immediate allergic reactions may require emergency treatment and medications.

LIFE-THREATENING ASTHMA SYMPTOMS: Any of these symptoms may occur:

- Chest tightness
- Wheezing
- Severe shortness of breath
- Retractions (chest or neck "sucked in")
- Cyanosis (lips and nail beds exhibit a grayish or bluish color)
- Change in mental status, such as agitation, anxiety, or lethargy
- A hunched-over position
- Breathlessness causing speech in one-to-two word phrases or complete inability to speak

ANAPHYLACTIC SYMPTOMS OF BODY SYSTEM: Any of the symptoms may occur within seconds. The more immediate the reaction, the more severe the reaction may become. Any of the symptoms present require several hours of monitoring.

- **Skin:** warmth, itching, and/or tingling of underarms/groin, flushing, hives
- **Abdominal:** pain, nausea and vomiting, diarrhea
- **Oral/Respiratory:** sneezing, swelling of face (lips, mouth, tongue, throat), lump or tightness in the throat, hoarseness, difficulty inhaling, shortness of breath, decrease in peak flow meter reading, wheezing reaction
- **Cardiovascular:** headache, low blood pressure (shock), lightheadedness, fainting, loss of consciousness, rapid heart rate, ventricular fibrillation (no pulse)
- **Mental status:** apprehension, anxiety, restlessness, irritability

EMERGENCY PROTOCOL:

1. CALL 911.
2. Summon school nurse if available. If not, summon designated trained, non-medical staff to implement an emergency protocol.

3. Check airway patency, breathing, respiratory rate, and pulse.
4. Administer medications (epinephrine auto injector and nebulized albuterol) per standing order.
5. Determine cause as quickly as possible.
6. Monitor vital signs (pulse, respiration, etc.).
7. Contact parents immediately and prescribing health care practitioner as soon as possible.
8. Any individual treated for symptoms with epinephrine at a school will be transferred to a medical facility.

STANDING ORDERS FOR RESPONSE TO LIFE-THREATENING ASTHMA OR ANAPHYLAXIS:

- Administer epinephrine auto injector junior for any child less than 60 pounds or adult epinephrine auto injector for any individual over 60 pounds into the muscle towards the front and outer side of the thigh.
- Follow with nebulized albuterol while awaiting EMS.
- If symptoms persist, repeat epinephrine auto injector followed by nebulized albuterol every fifteen minutes while awaiting EMS arrival.
- Administer CPR, if indicated.

STAFF DIRECTORY

Members of the Board of Education:

President	Jon Dockhorn
Vice-President	Aaron Anderson
Members	Marilee Groth
	Brett Johnson
	Dane Johnson
	Diane Pelan-Johnson
	Henry Unwin

Administrative Staff:

Superintendent	Jessica Bland
Secondary Principal	Travis Steinhoff
Elementary Principal	Rebecca Rennerfeldt

Teaching Staff:

Preschool	Erin Peterson
Kindergarten	Tawnya Meyer
	Marla Slaughter
1st Grade	Natalie Guenther
	Kristin Johnson
2nd Grade	Lana Hagedorn
	Ellen Eriksen
3rd Grade	Jade Jacobsen
4th Grade	Jadin Ostrand
	Korri Veskerna
5th Grade	Mya Johnston
	Stefanie Weitzenkamp
6th Grade	Aaron Meyer
Elementary Special Education	Lauren Krutilek
	Stephanie Brudigam
Title I	Chelsey Boden
Physical Education/Health	David Eriksen
Art	Angie Meyer
Media Center	Elyce Peterson
Vocal Music	Harold Scott
Instrumental Music	Nathan Beutler
English Language Arts	Jennifer Anderson
	Blake Johnson

Mathematics	Joe Anderson Molly Broekemeier Rusty Droescher
Science	Clinton Anderson Vanessa Brand Molly Broekemeier
Social Sciences	Scott Guzinski Lonnie Lierman Mike Selk
Business/Information Technology	Cameron Hyde
Agriculture	Kylie Penke
Spanish	Elizabeth Okereke
Industrial Technology	Cale Kai
Secondary Special Education	Wendi Anderson Whitney Asche Michelle Rayburn
IT Director	Gerald Brand
Activity Director	Mike Selk
School Counselor	Annie Magnusson
JAG Nebraska	Bryan Dunn

Office Staff:

Business Manager	Julie Ehlers
Elementary Secretary	Robin Smith
Secondary Secretary	Amanda Wilson

Support Staff:

Preschool Paraprofessionals	Tammy Schinck
Elementary Paraprofessionals	Ali Beckstrom Alissa Bousquet Alexa Dinville Shantelle Jernigan Kambree Mockenhaupt Teresa Pille
Secondary Paraprofessionals	Jeanette Anderson Tami Brands Cheri Droescher Sarah Gramke Christina Hallette Peggy Nelson Connie Rokusek

Child Nutrition Program:

Food Service Manager	Leslie Greve
Food Service Staff	Dan Anderson
	Carol Lindstrom
	Jeanie Tanksley

Custodians:

Maintenance/Custodian	Jakob Krutilek
	Scott Krutilek
	Terry Neiburg

Transportation Department:

Transportation Coordinator	Gregg Gahan
Route/Activity Driver	Curt Hineline

SCHOOL CALENDAR

OAKLAND-CRAIG PUBLIC SCHOOLS | 2026-2027 CALENDAR

JULY 2026

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

17-21 Burt County Fair

Return to School

2:30 Dismissal

No School

Teacher Work Day

P/T Conferences

AUGUST 2026

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

10 Start of Fall Practice
06 New Teacher Inservice
10-12 In-service for All Teachers
11 Open House
13 Student First Day (1/2 Day)

August Teacher Days: 16
Student Days: 13

SEPTEMBER 2026

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

07 No School - Labor Day

September Teacher Days: 21
Student Days: 21

OCTOBER 2026

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

02 Teacher Inservice
09 End of 1st Q. 44 T/40 S days
12-13 State Girls Golf
***19, *22** P/T Conf. (K-6 4:00-7:00)
(7-12 5:30-8:30)
23 No School: Teacher Compensation Day
23 State Cross-Country
October Teacher Days: 22
Student Days: 20

NOVEMBER 2026

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

5-6 State Volleyball
10 Veterans Day Program
16 Start of Winter Practice
25 2:30 Dismissal
26-27 Thanksgiving Vacation
30 Teacher Inservice

November Teacher Days: 19
Student Days: 18

DECEMBER 2026

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

10 State Play Production
18 *End of 2nd Q. 48 T/46 S
23-27 5-Day Moratorium

December Teacher Days: 14
Student Days: 14
1st Semester Teacher Days: 92
Student Days: 86

JANUARY 2027

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

1 No School
4 Teacher Inservice
5 Students Return to School

January Teacher Days: 20
Student Days: 19

FEBRUARY 2027

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

8, 11 P/T Conf. (K-6 4:00-7:00)
(7-12 5:30-8:30)
12 No School: Teacher Compensation Day
18-20 State Wrestling
19 Teacher Inservice

February Teacher Days: 20
Student Days: 18

MARCH 2027

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

1 Start of Spring Practice
3-6 State GBB
5 End of 3rd Quarter 45 T/42 S
10-13 State BBB
18-19 No School
24-26 State Speech
26-29 No School Spring Break
March Teacher Days: 19
Student Days: 19

APRIL 2027

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

16 No School

April Teacher Days: 21
Student Days: 21

MAY 2027

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

08 Graduation
18 Last Day Pk-12
18 End of 4th Quarter 48 T 47 S
19 Teacher Inservice
21-22 State Track
May Teacher Days: 13
Student Days: 12
2nd Semester Teacher Days 93
Student Days 89

JUNE 2027

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

Total 26-27: Teacher Days 185
Student Days 175

SECTION FIVE

FORMS

This section contains forms that students and their parents must complete and return to the school office **NO LATER THAN AUGUST 28, 2026.**

RECEIPT

This Student Handbook is distributed in accordance with Nebraska State Law, Section 79-262, paragraph three which states in part: "Rules and Standards which form the basis for discipline shall be distributed to students and parents at the beginning of each school year or at the time of enrollment…"

Parents (or guardians) and students are required to sign & return the receipt form below before August 28, 2026.

PARENT/STUDENT AGREEMENT

I have received and read the Student Handbook that describes the Oakland-Craig Public School District's discipline policies, regulations, rules, and expectations to be followed by students enrolled in the Oakland-Craig Public Schools, including the Drug Free School Policy. My child and I have discussed these policies and understand that we must comply with them.

RECOGNITION OF POTENTIAL AMENDMENTS OR SUPPLEMENTS

The rules and information provided in this handbook may be supplemented or amended by the School District's administration at any time, consistent with applicable law and board policy. All parents shall be provided notice of any such changes by the district's regular means of contact. By signing below, you agree that you will read any such information and communications, discuss them with your child, and recognize that you must comply with all rules, procedures, and requirements as they apply at that time.

_____	_____
Student's Signature Date	Parent/Guardian's Signature Date
_____	_____
Cell Phone Number (Optional)	Cell Phone Number (Optional)
_____	_____
Parent's Email Address (Optional)	Parent's Email Address (Optional)

EMERGENCY INFORMATION:

Student's Name	Parent/Guardian's Name(s)
Mailing Address	Home Phone
Father's Employer	Business Phone
Mother's Employer	Business Phone
Other Person Who May Be Contacted in Case of Emergency	Phone
Choice of Doctor	Phone

PARENTAL AUTHORIZATION AND RELEASE FORM
ADMINISTRATION OF NON- PRESCRIPTION DRUGS TO STUDENTS

While the administration of medications to students should be scheduled outside of school hours whenever possible, occasionally it may be necessary for school personnel to administer nonprescription drugs to a student as authorized by the student's parents, guardians, or medical professionals and state law. School personnel will only dispense those nonprescription drugs which have been approved by state and federal law for use as a drug and meet the definition of nonprescription drugs in Nebraska's Medication Aide law which states:

> Nonprescription drugs means nonnarcotic medicines or drugs which may be sold without a medical order and which are prepackaged for use by the consumer and labeled in accordance with the requirements of the laws and regulations of this state and the federal government.

In order for students to be administered nonprescription medication by school personnel, a parent or guardian must:

- Complete and return this authorization form.
- Provide the district with any nonprescription drugs you wish to be administered in its original container from the manufacturer, which must include legible, unadulterated manufacturer instructions. The container must be labeled with the student's name.
- Provide the district with specific written instructions regarding the requested nonprescription drug's administration, including the date(s) the student is to be administered the drug, the dosage to be administered, the frequency of administration, and any other details or conditions relevant to administration.

School personnel will not administer nonprescription drugs in a manner inconsistent with the manufacturer instructions or state law. School personnel will not administer non-prescription drugs that is expired.

The undersigned are the parent(s), guardian(s), or person(s) in charge of

_____.
(name of the student)

I authorize and request school personnel to administer nonprescription drugs to my student. I release the school district, its officials, and employees from any and all liability concerning the administration of nonprescription drugs to my student.

DATED this _____ day of_____, 20__.

_____
Parent/Guardian

PARENTAL AUTHORIZATION AND RELEASE FORM
ADMINISTRATION OF PRESCRIPTION DRUGS TO STUDENTS

The undersigned are the parent(s), guardian(s), or person(s) in charge of

_____.
(name of the student)

It is necessary that the student receive (name of drug) _____, a physician-prescribed drug, during school intervals beginning on (date) _____ and continuing through_____. (date)

I hereby request that the School District, or its authorized representative, administer the drug named above to my child named above, in accordance with the prescribing physician's instructions, and agree to:

1. Submit this request to the teacher.
2. Make certain the Physician's Request for the Administration of Prescription Medication by School Personnel is submitted to the teacher.
3. Make sure personally that the drug is received by the teacher and/or county nursing service administering it, in the container in which it was dispensed by the prescribing physician or licensed pharmacist.
4. Make sure personally that the container in which the drug is dispensed is marked with the drug name, dosage, interval dosage, and date after which no administration should be given.
5. Submit a REVISED STATEMENT signed by the physician prescribing the drug to the teacher IF ANY OF THE INFORMATION PROVIDED BY THE PHYSICIAN CHANGES.
6. Release the School District and the Board of Education of the School District and all employees, agents, and the representatives of the School District from any liability concerning the giving or non-giving of the drug to the student.

DATED this _____ day of_____, 20__.

_____
Parent/Guardian

ADMINISTRATION OF MEDICATION TO STUDENTS
PHYSICIAN'S REQUEST FOR ADMINISTRATION OF PRESCRIPTION MEDICATIONS BY SCHOOL PERSONNEL

DATE _____

CHILD'S FULL NAME _____ is under my care and must take medication which I have prescribed during the school day.

Name of medication (as it appears on container in which the drug is stored)

_____

Dosage and time_____

Date administration of drug is to begin _____

Possible adverse reactions to be reported to physician _____

_____

Special instructions for the administration and storage of the drug _____

_____

I or my designee(s) have trained school personnel or approved alternative training as adequate to administer the medication, have evaluated the situation, the general administration plan and if applicable, the self-administration plan or emergency care plan, and deemed each to be safe and appropriate, and if applicable authorize the use of hypodermic syringes and needles or similar medical terms.

Name of Physician and Designee

_____

Print or Type

_____

Primary Phone Number

_____

Secondary Phone Number

_____

Signature of Physician

RECORD OF SELF-ADMINISTRATED MEDICINE

Parent's Phone_____
Student Name_____ Grade _____
Date to Begin _____ Date to End _____
Name of Medication _____
Dosage of Medication _____ Time _____
Doctor_____ Phone #1_____
Phone #_____
Possible Adverse Reaction:_____

_____ gives permission for _____ our son/daughter to self-administer specific medications at school. This medication cannot be taken at any other non-school time.

DATED this _____day of_____. 20___.

Students who are able to self-administer specific medication may do so provided:

1. The physician provides written authorization allowing self-administration of said medication.
2. The parent provides written authorization allowing self-administration of said medication.
3. Such medication is transported to the school and maintained under the student's control in the original, properly labeled package and (a) is not opened except when self-administrating the medication, (b) is not self-administered during instructional time or in the presence of other students unless medically necessary, and (c) is not shown or exhibited to other students.
4. The student's physician or physician's designee has (1) evaluated the situation and deemed it to be safe and appropriate; (2) documented this on the physician's authorization for the student's cumulative health record, and (3) approved the general administration plan.
5. The student and the student's physician or physician's designee have developed a plan for reporting and supervising self-administration.
6. The principal and appropriate teacher are informed that the student is self-administering prescribed medication.

Doctor's Signature

_____

Library Material Review Request Form

Only a patron of the district or parent of a current student may request review of a library material. Prior to submitting a request, please review the board's policy on Selection and Review of Library Materials. The policy is located on the district's website, or you can request a copy via email from the superintendent.

Name:_____ **Phone**:_____

Address:_____

Written requests to review library materials will not be considered unless the requester identifies the specific material in question and first discusses their concern with the appropriate administrator as required by board policy. Please list the date of the conversation with the administrator:_____

Title of Material:_____

Author/Publisher:_____

Type of Material (book, magazine, video, etc.):_____

Reason for Requesting Review (attach additional page if necessary):

_____
_____
_____
_____

Please list the specific portion of the material you find objectionable, including specific page references, sections, volumes, etc.:

_____
_____
_____

Signature:_____

Oakland-Craig Public School
Activities Handbook

Rules and Regulations
2026 - 2027

Table of Contents

Page 4	Section I - Introduction
Page 5	Nondiscriminatory Policy
Page 6	Academic Eligibility
Page 7	Attendance at Practice and Contest
Page 7	Closings
Page 7	Complaint Procedure
Page 7	Concussion Procedure
Page 9	Dances
Page 10	Electronic Communication
Page 10	Equipment
Page 10	Fundraising
Page 10	Individual Training Rules & Rules of Conduct
Page 11	Initiations and Hazing
Page 11	Injuries
Page 12	Insurance
Page 12	Lettering Requirements
Page 16	Mascot
Page 16	Practices
Page 16	Secret Organizations
Page 16	Student Managers, Helpers, & Activity Aids
Page 16	Sunday and Wednesday Evening Activities
Page 17	Transportation
Page 17	Weightroom
Page 18	Section 2 - Available Activities

Page 22	Section 3 - Student Code of Conduct
Page 26	A Parent’s Guide to Concussions
Page 30	Parent Acknowledgement Forms

Introduction

Student participation in extracurricular activities has been linked to improved attendance, higher academic achievement, and greater student self-confidence and self-esteem. Oakland-Craig Public Schools provides students with the opportunity to participate in a comprehensive activities program that includes athletics, fine arts, and select clubs or organizations associated with academic areas.

Although the school district believes strongly in the value of student activities, participation in the activities program is a privilege, not a right. Students must obey the rules set out in this handbook and any additional rules created by their coach or activity sponsor. This handbook is advisory and does not create a "contract" with parents, students, or staff. 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. The administration is responsible for interpreting the rules contained in the handbook. If a situation or circumstance arises 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.

Please read this handbook carefully. Students and their parents are responsible for complying with all of the rules and procedures detailed in this booklet.

Parents must sign the acknowledgement and permission to participate form at the end of this handbook before their student will be permitted to participate in the activity programs of the district.

The provisions in this handbook are subject to change at the sole discretion of the Board of Education. From time to time, you may receive updated information concerning changes in the handbook. These updates should be kept within the handbook so that it is up to date. If you have any questions regarding this handbook, please contact the Superintendent for assistance.

Notice of Nondiscrimination

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The school district prohibits sex discrimination in any education program or activity in any education program or activity that it operates.

Students who believe that they have been the subject of unlawful discrimination or harassment due to their disability, or that have other related concerns or questions, should contact the Section 504 Coordinator: Michelle Burton at (402) 685-5661 , mburton@ocknights.org or in person at school.

Students who believe that they have been the subject of unlawful discrimination or harassment on the basis of sex, or that have other related concerns or questions, should contact the Title IX Coordinator: Jessica Bland at 402-685-5661, jessbland@ocknights.org or in person at school. The School District's specific Notice of Nondiscrimination on the Basis of Sex may be accessed at the following link: Oakland-Craig Nondiscrimination Policy

Students who believe that they have been the subject of unlawful discrimination or harassment due to their race, color, or national origin, or that have other related concerns or questions, should contact the following Title VI Coordinator: Jess Bland at 402-685-5661, jessbland@ocknights.org or in person at school.

Students who believe that they have been the subject of any other unlawful discrimination or harassment should contact the the Superintendent at 402-685-5661, jessbland@ocknights.org, or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

For additional prohibited discrimination and related information, please review school district Policy 3053– Nondiscrimination.

SECTION ONE:
GENERAL INFORMATION ABOUT THE ACTIVITIES PROGRAM

Academic Eligibility

To be eligible to participate in the school's activity programs, each student must (1) meet Nebraska State Activities Association (NSAA) requirements concerning scholastic eligibility, (2) meet the requirements of board policy including all rules applicable to the activity, and (3) meet the requirements of the academic eligibility list. Participants must attend practices and participate in all conditioning during any period of ineligibility.

An initial academic eligibility list will be composed from the 1st quarter progress reports (mid-quarter) and will be updated bi-weekly each Friday through the end of the school year. Mid-quarter progress reports and end of quarter grades will always be considered an update and will start a new two-week period. A student will become ineligible to participate in any extra-curricular non-graded activities upon receiving failing marks in two or more subjects for any two-week period. The period of ineligibility is for the next two-weeks beginning on Monday. However, if the student is able to obtain a passing grade by Friday of the first week of ineligibility, he/she may regain eligibility for the second week. Each student may continue to participate in the training programs, but will not be eligible to take part in inter-school activities or non-graded public performances during the period of ineligibility. Further, the ineligible student will not be allowed to be in uniform for games or contests**.** Incompletes will be treated as a failing grade. The administration reserves the option to rule on special situations (sickness, death in the family, etc.). An exception to this rule may be made for students that have qualified for a state contest, as it is an extension of the district contest. The principal will make any exception if warranted. The minimum performance standard will carry over for eligibility purposes from 1st quarter to 2nd quarter and from 3rd quarter to 4th quarter.

The school district will notify a participant and his or her parents whenever the participant is declared academically ineligible.

Students may not participate in any activity, performance or practice while serving a short-term suspension, long-term suspension, or expulsion from school.

Attendance at Practices and Contests

Participants in the activities program are expected to attend and be on time at all practices and meetings scheduled by the coach or sponsor. Participants

may be excused for absences resulting from a participant's illness, a death in the family, a doctor's appointment, a court appearance, or other absences that are arranged in advance with the principal's office. The coach, sponsor, or director of an activity may require a participant who has an excused absence to complete an alternate assignment for missing a practice, meeting, event, performance, or contest. A participant who is unable to attend a scheduled practice, meeting, or game must contact the coach or sponsor in advance. Students who are absent from school due to illness are not required to provide the coach or sponsor with additional notification of the student's absence from practice.

Students who are absent from school before noon will not be permitted to practice or participate in an athletic contest or activity performance unless the student has the building principal's prior permission to participate despite the absence.

If a participant misses a scheduled contest or performance, the coach or sponsor may impose discipline up to and including suspension of the participant from the activity for the remainder of the season or length of the activity.

Closings

Unless the administration determines that it is permissible for the activity to continue as scheduled, all activities will be cancelled or postponed in the event that school has been called off for inclement weather or any other reason as determined by the administration. Unless the administration determines that it is permissible for the activity to continue as scheduled.

Colors

The Oakland-Craig School colors are orange and white.

Complaint Procedure

To reduce conflicts in the school's activities program, students and/or their parents should use district's formal complaint procedure to manage conflicts about the program. The complaint procedure is printed in the school's student handbook and may be found on the district's web site: www.ocknights.org.

Concussion Awareness

The Nebraska Unicameral has found that concussions are one of the "most commonly reported injuries in children and adolescents who participate in sports and recreational activities and that the risk of catastrophic injury or death is significant when a concussion or brain injury is not properly evaluated and managed."

The School District will:

a. Require all coaches and trainers to complete a training course approved by the Chief Medical Officer on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury.

b. On an annual basis provide concussion and brain injury information to students and their parents or guardians prior to such students initiating practice or competition. This information will include:
    1 The signs and symptoms of a concussion;
    2 The risks posed by sustaining a concussion; and
    3 The actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

A student who participates on a school athletic team must be removed from a practice or game when he/she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school. The student will not be permitted to participate in any school supervised team athletic activities involving physical exertion, including practices or games, until the student:

a. has been evaluated by a licensed health care professional;

b. has received written and signed clearance to resume participation in athletic activities from the licensed health care professional; and

c. has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity, the parent or guardian of the student will be notified by the school of:

a. the date and approximate time of the injury suffered by the student,

b. the signs and symptoms of a concussion or brain injury that were observed, and

c. any actions taken to treat the student.

The school district will not provide for the presence of a licensed health care professional at any practice or game.

School officials shall deem the signature of an individual who represents that he/she is a licensed health care professional on a written clearance to resume participation that is provided to the school to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school will not take any additional or independent steps to verify the individual's qualifications.

Dances

School dances are part of the district's extracurricular activity program. Students who wish to participate in school dances must comply with the activity code. Students may be prohibited from participating in school dances as a consequence for violating school rules or these activity rules.

Junior High Dances

Junior high/middle school (7-8) dances are restricted to students currently enrolled in the junior high school and will be sponsored by school staff and parents. Any organization wishing to sponsor a junior high dance must obtain permission from the principal regarding date and times. Each dance must be sponsored by at least two staff members and two additional adults. Once admitted to the dance, students must remain until the close of the dance. Students who leave the dance will not be readmitted. Students who are academically ineligible will not be allowed to attend school dances.

High School Dances

All high school dances are restricted to Oakland-Craig High School students and their guests. Any organization wishing to sponsor a dance must obtain permission from the principal regarding date and times. Each dance must be sponsored by at least two staff members and two additional adults. Once admitted to the dance, students must remain until the close of the dance. Students who leave the dance will not be readmitted. Students who are academically ineligible will not be allowed to attend school dances.

Homecoming, Winter Dance and Prom

The Homecoming dance is open to students and guests of Oakland-Craig High School.

The Junior/Senior Prom is open to students and guests of the Oakland-Craig High School junior and senior classes. Early graduates for the current graduating year will be allowed to attend school dances assuming all other rules and regulations are met. Guests must follow all rules that the students

must follow. Each student is responsible for his/her guest's conduct. Appropriate attire is required for these dances. No blue jeans, shorts, or T-shirts will be allowed at the banquet or dance for Prom. Black dress jeans will be acceptable.

Electronic Communication

The school board supports the use of technology by coaches, extracurricular sponsors, and other staff members to communicate with students for legitimate educational, extracurricular, and other school-related purposes. However, electronic communication between students and teachers, sponsors, and coaches shall be appropriate at all times and shall not violate any law, district policies, or the Regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education ("Rule 27"). Please see the Social Media Policy For School District Employees for further explanation.

Equipment

Each participant in the athletic portion of the activities program will be issued a locker to store his/her personal belongings and school equipment that has been checked out. Students should secure their athletic lockers with combination locks.

School-owned clothing or equipment that is checked out to individual students remains the property of the school. The clothing or equipment is not to be used or worn by the student except for the intended use. Each piece of equipment or clothing is to be returned to the instructor or coach when the season or the use for such clothing or equipment is over. Each participant is responsible for all equipment checked out to him/her. Students will be assessed the replacement cost for school equipment that has been check out to him/her and is lost or stolen.

Fundraising

All school-sponsored fundraising activities must be approved by the building principal. Fundraising for any activity must comply with the district's policies, including applicable provisions specifically pertaining to Booster Clubs and PTOs for non-school-sponsored fundraising. Use of the school mascot shall not be permitted unless approved by the superintendent.

Individual Training Rules and Rules of Conduct

Head coaches or sponsors may develop additional training rules or rules of conduct for their activity. Students are responsible for knowing these rules and complying with them. A copy of additional rules must be provided to the activities director for approval before delivering them to students and parents.

Initiations and Hazing

Initiations and hazing by members of classes, clubs, athletic teams, or any other organization affiliated with the district are prohibited except as otherwise permitted by this policy. Any student engaging in hazing or non-approved initiations is subject to discipline as permitted by policy and law.

Initiations are defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent.

Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person.

Injuries

Participants who suffer any type of injury while involved in extracurricular activities must notify the coach or sponsor immediately. The coach or sponsor will then evaluate the injury and, if necessary, notify the participant's parents or seek immediate medical treatment.

If at any time during participation a doctor removes an athlete from participation because of an illness or injury, the athlete must have a written release from a doctor before participating again. The written release must be given to the coach or sponsor of the activity.

Note: The release requirement will be satisfied if the initial doctor's order specifies the duration of the student's restriction from participation and/or competition. Also see Concussion Awareness above.

Insurance

The school district does not provide medical or other insurance coverage for students who participate in athletic contests or other activities. It is the parents' responsibility to provide adequate insurance to cover any medical

expenses that may be incurred while the student is participating in athletics or other activities.

The school district makes an accident insurance plan available for purchase by participants and their families through an authorized insurance agent. Information about policies which families may purchase will be available prior to each sports season and at fall registration.

Lettering Requirements

The following guidelines will be used in determining students' eligibility for lettering:

Lettering Requirements

The following guidelines will be used in determining students' eligibility for lettering:

Football: To letter in football, an athlete must: (1) Display a positive attitude and be a great teammate, (2) Participate in 12 meaningful quarters of varsity games , and (3) Finish the Season in good standing. The coaches can award a letter if (1) A player is injured and the coaches feel they would have made a significant impact on the team. That player would still have to finish the season in good standing and come to practice, games, etc., or (2) A player displays consistent outstanding effort, where the coaches feel had a very positive impact on the team.

Volleyball: To letter in volleyball, an athlete must play in 50 percent of the varsity sets we play in a season, and/or have the recommendation of the head coach.

Cross Country: To letter in cross country, an athlete must achieve any of these criteria, (1) Run under 23 minutes (boys)/28 minutes (girls) at least five times throughout the year, (2), Run under the 19 minutes (boys)/24 minutes (girls) at least one time throughout the year, (3) Earn a varsity medal at a meet consisting of at least six schools, (4) Qualify for State as an individual or as a team, (5) Beat at least 40% of competitors during the season, (must complete in at least six races)., (6) Be a 4-year participant in good standing with the coach senior year. **Bonus/Demerits:** 'A' Honor Roll for the first nine weeks decreases required percentage to 35%, Detention/Tutorial increases the percentage needed by 1% for each occurrence, (3) Missed Practice for reasons other than family

emergency/sickness/injury increases the percentage needed by 1% for each occurrence.

Dance: In order to letter, the athlete must (1) Have less than two dance tardies a year, (2) Missed performances must be approved by the coach, and (3) Must participate in at least four fundraisers, and/or have the recommendation of the head coach.

Basketball: The athlete must average a quarter of playing time per game while making a significant varsity contribution with exceptions for injuries and seniors, and/or have the recommendation of the head coach.

Golf: The athlete must do one of the following: (1) Golf in the top 5 at 80% of the varsity invitationals, (2) Earn a medal at any invite (JV or Varsity), (3) Earn a medal at any three triangular or quad, (4) Finish in the top 5 at a JV invitational, (5) Be on a varsity invitational winning team, (6) Be a senior in good standing, and/or have the recommendation of the head coach.

Track: The athlete must earn a minimum number of points in a season. Points can be accumulated by practice attendance, weight room attendance, previous years of participation, previous sports played, and by scoring in a meet. Coaches discretion may also allow athletes in good standing to letter.

Wrestling: Due to the large variance in number of team members from year to year, it is difficult to have a set criteria based on matches, wins, etc. Consideration will be given for items such as wins, tournament advancement, etc. In order to letter, the athlete must be in good standing with the team and have the recommendation of the head coach.

Student Managers: The student manager must complete the season and have the recommendation of the head coach of the sport involved.

Instrumental Music: To earn a letter in high school band, a student must Earn at least **30 points** from the following options:

2 points: a) Lesson or guided practice session with director - can be individual or small groups (30 minutes), b) Mentor younger band student for lesson or guided practice session (20-30 minutes)

3 points: a) Pep band performance beyond class requirements -

must be present at call time, and at all times the band plays to earn points. b) Perform the national anthem at a sporting event as a solo or as part of a small ensemble

5 points: a) Perform with the band at the Memorial Day programs (spring performance counts toward lettering for following academic year), b) Other approved community service performances performing with the band or a small ensemble. c) Perform in a solo or small ensemble at district music contest following a prescribed preparation process, and receive a "2", or "Excellent" rating (selection must be at appropriate level of challenge)

10 points: a) Perform with the band in the Burt County Fair Parade, including attendance at rehearsals and/or sectionals in preparation (summer rehearsals/performance counts toward lettering for following academic year), b) Prepare and submit audition following a prescribed preparation process, and be accepted into the EHC Symphonic Band, or Class C All State Symphonic Band **+ 2 point** for being assigned to first part or **3 additional points** for being assigned to first chair, first part.

15 points: a) Prepare and submit audition following a prescribed audition process, and be accepted into the EHC Honor Ensemble (Wind Ensemble), or Class C All State Honor Ensemble (Wind Ensemble) **+ 5 points** for being assigned to first part or **+ 10 additional points** for being assigned to first chair, first part. b) Perform in a solo or small ensemble at District Music Contest following a prescribed preparation process, and receive a "1" or "Superior" rating (selection must be at appropriate level of challenge) **+ 5 points** for earning straight "1's" for all performance criteria (tone, intonation, accuracy etc.). c) Prepare NMEA Nebraska All State Audition Scales to performance level at 50% of marked tempo. Must be performed accurately with a metronome, with quality tone and articulation. d) Prepare NMEA Nebraska All State excerpts and etudes to performance level at 60% of marked tempo. Must be performed accurately with a metronome, with quality tone and articulation. e) Perform 12 major scale patterns, memorizing one octave in 60 seconds or

less. Must be performed accurately with a metronome, with quality tone and articulation (minimum = quarter notes at 96 bpm)

20 points: a) Prepare NMEA Nebraska All State Audition Scales to performance level at 75% of marked tempo. Must be performed accurately with a metronome with quality tone, articulation, phrasing, dynamics, etc., b) Prepare NMEA Nebraska

All State excerpts and etudes to performance level at 75% of marked tempo. Must be performed accurately with a metronome, with quality tone, articulation, phrasing, dynamics, etc., c) Perform 12 major scale patterns, memorized one octave in 30 seconds or less. Must be performed accurately with a metronome, with quality tone and articulation (minimum = eighth notes at 96 bpm).

50 points: Audition and be selected for NMEA Nebraska All State Band **+ 25 points** for being assigned to first part or **+ 40 additional points** for being assigned to first chair, first part.

Vocal Music: To earn a letter in high school choir, a student must audition and be selected to participate in a music event outside of Oakland-Craig High School. This includes honor choirs and other special music events approved by the choir director. Additionally, students may earn a letter by being a member of the high school choir for all four years of their high school experience.

One Act: In order to letter in One Act, a student must attend 100% of the practices unless they have been excused by the director prior to practice. Exceptions are made when there are conflicts with other school activities.

Students who have their phones out are not completely present, and will therefore be marked absent, counting against their 100% attendance.

Speech: Letter requirements for a student to letter in speech are: 1) A competitor must practice at least once a week per event with an O-C speech coach. Group events will practice multiple times a week with an O-C coach. 2) A competitor must score at least 8 superiors throughout the year. 3) A competitor must perform

every time they are scheduled to perform, this includes contests, and guest night, as well as any other speech team events. 4) A competitor must be respectful to their teammates and coaches. 5) A competitor must end the season in good standing with the team and the coaches. 6) A competitor may letter at the Head Coach's discretion if they do not meet all of the above requirements. These requirements may be adjusted depending on the number of meets the team participates in each year.

Mascot

The official emblem for boys' and girls' athletic teams is the Knight. The mascot cannot be used for non-school-sponsored purposes unless approved by the superintendent.

Practices

The individual head coach or sponsor, in cooperation with the high school principal, will schedule all starting times of practices. All participants are expected to be ready at the time set by the coach or sponsor.

To be eligible to practice, a participant must satisfy the following requirements:

1. Submit to the coach or sponsor a signed physical form and Activities Code that verifies that a physical examination has been completed and that the student and parent(s) understand the school's position regarding the use or possession of alcohol, tobacco, and other related drugs.
2. ~~Furnish the high school principal with proof of insurance.~~

Secret Organizations

Secret organizations are prohibited. School officials shall not allow any person or representative of any such organization to enter upon school grounds or school buildings for the purpose of rushing or soliciting students to participate in any secret fraternity, society, or association.

Student Manager, Helpers, or Activity Aids

Students wishing to serve as student volunteers for extracurricular activities must gain the permission of the activity coach or sponsor. Student volunteers must comply with all of the rules and procedures contained in this handbook.

Sunday and Wednesday Night Activities

In order to provide students sufficient time away from school for family-related activities, the school will endeavor not to schedule activities on

Wednesday evenings or on Sundays. Practices will be organized so that all participants are showered, dressed, and/or leave the facilities by 6:00 p.m. on Wednesday nights. An exception to this guideline would be when a team, group of students, or an individual may be required to participate in an activity sponsored by the conference, district, or state on a Wednesday night.

The school does not allow Sunday practice sessions, except when a varsity team, group of students, or individual is scheduled to compete or perform on a Monday. Practices scheduled for a Sunday must have the prior approval of the activities director and superintendent.

Transportation

All participants are expected to ride to and from away activities by means of approved school transportation.

A participant may ride home with his or her parent/guardian only if the parent/guardian personally contacts the sponsor at the activity and signs the Oakland-Craig Extracurricular Parent/Guardian Release Form. A participant may ride home with an adult if the participant's parent/guardian has personally contacted the principal prior to the activity and the adult personally contacts the sponsor at the activity prior to leaving with the student. Parents are discouraged from requesting to take their children home after an away contest or performance. Travel to and from an event provides time for the students to further develop a strong team concept.

Weight Room

The weight room has been developed to help each athlete, student, or adult in the community maintain a level of physical fitness. No one may use the weight room or equipment without proper supervision. The school will develop a schedule for use of the weight room by athletes during the school year and during the summer months.

The weight room is a high demand area within the school facilities. The following guidelines will help determine the priorities in reference to use if more than one group desires to use the facility at the same time:

1. Physical education instruction
2. By the team sports, which are in season
3. Conditioning programs for athletes not currently out for a sport
4. Summer conditioning programs
5. Adult education

SECTION TWO:
AVAILABLE ACTIVITIES

Athletic Teams

Basketball
Cross County
Football
Golf
Track
Volleyball
Wrestling
Dance

Art Club

Membership is open to those students who wish to work on out of class projects such as painting windows in classrooms and painting pictures and designs on the art room walls.

Band

The school district sponsors marching band, pep band, and jazz band in addition to concert band. Participants must be enrolled in band class in order to eligible to participate in these groups unless the student has instructor approval.

Community Service Club

The Community Service Club, sponsored by the Kiwanis Club, promotes clean speech, clean sports, scholarship, and community service. Membership is open to all students by application.

Next Gen Navigators

The mission of the organization is to empower the next generation of students to navigate their academic, personal, and professional journeys with confidence and support. This group is designed to work alongside Student Council to expand our capacity for impact across the district. With our smaller class sizes and the unique challenges ahead, your leadership will be essential in continuing the work our school community needs and deserves. We would look to you to advise and prepare for our future student experience at O-C.

Drama Club

The Drama Club is open to all students interested in any aspect of theater and offers varying levels of involvement. The main focus of this club is to produce

the fall play production one act, as well as the the bi-annual musical (in cooperation with the Vocal Music Department).

Family Career and Community Leadership of America (FCCLA)

FCCLA is an integral part of the Family and Consumer Sciences department. Members should have taken or presently be taking a family and consumer sciences class. Program emphasis for FCCLA is on leadership development, family cooperation and communication, community service and peer education. *Not currently active.*

Future Business Leaders of America (FBLA)

FBLA is an integral part of the vocational business department and membership is limited to those students with at least one semester of work in the business education field. One of the primary objectives of FBLA is developing leadership and responsibility. *Not currently active.*

Future Farmers of America (FFA)

FFA is an integral part of the agricultural education department and all students of that department are urged to belong. The activities include training in leadership, opportunities for travel and recreation, and safety and community service activities. Students may participate in field trips, conventions, judging contests, and hands-on experience.

O-C Club

Any student who has lettered in any NSAA activity is eligible for membership. The purpose of O-C Club is to stimulate and encourage sportsmanship and to assist in bringing about a closer bond between students in all sports.

National Honor Society

The National Honor Society is a national organization that recognizes student character, scholarship, leadership, and service to the school.

Student members shall be selected from the junior and senior classes by the high school faculty. ~~Ten percent of the Junior and Senior classes will be selected each year.~~ The results of the selection will be announced via letter to the selected members. The organization will use the National Honor Society Handbook for general guidelines and procedures.

Student Government

The purpose of student government is to arouse the spirit of loyalty toward the school, to promote good citizenship, to sponsor school activities, to extend the spirit of good fellowship throughout the student body, to foster a spirit of cooperation between the students and faculty, and to seek to develop a spirit of cooperation, good will, and better understanding with other schools. The organization, operation, and scope of the student government shall be administered by the Superintendent or designee. There will be two branches of student government: President's Council composed of each grade's class presidents and Student Council selected by the sponsor(s) composed of 9th-12th grade representatives.

Spanish Club

The Spanish Club is designed to give students an opportunity to develop their knowledge of different Spanish speaking cultures. Members of the club are also interested in becoming involved with the Spanish speaking community in the area.

Speech ~~& Debate Team~~

Students compete in several different categories of competition. These include ~~debate~~, current events speaking, and several theatre-type acting events.

Student Publications

The yearbook is published by the Journalism/Digital Media class along with the help of its teacher. The annual is financed partially by funds raised from the sale of the books.

~~The school paper is "_____." It is published each three weeks by the journalism classes and their teacher. It is financed in part by advertising and subscription.~~

SECTION THREE:
CODE OF CONDUCT

All students associated with Oakland-Craig Public Schools and participating in extracurricular or school sponsored activities (including all NSAA activities) are required to avoid conduct that is detrimental to the integrity of, and public confidence in, the school. Rules promoting lawful, ethical, and responsible conduct serve the interests of all people associated with the school. Illegal and irresponsible conduct puts people at risk, tarnishes the reputation of the offender and everyone else associated with the school, and undermines the public support and respect of the school district.

Standard of Conduct. Participation in school-sponsored or extracurricular activities is a privilege and not a right. Participants must follow board policy, this code, and all the training rules and rules of conduct of the coaches and/or activity sponsors. Students participating in school-sponsored or extracurricular activities are held to a high standard. Students are expected to conduct themselves in a way that is lawful, responsible, promotes the values upon which the school is based, and that brings credit to themselves and the school. Students who fail to live up to the required standard of conduct are guilty of detrimental conduct and subject to discipline under all school policies, the general student code of conduct, and these Activity Participation Rules.

Coach and Sponsor Rules. Coaches and/or activity sponsors shall establish training rules or rules of conduct for participation in or attendance at the activity or event. General training rules or rules of conduct shall be established prior to the activity or event. This Code shall control in the event that there is a conflict with coach or sponsor rules.

Prohibited Conduct. Students in school-sponsored and/or extracurricular activities may not engage in the following conduct:

1. Receipt of a criminal citation by law enforcement for any reason.
2. Conviction of a crime in adult court or the adjudication of a criminal charge in juvenile court.
3. Any behavior that is illegal under the laws of Nebraska or the United States of America regardless of whether it results in a criminal charge or conviction.
4. Any conduct that substantially interferes with the educational process or disrupts the activity or event.
5. Possession, consumption, use, distribution, or being under the influence of alcohol, illicit drugs, tobacco, controlled substances, or any lookalike or imitations thereof; or being in the presence of alcohol, illicit drugs,

controlled substances, or any lookalike or imitations thereof that are being possessed, consumed, used, or distributed by any person under twenty-one (21) years of age without parental supervision. "Lookalike or imitations" means substances such as K2 and products like electronic nicotine delivery systems, vapor pens, etc. (Note: the term "under the influence" for school purposes 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 on the breath or person of a student; also, it includes being impaired by reason of the use or abuse of any substance for the purpose of inducing a condition of intoxication, stupefaction, depression, giddiness, paralysis, inebriation, excitement, or irrational behavior, or in any manner changing, distorting, or disturbing the auditory, visual, mental, or nervous processes).

6. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent.
7. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault.
8. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post, or text message

images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks, or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums; posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages, or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target.

9. Using any Internet or social networking websites to make statements, post pictures, or take any other actions that are indecent, vulgar, lewd, slanderous, abusive, threatening, harassing, or terrorizing.
10. Violating any school policy, handbook provision, or a coach's or activity sponsor's training rules or rules of conduct.
11. Dressing or grooming in a manner which is (A) dangerous to the student's health and safety or a danger to the health and safety of others, (B) lewd, indecent, vulgar, or plainly offensive, (C) materially and substantially disruptive to the work and discipline of the school or an extracurricular activity, (D) interpreted to advocate the use of illegal drugs or other substances by a reasonable observer.
12. Failing to report for an activity at the beginning of a season unless excused by the coach or activity sponsor.
13. Failing to attend scheduled practices and meetings unless excused by the coach or activity sponsor.

Such conduct is prohibited during the school year, regardless of whether it occurs on-campus or off-campus. School year means the period commencing on the first day of fall sports practice through the last day of spring sports practice, events, or attendance at school for a given school year.

Discipline. Students who violate any provision of these Activity Participation Rules may be subject to discipline up to and including expulsion from extracurricular activities and school sponsored events. (including but not limited to graduation ceremony and related activities). These disciplinary consequences and this Activity Code of Conduct are in addition to and do not prejudice, diminish, impede, or reduce any discipline that is authorized by the Nebraska Student Discipline Act, NEB. REV. STAT. §§ 79-254 to 79-294, Board Policy, or the Student Handbook. Disciplinary action may include a probationary period and conditions that must be satisfied prior to or following

reinstatement. Administrators and coaches will take the following into consideration when making disciplinary decisions:

1. Any prior or additional misconduct;
2. The nature and seriousness of the offense;
3. The motivation for the offense;
4. The amount of violence involved;
5. The student's demeanor and attitude regarding the violation;
6. The actual, threatened, or potential risk to the student and others due to the student's behavior;
7. Whether the student has compensated or will compensate the victim in the event of property damage or personal injury;
8. Whether the circumstances of the violation are likely to recur;
9. The student's willingness to participate in evaluations, counseling, or other programs;
10. Any mitigating factors;
11. Any other relevant factors.

If suspended, the student must continue to participate in practices and conditioning during the suspension if required by the coach or activity sponsor. The failure to comply with the practice and conditioning requirement will make the student ineligible for reinstatement to the activity.

Evaluation, Counseling, and Treatment. Apart from any other disciplinary procedures, students who violate any provision of these rules may be required to undergo a formal clinical evaluation at the administration or his/her designee's discretion. Based upon the results of that evaluation, the student may be encouraged or required to participate in an education program, counseling, or other treatment deemed appropriate by the evaluating professional.

Reporting of Incident. Students shall report any violation of these rules to the coach, principal, or superintendent no later than 30 minutes after the beginning of the next school day after the violation has occurred. Failure to report an incident will constitute a violation of these rules and will be taken into consideration in making disciplinary determinations under this policy.

Discipline Procedures. Prior to any disciplinary action under this activities code, the following procedures shall be followed:

As used in this “Discipline Procedures” section, “Investigator” means the coach or activity sponsor of the team or activity in which the student is participating, or any teacher, school official, or school representative whom the Principal or the Superintendent has authorized to perform the duties and responsibilities of “Investigator” as described below.

1. The Investigator shall make an investigation of alleged violation and provide an opportunity for the student to present his or her version of the facts surrounding the alleged violation.

2. The Investigator shall consider all information obtained as a result of the investigation, including information obtained from the student, and shall render a decision regarding disciplinary action. Within a reasonable period of time of the Investigator’s decision, the student and his/her parent or guardian shall be given written notice of the disciplinary action taken by the Investigator.

Review of Investigator’s Decision. A student or the student's parents may, within five (5) school days of the notice of disciplinary action from the Investigator, notify the superintendent in writing of their request for a review of the coach or activity sponsor's determination. The superintendent or his or her designee shall review the situation and render a decision within three (3) school days from the date of the request for review. The superintendent's decision shall be in writing and shall be final.

Misrepresentations. Any misrepresentation of fact by a student regarding any alleged violation of these rules shall be considered a separate violation of these rules, and the student shall be subject to additional disciplinary action.

Questions. Any parent or student who has questions about board policy, this code, training rules, or rules of conduct of coaches or activity sponsors, or their interpretation or application shall consult with the activities director and/or the superintendent.

Assistance. Students are encouraged to consult with their coach, an administrator, a counselor, or a teacher to obtain access to educational, counseling, and other programs and resources that may be available to help avoid misconduct that may result in discipline under this policy.

A Parent's Guide to Concussions

WHAT IS A CONCUSSION?

A concussion is a brain injury that results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. An athlete does not have to lose consciousness ("knocked-out") to suffer a concussion.

CONCUSSION FACTS

- It is estimated that more than 140,000 high school athletes across the United States suffer a concussion each year. (Data from NFHS Injury Surveillance System).
- Concussions occur most frequently in football, but girl's lacrosse, girls' soccer, boy's lacrosse, wrestling, and girls' basketball follow closely behind. All athletes are at risk.
- A concussion is a traumatic injury to the brain.
- Concussion symptoms may last from a few days to several months.
- Concussions can cause symptoms that interfere with school, work, and social life.
- Athletes who have symptoms from a concussion should not return to sports because they are still at risk for prolonging symptoms and further injury.
- A concussion may cause multiple symptoms. Many symptoms appear immediately after the injury, while others may develop over the next several days or weeks. The symptoms may be subtle and are often difficult to fully recognize.

WHAT ARE THE SIGNS AND SYMPTOMS OF A CONCUSSION?

Signs Observed by Parents or Guardians

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

Symptoms Reported by Athlete

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Does not "feel right"

WHAT SHOULD I DO IF I THINK MY CHILD HAS HAD A CONCUSSION?

An athlete who is suspected of having a concussion must be removed from play immediately, whether it is in a game or practice. Continuing to participate in physical activity after a concussion can lead to worsening concussion symptoms, increased risk of further injury, and even death. Parents and coaches are not expected to be able to "diagnose" a concussion, as that is the job of a medical professional. However, they must be aware of the signs and symptoms of a concussion and if they are suspicious, the child must stop playing:

WHEN IN DOUBT – SIT THEM OUT!

Every athlete who sustains a concussion needs to be evaluated by a health care professional who is familiar with sports concussions. Parents should call their child's physician, explain what has happened, and follow the physician's instructions. A child who is vomiting, has a severe headache, or has difficulty staying awake or answering simple questions should be taken to the parent's doctor or emergency room immediately.

WHEN MAY AN ATHLETE RETURN TO PLAY FOLLOWING A CONCUSSION?

No athlete who has suffered a concussion should return to play or practice the same day. Previously, athletes were allowed to return to play if their symptoms resolved within 15 minutes of the injury. Studies have shown that the young brain does not recover quickly enough for an athlete to return to activity in such a short time.

Concerns about athletes who return to play too quickly have led state lawmakers in Oregon and Washington to pass laws stating that **no athlete shall return to play on the day he or she suffered a concussion and the athlete must be cleared by an appropriate health care professional before he or she are allowed to return to play in games or practices**. The laws also mandate that coaches receive education on recognizing the signs and symptoms of concussion.

Once an athlete is free of symptoms of a concussion and is cleared to return to play by a health care professional knowledgeable in the care of sports concussions, he or she should proceed with activity in a step-wise fashion to allow the brain to readjust to exertion. On average, the athlete will complete a new step each day. The return-to-play schedule should proceed as below following medical clearance:

Step 1: Light exercise, including walking or riding an exercise bike. No weight-lifting.
Step 2: Running in the gym or on the field. No helmet or other equipment.
Step 3: Non-contact training drills in full equipment. Weight training can begin.
Step 4: Full contact practice or training.
Step 5: Game play.

If symptoms occur at any step, the athlete should cease activity and be re-evaluated by a health care provider.

HOW CAN A CONCUSSION AFFECT SCHOOLWORK?

Following a concussion, many athletes will have difficulty in school. These problems may last from days to months and often involve difficulties with short and long-term memory, concentration, and organization.

In many cases, it is best to reduce the athlete's class load after the injury. This may include staying home from school for a few days, followed by a lightened schedule for a few days or perhaps a longer period of time if needed. Decreasing the stress on the brain soon after a concussion may reduce symptoms and shorten the recovery period.

WHAT CAN YOU DO?

- Both you and your child should learn to recognize the "Signs and Symptoms" of a concussion as listed above.
- Emphasize to administrators, coaches, teachers, and other parents your concerns and expectations about concussion and safe play.
- Teach your child to tell the coaching staff if he or she experiences such symptoms.
- Teach your child to tell the coaching staff if he or she suspects that a teammate has a concussion.
- Monitor sports equipment for safety, fit, and maintenance.
- Ask teachers to monitor any decrease in grades or changes in behavior that could indicate concussion.
- Report concussions that occurred during the school year to appropriate school staff. This will help in monitoring injured athletes as they move to the next season's sports.

OTHER FREQUENTLY ASKED QUESTIONS:

Why is it so important that an athlete not return to play until they have completely recovered from a concussion?

An athlete who has not fully recovered from an initial concussion is very vulnerable to recurrent, cumulative, and even catastrophic consequences of a second concussive injury. Such difficulties are prevented if the athlete is allowed time to recover from the concussion and return-to-play decisions are carefully made. No athlete should return to sport or other at-risk participation when symptoms of a concussion are present and recovery is ongoing.

Is a "CT scan" or MRI needed to diagnose a concussion?

Diagnostic testing which includes CT ("CAT") and MRI scans are rarely needed following a concussion. While these are helpful in identifying life-threatening brain injuries (e.g., skull fracture, bleeding, swelling), they are not normally used, even by athletes who have sustained severe concussions. A concussion is diagnosed based upon the athlete's story of the injury and the health care provider's physical examination.

What is the best treatment to help my child recover more quickly from a concussion?

The best treatment for a concussion is rest. There are no medications that can speed the recovery from a concussion. Exposure to loud noises, bright lights, computers, video games, television, and phones (including text messaging) may exacerbate the symptoms of a concussion. You should allow your child to rest as much as possible in the days following a concussion. As the symptoms decrease, you may allow increased use of computers, phone, video games, etc., but the access must be reduced if symptoms worsen.

How long do the symptoms of a concussion usually last?

The symptoms of a concussion will usually go away within one week of the initial injury. You should anticipate that your child will likely be out of sports for about two weeks following a concussion. However, in some cases, symptoms may last for several weeks or even months. Symptoms such as headache, memory problems, poor concentration, and mood changes can interfere with school, work, and social interactions. The potential for such long-term symptoms indicates the need for careful management of all concussions.

How many concussions can an athlete have before he or she should stop playing sports?

There is no "magic number" of concussions that determine when an athlete should give up playing contact or collision sports. The circumstances surrounding each individual injury, such as the way the injury happened and length of symptoms following the concussion are very important and must be considered when assessing the athlete's risk for further and potentially more serious concussions. The decision to "retire" from sports is a decision best reached following a complete evaluation by your child's primary care provider and consultation with a physician or neuropsychologist who specializes in treating sports concussion.

I've read recently that concussions may cause long-term brain damage in professional football players. Is this a risk for high school athletes who have had a concussion?

The issue of "chronic encephalopathy" in several former NFL players has received a great deal of media attention lately. Very little is known about what may be causing dramatic abnormalities in the brains of these unfortunate retired football players. At this time, we have very little knowledge of the long-term effects of concussions that happen during high school athletics.

In the cases of the retired NFL players, it appears that most had long careers in the NFL after playing in high school and college. In most cases, they played football for over 20 years and suffered multiple concussions in addition to hundreds of other blows to their heads. Alcohol and steroid use may also be contributing factors in some cases. Obviously, the average high school athlete does not come close to suffering the total number or sheer force of head trauma seen by professional football players. However, the fact that we know very little about the long-term effects of concussions in young athletes is further reason to carefully manage each concussion.

Adapted from A Parent's Guide to Concussion in Sports, National Federation of High School Associations.

Some of this information has been adapted from the CDC's "Heads Up: Concussion in High School Sports" materials by the NFHS's Sports Medicine Advisory Committee. See www.cdc.gov/ncipc/tbi/Coaches_Tool_Kit.htm for more information.

3057
Title IX

As required by Title IX of the Education Amendments of 1972, it is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the district's programs or activities, or in regards to admission or employment. Any person may report sex discrimination, including sexual harassment. This report must be made by any means to the district's Title IX Coordinator whose contact information can be found on the district's website and in the district's student and staff handbooks. Any other inquiries regarding the application of this policy should be referred to the Title IX Coordinator.

EMERGENCY RESPONSE TO LIFE-THREATENING ASTHMA OR SYSTEMIC ALLERGIC REACTIONS (ANAPHYLAXIS)

DEFINITION: Life-threatening asthma consists of an acute episode of worsening airflow obstruction. Immediate action and monitoring are necessary.

A systemic allergic reaction (anaphylaxis) is a severe response resulting in cardiovascular collapse (shock) after the injection of an antigen (e.g. bee or other insect sting), ingestion of a food or medication, or exposure to other allergens, such as animal fur, chemical irritants, pollens or molds, among others. The blood pressure falls, the pulse becomes weak, **AND DEATH CAN OCCUR.** Immediate allergic reactions may require emergency treatment and medications.

LIFE-THREATENING ASTHMA SYMPTOMS: Any of these symptoms may occur:

- Chest tightness
- Wheezing
- Severe shortness of breath
- Retractions (chest or neck "sucked in")
- Cyanosis (lips and nail beds exhibit a grayish or bluish color)
- Change in mental status, such as agitation, anxiety, or lethargy
- A hunched-over position
- Breathlessness causing speech in one-to-two word phrases or complete inability to speak

ANAPHYLACTIC SYMPTOMS OF BODY SYSTEM: Any of the symptoms may occur within seconds. The more immediate the reaction, the more severe the reaction may become. Any of the symptoms present require several hours of monitoring.

- **Skin:** warmth, itching, and/or tingling of underarms/groin, flushing, hives
- **Abdominal:** pain, nausea and vomiting, diarrhea
- **Oral/Respiratory:** sneezing, swelling of face (lips, mouth, tongue, throat), lump or tightness in the throat, hoarseness, difficulty inhaling, shortness of breath, decrease in peak flow meter reading, wheezing reaction
- **Cardiovascular:** headache, low blood pressure (shock), lightheadedness, fainting, loss of consciousness, rapid heart rate, ventricular fibrillation (no pulse)
- **Mental status:** apprehension, anxiety, restlessness, irritability

EMERGENCY PROTOCOL:

1. CALL 911.

2. Summon school nurse if available. If not, summon designated trained, non-medical staff to implement an emergency protocol.
3. Check airway patency, breathing, respiratory rate, and pulse.
4. Administer medications (epinephrine auto injector and nebulized albuterol) per standing order.
5. Determine cause as quickly as possible.
6. Monitor vital signs (pulse, respiration, etc.).
7. Contact parents immediately and prescribing health care practitioner as soon as possible.
8. Any individual treated for symptoms with epinephrine at a school will be transferred to a medical facility.

STANDING ORDERS FOR RESPONSE TO LIFE-THREATENING ASTHMA OR ANAPHYLAXIS:

- Administer epinephrine auto injector junior for any child less than 60 pounds or adult epinephrine auto injector for any individual over 60 pounds into the muscle towards the front and outer side of the thigh.
- Follow with nebulized albuterol while awaiting EMS.
- If symptoms persist, repeat epinephrine auto injector followed by nebulized albuterol every fifteen minutes while awaiting EMS arrival.
- Administer CPR, if indicated.

AUTHORIZATION AND ACKNOWLEDGEMENT

WARNING: SERIOUS CATASTROPHIC AND PERHAPS FATAL INJURY MAY RESULT FROM ATHLETIC PARTICIPATION

Many forms of athletic competition result in violent physical contact among players, the use of equipment that may result in accidents, strenuous physical exertion, and numerous other exposures to risk of injury. Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution, or supervision will eliminate these risks. Students have suffered accidents resulting in death, paraplegia, quadriplegia, and other very serious permanent physical impairment while playing sports. By granting permission for your student to participate in athletic competition, you, the parent or guardian, acknowledge that such risk exists. Students will be instructed in proper techniques to be used in athletic competition and in the proper utilization of all equipment worn or used in practice and competition. Students must adhere to that instruction and utilization and must refrain from improper uses and techniques.

I understand the statement above and I understand that by allowing my student to participate in athletic events, I assume the risk that he/she may be injured, perhaps severely.

_____

Signature of Parent

_____ _____

Printed Name of Parent Date

ACKNOWLEDGEMENT OF CONDUCT CODE

I understand that as a student representing the school district in activities, I am obligated to comply with the athletic handbook, including the code of conduct. **This means that I may not possess, use, or be at parties in the presence of alcohol, illicit drugs, or controlled substances at any time during the school term.** I understand that if I violate the code of conduct or other rules in this handbook, I may be suspended from participation in all co-curricular activities and/or school sponsored activities or events.

_____
Signature of Student

_____ _____
Printed Name of Student Date

I understand that my student is obligated by this handbook, including the statements above.

_____
Signature of Parent

_____ _____
Printed Name of Parent Date