

Board of Education Regular Meeting  
Monday, July 8, 2024 7:00 PM  
District Office Board Room  
401 South Pine Street  
Valley, NE 68064-0378

<b>1. Call to Order</b>	
<b>2. Public Communications and Correspondence</b>	<b>3</b>
<b>3. Approval of Agenda</b>	
<b>4. Administrative Reports</b>	
4.1. Superintendent's Report	5
4.2. Financial Report	7
<b>5. Consent Agenda</b>	
5.1. Approve Minutes	15
5.2. Approve Claims for Payment	
5.3. Approve Financial Report	
5.4. Approve Classified Staff	
<b>6. Old Business</b>	
6.1. Building and Grounds Update	17
<b>7. New Business</b>	
7.1. Approve Student Handbooks for the 2024-2025 School Year	20
7.2. Approve the Staff Handbook for the 2024-2025 School Year	180
7.3. Approve Updated Policy 4150 Evaluation of Teachers	213
7.4. Approve the Teacher Appraisal and Growth System for DC West Certificated Staff	216

7.5. Student Fees Hearing and Approval of Fees for 2024-2025	259
7.6. Approve Purchase Wheelchair Van	266
<b>8. Adjournment</b>	

## Board of Education

Jamie Jorgensen

Bill Koile

Dr. Kelly Hinrichs

Elizabeth Mayer

Luke Janke

Jim Tomanek

Dr. Melissa Poloncic, Superintendent

Kristi Trost, Board Secretary

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

## Meetings of the Board

### When

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

### Where

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

### Notice of Meetings

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

## Business of the Board

### Agendas

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

### Public Participation

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

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

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

#### **Mission Statement**

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



## **Board Meeting Procedures**

*“Engage, Prepare, and Empower”*

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

The Douglas County West Community Schools does not discriminate on the basis of race, color, national origin, sex, disability, religion, age or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

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

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

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Dept. of Education (OCR), please contact OCR at 8930 Ward Pkwy, Suite 2037, Kansas City, Missouri 64114, (816) 268-0550 (voice) or (877) 521-2172 (telecommunications device for the deaf) or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).



# **DC WEST Community Schools**

**Engage, Prepare, and Empower**

## **Superintendent's Report July 8, 2024**

### **Back to School Planning**

We have been working as an administrative team to create our back to school schedule so that it is a productive work and learning experience for our staff in preparation for students and the 2024-2025 school year. A draft of our schedule is [linked](#). Just a reminder that you are invited to our new teacher luncheon August 6th at 11:30am at Venue 779, 2523 River Rd Dr, Waterloo, NE 68069.

### **Policy Committee**

Policy Updates will be given to the Americanism Committee at the July Board meeting for their review during the month. The committee will convene early August to review policy updates to be presented to the Board for first reading at the August meeting.

### **Administrative Evaluations**

June and July are the months I am able to meet with each administrator for a reflective conversation that leads to evaluation and goal setting. Some of the items we reflect upon are these [questions](#) as well as engagement and student achievement data for their areas, and accomplishment of goals set the year before. After the period of reflection, we are able to move into goal setting for the upcoming year. This year I will be working with the administrators, ESU3, and NDE in order to rewrite our Administrator Evaluation to align more with the growth based model that we are adopting for the teachers.

### **Safety Planning**

The administrative team has spent a quality amount of time with safety planning and preparation this summer to ensure our procedures, processes, systems, materials, and resources are aligned across the district with our Emergency Operations Plan. We specifically have spent time on better defining our reunification processes, crisis response as well as safety kits and postings for each teacher and offices within the buildings. A big thanks to Nicki Pechous for taking on the leadership of much of this work!

### **Professional Learning 2024-2025**

As you know, we plan a substantial amount of time for professional learning within our district calendar that aligns to our strategic plan and priorities. The administration has had several conversations about our focuses and scheduling of time and resources for this upcoming year. We will be sharing our professional development plan with you in August.

### **Superintendent Goals 2024**

- Lead the vision and support needed to implement strategic plan priorities & Superintendent goals in 2024 and provide more timely, ongoing, and detailed information about progress to the Board of Education.
- Engage in the design, development, and construction of the new outdoor facilities complex.
- Complete the adoption and implementation of a new certified staff and administrator evaluation system as well as implement new electronic management for personnel evaluation.
- Continue to unify building leadership and communicate to all levels consistently.
- Research, study, and implement strategies to manage the growth of the communities and district in the next five to ten years so we are proactive rather than reactive. This may include a facility and enrollment study.
- Keep abreast of regular building and grounds issues as the campus expands.

### **Upcoming Dates:**

**July 14-17~ Melissa attending Women's Leadership Conference in Austin, TX**

**July 24-26~ Entire administrative team will attend Administrative Days in Kearney, NE**

**August 1~ All building offices open with administration and administrative assistants**

**August 5-9~ Walk-in student registration**

**August 6~ New Teachers Begin**

**August 8~ Returning Teachers Begin**

**August 12~ Regular Board of Education meeting**

**August 12~ Open Houses**

**August 14~ First Day of School**

# Financial Recap June 2024

	6/1/2024	Receipts	Expenditures	6/30/2024
<b>General Fund</b>	\$6,723,609.07	\$780,824.26	\$1,256,699.29	\$6,247,734.04
<b>Depreciation Fund</b>	\$1,802,214.31	\$459.66	\$925,381.20	\$877,292.77
<b>Food Service Fund</b>	\$111,156.41	\$29,635.36	\$63,592.12	\$77,199.65
<b>Qualified Capital Fund</b>	\$374,102.02	\$6,256.01	\$0.00	\$380,358.03
<b>Bond Fund</b>	\$1,066,508.30	\$14,706.66	\$0.00	\$1,081,214.96
<b>Special Building Fund</b>	\$1,611,387.86	\$26,035.94	\$1,030,314.63	\$607,109.17
- Special Bldg (MS/Fine Art)	\$0.00	\$0.00	\$0.00	\$0.00
	<b>\$11,688,977.97</b>	<b>\$857,917.89</b>	<b>\$3,275,987.24</b>	<b>\$9,270,908.62</b>

## General Fund Detail

<u>Expenditures</u>		June	YTD	Budgeted		<u>Revenues</u>	June	YTD
All Instructional Program	\$	596,543.91	\$ 5,936,373.87	\$ 7,920,584.00		Personal and Prop Taxes	\$ 77,827.03	\$ 6,359,687.31
SPED Instructional Program	\$	162,956.74	\$ 1,763,476.41	\$ 2,275,632.00		Carline Tax	\$ -	\$ 129,551.33
Support Services SPED Related	\$	35,689.73	\$ 332,167.26	\$ 403,158.00		Motor Vehicle Taxes	\$ 106,371.11	\$ 1,016,766.09
Support Services Non-SPED Related	\$	59,073.37	\$ 439,290.25	\$ 484,821.00		Facility Rental	\$ -	\$ 700.00
Support Instructional	\$	61,359.88	\$ 800,516.61	\$ 856,582.00		Tuition Received from Individuals	\$ (35.30)	\$ 83,024.69
Board of Education	\$	3,005.40	\$ 69,519.13	\$ 92,700.00		Interest	\$ 6,029.89	\$ 47,963.63
Executive Administration Services	\$	26,964.83	\$ 312,349.33	\$ 399,286.00		Local License Fees	\$ (477.00)	\$ 4,794.00
District Legal Services	\$	1,792.00	\$ 38,515.00	\$ 35,000.00		Other Local Receipts	\$ 323.56	\$ 110,725.28
Office of the Principal	\$	70,876.89	\$ 684,835.18	\$ 828,608.00		Grants from Corporations/Private	\$ -	\$ 16,461.42
General Admin - Business Services	\$	19,081.40	\$ 229,338.13	\$ 311,452.00		County Fines and License Fees	\$ 2,210.16	\$ 19,313.60
Maint & Operation of Building & Sit	\$	90,634.81	\$ 1,427,459.99	\$ 1,795,631.00		ESU Receipts	\$ -	\$ 4,793.00
Vehicle Acquisition & Maint	\$	-	\$ 4,200.00	\$ 15,200.00		State Aid	\$ 274,474.00	\$ 2,744,776.00
Regular Pupil Transportation	\$	52,660.97	\$ 414,194.85	\$ 505,400.00		Special Education Programs	\$ 209,764.00	\$ 1,331,172.00
SPED Pupil Transportation	\$	10,478.80	\$ 98,567.03	\$ 173,760.00		Special Education Transportation	\$ 71,063.00	\$ 71,063.00
Categorical Grant from Coporation	\$	20,186.56	\$ 109,357.43	\$ 134,908.00		Homestead Exemption	\$ 24,413.25	\$ 97,653.00
State Categorical Programs	\$	10,203.08	\$ 108,555.70	\$ 146,804.00		Pro-Rate Motor Vehicle	\$ -	\$ 14,429.11
Federal Programs	\$	34,409.24	\$ 333,999.55	\$ 418,024.00		High Ability Learners	\$ -	\$ 9,498.00
ESSER II & III	\$	781.68	\$ 55,114.82	\$ 439,612.00		Early Childhood Grant	\$ -	\$ 62,459.21
	<b>\$</b>	<b>1,256,699.29</b>	<b>\$ 13,157,830.54</b>	<b>\$ 17,237,162.00</b>		State Apportionment	\$ -	\$ 168,850.84
						Other State Receipts	\$ -	\$ 7,500.00
						Prop & Personal Property Tax Credit	\$ -	\$ 593,282.70
						Title ESSA Programs	\$ -	\$ 151,869.00
						IDEA Programs	\$ -	\$ 261,978.00
						Medicaid	\$ 8,860.56	\$ 37,381.10
						ESSER II & ESSER III	\$ -	\$ 330,502.00
						Other Federal Categorical Receipts	\$ -	\$ 6,030.00
						Sale of Property	\$ -	\$ 46,115.75
						Insurance Adjustment	\$ -	\$ -
							<b>\$ 780,824.26</b>	<b>\$ 13,728,340.06</b>

### June 2024 Payroll

Net Payroll	\$ 609,881.67
Payroll Taxes (District)	\$ 67,630.22
Payroll Withholding (Employees)	\$ 164,060.66
Retirement (District)	\$ 83,451.94
Retirement Withholding (Employees)	\$ 82,625.68

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

06/2024 - 06/2024

Regular; Beginning Month 06/2024; Processing Month 06/2024; Accounts to Include Accounts with Activity; Fund Number 05, 12

**Fund: 05      ACTIVITY FUND**

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704	INTEREST	2,314.66	0.00	110.74	0.00	2,425.40
05 704 1001	ACTIVITY PASSES	11,415.64	0.00	(568.00)	0.00	10,847.64
05 704 1002	CORPORATE SPONSORSHIPS	3,268.99	0.00	0.00	0.00	3,268.99
05 704 1003	INSTRUMENTAL MUSIC	2,817.92	70.00	0.00	0.00	2,747.92
05 704 1004	HS DC WEST TRAVEL	239.70	239.60	0.00	0.00	0.10
05 704 1005	STAFF LOUNGE	1,908.88	0.00	21.81	0.00	1,930.69
05 704 1007	VALLEY WAY	9,970.23	0.00	0.00	0.00	9,970.23
05 704 1011	PTSA DONATION	4,117.70	0.00	0.00	0.00	4,117.70
05 704 1022	SENIOR CLASS	(21.88)	0.00	0.00	0.00	(21.88)
05 704 1023	PROM	2,592.34	0.00	0.00	0.00	2,592.34
05 704 1102	ARTS & HUMANITIES	621.33	174.31	0.00	0.00	447.02
05 704 1104	ATHLETICS HS	7,267.72	393.22	0.00	0.00	6,874.50
05 704 1106	BASEBALL TEAM	974.55	0.00	0.00	0.00	974.55
05 704 1107	BAND	2,492.45	0.00	0.00	0.00	2,492.45
05 704 1108	CHEER	14,734.90	0.00	702.00	0.00	15,436.90
05 704 1111	BBB TEAM	3,821.26	1,651.50	2,000.00	0.00	4,169.76
05 704 1112	CONCESSIONS	37,306.95	1,499.00	0.00	0.00	35,807.95
05 704 1113	CONSTRUCTION TECH	7,106.79	0.00	0.00	0.00	7,106.79
05 704 1114	DANCE TEAM	1,795.95	1,404.00	0.00	0.00	391.95
05 704 1116	DRAMA	5,854.23	0.00	27.26	0.00	5,881.49
05 704 1117	FBLA	2,018.72	0.00	0.00	0.00	2,018.72
05 704 1118	HIGH SCHOOL	73.74	0.00	2.40	0.00	76.14
05 704 1119	DC TECH 1:1	31,251.23	0.00	0.00	0.00	31,251.23
05 704 1120	GBB TEAM	3,349.94	0.00	0.00	0.00	3,349.94
05 704 1123	HOSA	3,608.62	0.00	0.00	0.00	3,608.62
05 704 1124	STUCO HS	2,633.83	1,176.00	0.00	0.00	1,457.83
05 704 1128	NATIONAL HONOR SOCIETY	1,130.89	0.00	0.00	0.00	1,130.89
05 704 1131	FOOTBALL TEAM	3,073.04	165.00	0.00	0.00	2,908.04
05 704 1132	SCIENCE CLUB	427.19	0.00	0.00	0.00	427.19
05 704 1133	SPEECH TEAM	2,644.88	0.00	0.00	0.00	2,644.88
05 704 1134	VOCAL MUSIC	3,971.84	0.00	0.00	0.00	3,971.84
05 704 1136	WORLD LANGUAGE CLUB	304.27	261.14	0.00	0.00	43.13
05 704 1137	ROBOTICS TEAM	3,369.08	0.00	0.00	0.00	3,369.08
05 704 1141	GOLF TEAM	84.88	0.00	0.00	0.00	84.88
05 704 1142	YEARBOOK HS	3,865.57	0.00	0.00	0.00	3,865.57
05 704 1151	CROSS COUNTRY TEAM	8 1,975.43	0.00	0.00	0.00	1,975.43

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

06/2024 - 06/2024

Regular; Beginning Month 06/2024; Processing Month 06/2024; Accounts to Include Accounts with Activity; Fund Number 05, 12

**Fund: 05      ACTIVITY FUND**

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 1161	SOFTBALL TEAM	3,427.50	650.00	690.00	0.00	3,467.50
05 704 1166	BOYS TRACK TEAM	327.33	0.00	0.00	0.00	327.33
05 704 1167	GIRLS TRACK TEAM	800.69	0.00	0.00	0.00	800.69
05 704 1176	VOLLEYBALL TEAM	5,027.24	1,914.97	2,158.00	0.00	5,270.27
05 704 1186	WRESTLING TEAM	895.67	0.00	0.00	0.00	895.67
05 704 1198	SUMMER SPORTS CAMPS	598.12	0.00	0.00	0.00	598.12
05 704 1199	CHANGE BAGS	(1,620.00)	0.00	0.00	0.00	(1,620.00)
05 704 1222	SCIENCE GRANT	3,055.68	0.00	0.00	0.00	3,055.68
05 704 1224	STUCO MS	12,819.77	195.00	0.00	0.00	12,624.77
05 704 1225	COFFEE CART - EL SPED	1,576.40	0.00	0.00	0.00	1,576.40
05 704 1319	DISNEY MUSICAL	15,203.93	0.00	0.00	0.00	15,203.93
05 704 1320	PRESCHOOL	11,515.59	253.38	0.00	0.00	11,262.21
05 704 2112	MS CONCESSIONS	2,603.92	0.00	0.00	0.00	2,603.92
05 704 2121	MS BBB TEAM	211.05	0.00	0.00	0.00	211.05
05 704 2136	MS FOOTBALL TEAM	368.47	0.00	0.00	0.00	368.47
05 704 2201	ART CLUB MS	207.14	0.00	0.00	0.00	207.14
05 704 2204	ATHLETICS MS	(138.00)	430.00	568.00	0.00	0.00
05 704 2205	UNIFIED SPORTS	472.23	143.68	0.00	0.00	328.55
05 704 2216	MS DRAMA	96.47	0.00	0.00	0.00	96.47
05 704 2218	MIDDLE SCHOOL	1,861.04	884.00	35.40	0.00	1,012.44
05 704 2242	MS YEARBOOK	2,969.48	0.00	0.00	0.00	2,969.48
05 704 3220	ELEM FIELD TRIP	2,008.74	517.50	34.20	0.00	1,525.44
05 704 3221	PBIS/FALCOIN	3,897.53	0.00	0.00	0.00	3,897.53
05 704 3222	BATTLE OF THE BOOKS	105.50	0.00	0.00	0.00	105.50
05 704 3318	ELEMENTARY	5,448.98	0.00	0.00	0.00	5,448.98
Fund Total: 05		258,123.93	12,022.30	5,781.81	0.00	251,883.44

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

06/2024 - 06/2024

Regular; Beginning Month 06/2024; Processing Month 06/2024; Accounts to Include Accounts with Activity; Fund Number 05, 12

**Fund: 12 STUDENT FEES**

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
12 704	STUDENT PARTICIPATION FEE	23,343.98	0.00	0.00	0.00	23,343.98
Fund Total: 12		23,343.98	0.00	0.00	0.00	23,343.98

Vendor Name	Vendor Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
AMAZON CAPITAL SERVICES		5,423.14
APPLE COMPUTER INC		316.00
ASCD		145.00
AWARDS UNLIMITED INC		423.42
BORDER STATES INDUSTRIES INC		464.00
BOYS TOWN		7,500.00
BSN SPORTS LLC		4,120.49
CAPPEL NAPA AUTO SUPPLY - VALLEY		9.99
CINTAS CORP		304.40
CMC NEPTUNE, LLC		2,175.00
CODE HS, INC		3,675.00
CROUCH RECREATIONAL DESIGN INC		632.00
DAILY RECORD, THE		204.67
DIETZE MUSIC HOUSE		44.80
DOSTALS CONSTRUCTION		360.00
EDUCATIONAL SERVICE UNIT #3		9,628.00
EGAN SUPPLY CO		3,398.63
ELECTRONIC SOUND INC		650.00
ENGINEERED CONTROLS		5,030.00
FASTSIGNS		221.79
FIBER PLATFORM, LLC		1,393.95
FIRST STUDENT		38,941.63
FREMONT ELECTRIC INC		5,548.90
HEARTLAND PEST CONTROL		260.00
HOMETOWN LEASING		2,522.27
JOSTENS INC		13.70
JUST FOR KIDS THERAPY INC		3,720.50
MATHESON TRI-GAS INC		36.57
MCGRAW-HILL EDUCATION INC		546.45
MENARDS - ELKHORN		344.12
MID-WEST 3D SOLUTIONS LLC		800.00
MIDWEST MOVEMENT		85.00
MILLARD SPRINKLER INC		1,571.25
MY CENTRAL SUPPLY		890.17
NACIA		40.00
NE COUNCIL OF SCHOOL ADM		300.00
OMAHA WORLD-HERALD		1,350.00
ONE SOURCE		524.50
PERRY GUTHERY HAASE & GESSFORD		1,057.00
PRAIRIE MECHANICAL CORP		5,090.00
PRIME SECURED		12,396.87
REMEDY ROAD, LLC		2,875.32
RENAISSANCE		10,299.65
RICHARDS, KATHLEEN		69.00
SHERWIN-WILLIAMS CO		1,074.34
SOFTWARE UNLIMITED, INC.		13,950.00
STUDENT ASSURANCE SERVICES INC		1,525.00
SUBURBAN SCHOOLS PROGRAM		5,599.08
VALLEY ACE HARDWARE		482.87
VEX ROBOTICS INC		1,406.96
WASTE CONNECTIONS OF NEBR, INC		1,140.39
WATER ENGINEERING INC		302.50
WESTCOM WIRELESS, INC		2,671.50
WINSUPPLY COMMERCIAL CHARGE		332.64
WOODRIVER ENERGY LLC		3,408.40

**Board Report - Newspaper**

JULY 2024 BOARD BILLS

16,093.92

183,390.78

1,709.98

1,709.98

95.33

6,840.15

6,935.48

07/07/2024 10:13 PM

MID MONTH BILLS - JUNE / JULY 2024

User ID: CQ

Vendor Name	Vendor Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
ACH BANK FEE		60.50
AMERICAN RED CROSS		325.00
CITY OF VALLEY		1,271.75
COFFEY, ROBERT		300.00
COX BUSINESS		314.46
DC WEST ACTIVITY ACCOUNT		528.44
ELLIS, KELLY		42.43
HY-VEE INC		96.94
LOVE'S TRAVEL STOPS & COUNTRY STORE		948.63
MADISON NATIONAL LIFE INS CO IN		2,891.52
MAGIC WRIGHTER E-SERVICE		290.50
METAL LOGOS INC		1,001.42
N S A A		1,440.00
NEBRASKA CAPITAL CONFERENCE		695.00
NEBRASKA COACHES ASSOC		1,875.00
NEBRASKA UMPIRES ASSOC		98.00
OMAHA CHILDREN'S MUSEUM		498.00
OMAHA PUBLIC POWER DISTRICT		22,840.32
PECHOUS, NICOLE		1,210.40
PITNEY BOWES BANK, INC PURCHASE POWER		954.80
PITNEY BOWES, INC		177.97
SHEPPARD'S BUSINESS INTERIORS INC		3,804.54
USBANK		1,810.95
VERIZON		90.12
WALMART COMMUNITY		616.97
WEAVER, ADAM		100.00
WELLS FARGO BANK		10,121.20
WILDLIFE LEARNING ENCOUNTERS		790.00
ZTRIP		797.72
Fund Number 01		<u>55,992.58</u>
Checking Account ID 2	Fund Number 02 DEPRECIATION	
BOYD JONES CONSTRUCTION CO		923,301.20
TUNE FACILITIES, LLC		2,080.00
Fund Number 02		<u>925,381.20</u>
Checking Account ID 6	Fund Number 06 NUTRITION FUND	
BAADE, JOY		14.95
BEVINGTON, MATT & LISA		87.65
BISHOP, MEGAN		10.55
BROWN, JUSTIN		52.70
CARRELL, TROY		11.20
GRAHAM, MICHAEL & TRICIA		19.05
GRASMICK, MICHELLE		21.52
GRATOPP, RYAN & TRACI		13.05
GRIFFITH, TODD & JENN		37.20
HARTMAN, KEVIN		15.00
HUNNAM, SCOTT		40.00
KOTIL, DARIN		43.35
LOPEMAN, ERIC		20.35
MACDONALD, SHAWN		84.62
MINETTE, SHELLY		50.40
PERCHAL, APRIL		212.55
PERCHAL, BROOKE		77.36
POLTZ, BRADLEY		23.10

07/07/2024 10:13 PM

MID MONTH BILLS - JUNE / JULY 2024

User ID: CQ

Vendor Name	Vendor Description	Amount
ROBLES, MARK & NICOLE		15.50
SCHNECKENBERGER, CINDY		18.15
SINGER, DAVID & BOBBI		13.90
SPANKE, JANIS		28.10
SPEAS, TROY		24.35
WOODWARD, JOHN		96.25
Fund Number 06		<hr/> 1,030.85

Checking Account ID 8	Fund Number 08	SPECIAL BUILDING FUND	
FIRST CITIZENS BANK			1,030,314.63
Fund Number 08			<hr/> 1,030,314.63

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

**Monday, June 10, 2024**

The regular meeting of the Board of Education, District #15, in the County of Douglas, in the State of Nebraska, was convened in open and public session on Monday, June 10, 2024 at the Central Office Board Room, 401 South Pine Street, Valley, NE 68064-0378.

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

Attendance Taken at 7:00 PM.

Kelly Hinrichs: Present

Luke Janke: Absent

Jamie Jorgensen: Present

Bill Koile: Present

Elizabeth Mayer: Present

Jim Tomanek: Present

Present: 5, Absent: 1.

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

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

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

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

Comments from the audience were accepted at this time. At this time there was no public correspondence.

Mr. Bill McAllister, who is running for the Nebraska State School Board was allowed to introduce himself to the board between New Business items 6.2 and 6.3.

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

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

Kelly Hinrichs: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Jim Tomanek: **Yea**

Yea: 5, Nay: 0

### **4. Administrative Reports**

4.1. Superintendent's Report

4.2. Financial Report

### **5. Consent Agenda**

Motion to approve Consent Agenda Passed with a motion by Kelly Hinrichs and a second by Jamie Jorgensen.

Kelly Hinrichs: **Yea**, Jamie Jorgensen: **Yea**, Bill Koile: **Yea**, Elizabeth Mayer: **Yea**, Jim Tomanek: **Yea**

Yea: 5, Nay: 0

5.1. Approve Minutes

Regular Meeting Date:

Special Meeting Date:

5.2. Approve Claims for Payment

5.3. Approve Financial Report

5.4. Approve Classified Staff

- Samantha Scheinost Custodial - Exit
- Randy Caughlin Custodial - Exit
- Jessica Uckerts - Hire Elem Sped Para
- Hannah Morrison - Hire Elem Sped Para
- Linda Hope Custodial- Hire
- Sara Croward Custodial- Hire

**6. New Business**

6.1. Humanex Engagement Survey Results Presentation

Brad Black, Humanex CEO, presented the DC West staff, student, and parent engagement results from the surveys taken in April, 2024.

6.2. New Teacher Appraisal & Growth System Presentation

The development of the Teacher Appraisal & Growth system at DC West has been in progress over the past several years. A finalized handbook and policy will be presented to Board of Education for approval in July.

6.3. Elementary Playground Discussion

We have met with Creative Sites, a playground designer and vendor, to explore opportunities to add more inclusive play structures, surfacing, as well as replace older equipment on the elementary playground. The PTSA is also interested in exploring this discussion with the district. It was suggested that the Finance Committee meet as well as a meeting with the PTSA be schedule to discuss this project.

6.4. Approve Certificated Staff Positions

The administration recommends the following certificated staff for hire beginning the 2024-2025 school year:

Mekenna Haahr, .6 FTE High School Special Education

Carleen Rietz, .625 FTE High School Special Education

Shawna Younghans, High School Administrative Facilitator

Motion to approve Mekenna Haahr, .6 FTE High School Special Education; Carleen Rietz, .625 FTE High School Special Education and Shawna Younghans, High School Administrative Facilitator beginning the 2024-2025 school year Passed with a motion by Bill Koile and a second by Kelly Hinrichs.

Kelly Hinrichs: Yea, Jamie Jorgensen: Yea, Bill Koile: Yea, Elizabeth Mayer: Yea, Jim Tomanek: Yea  
Yea: 5, Nay: 0

**7. Adjournment**

Motion to adjourn meeting @ 8:20 Passed with a motion by Kelly Hinrichs and a second by Jamie Jorgensen.

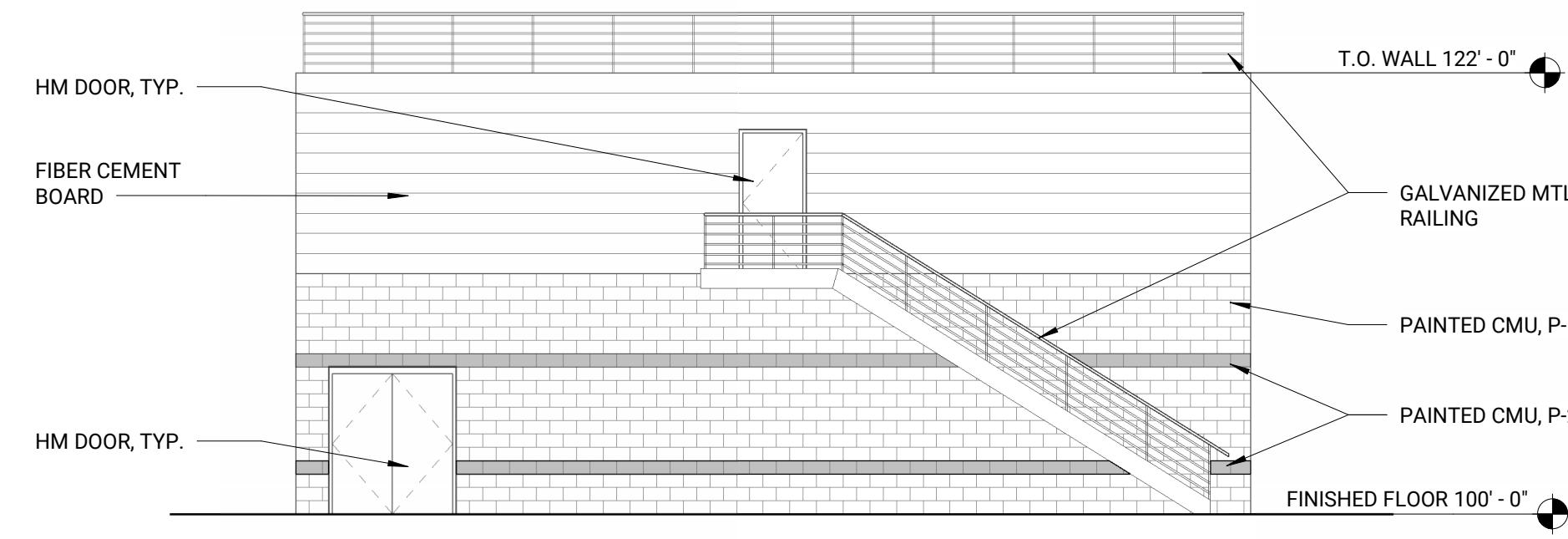
Kelly Hinrichs: Yea, Jamie Jorgensen: Yea, Bill Koile: Yea, Elizabeth Mayer: Yea, Jim Tomanek: Yea  
Yea: 5, Nay: 0

Kristi Trost, Board Secretary

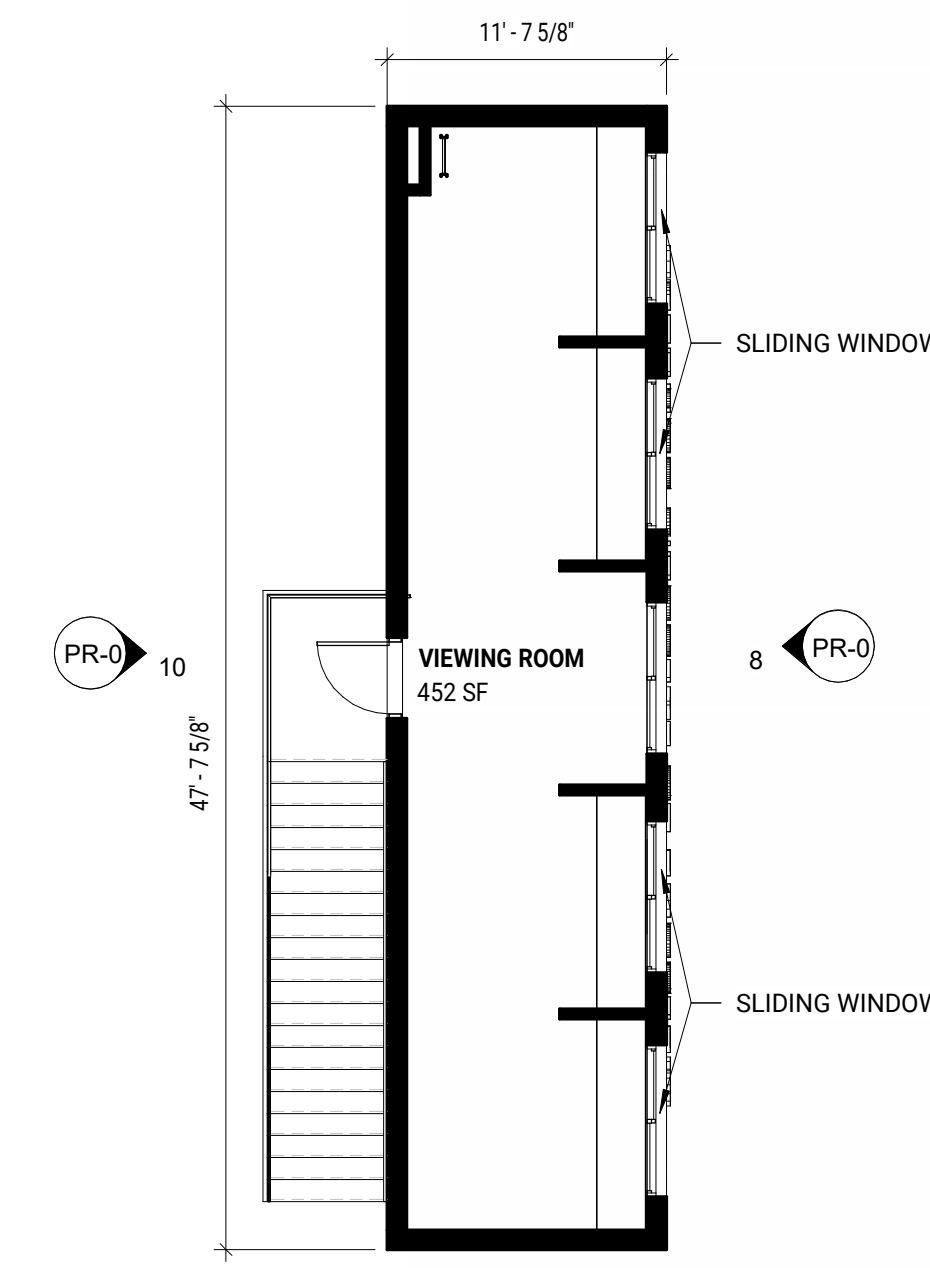
Dr. Melissa Poloncic, Superintendent



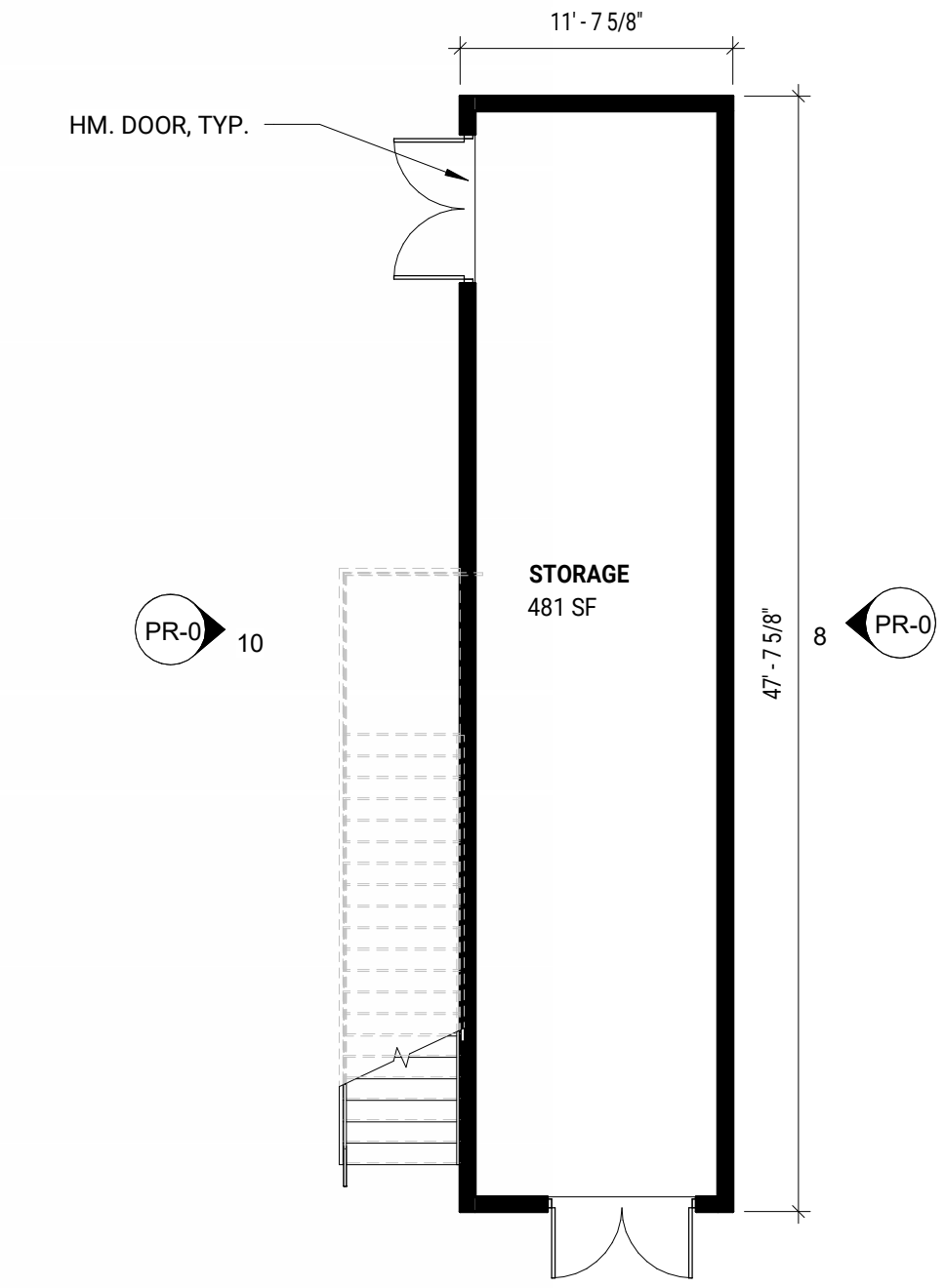
11 FOOTBALL PRESS BOX 3D VIEW



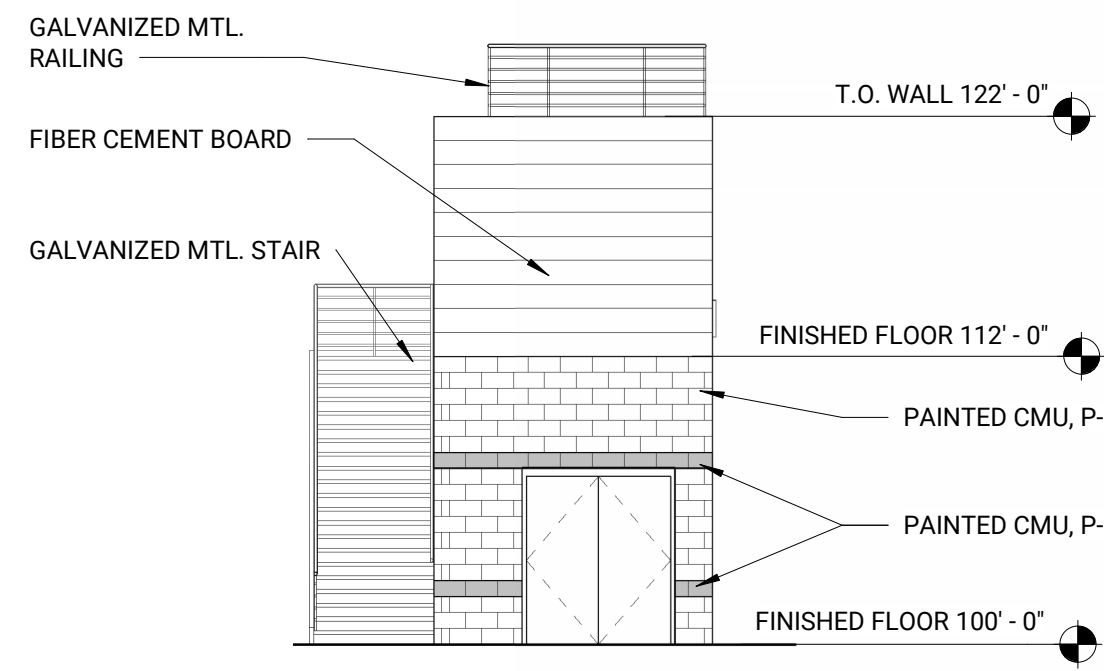
10 FOOTBALL PRESS BOX - WEST ELEVATION



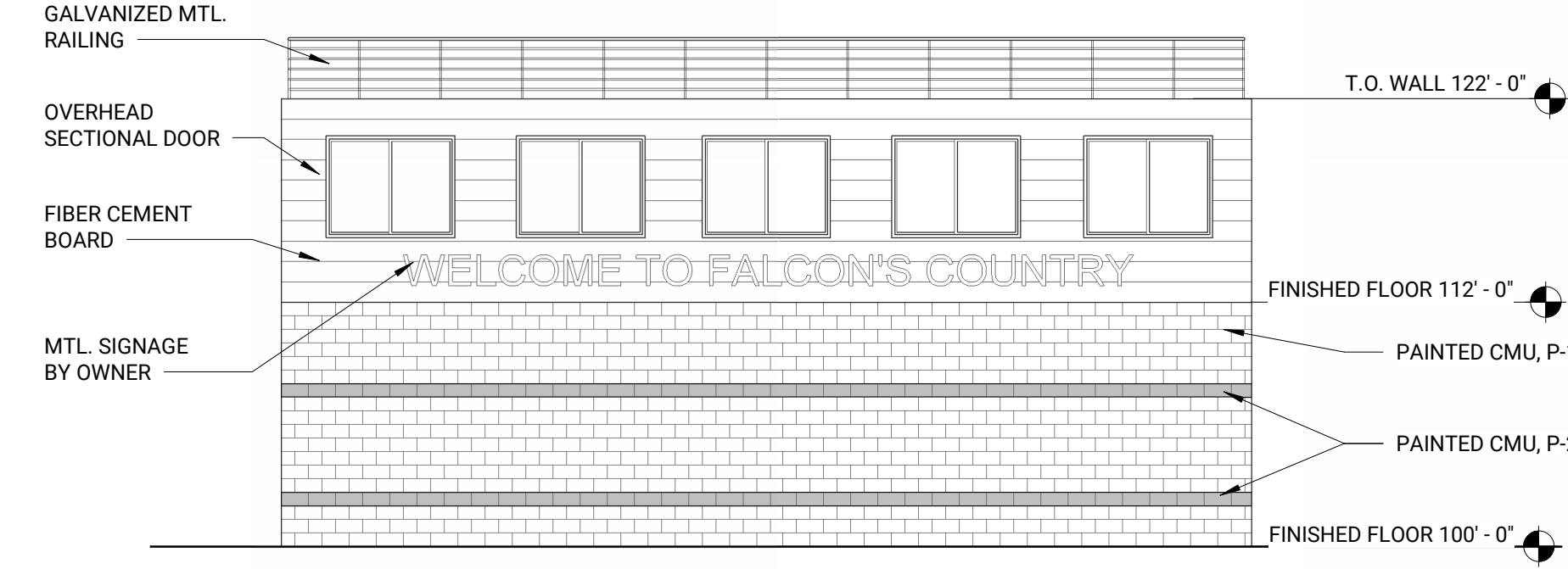
7 SECOND FLOOR PLAN - FOOTBALL PRESS BOX



6 FIRST FLOOR PLAN - FOOTBALL PRESS BOX



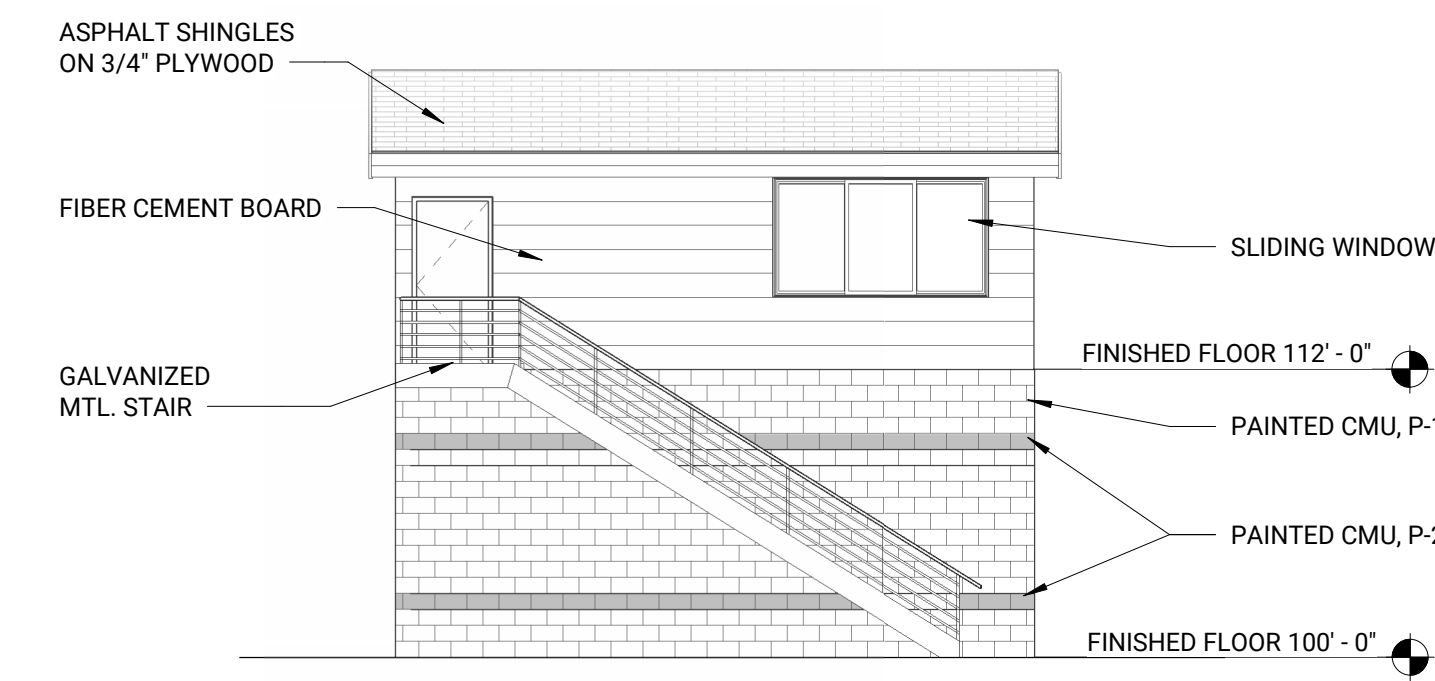
9 FOOTBALL PRESS BOX - SOUTH ELEVATION



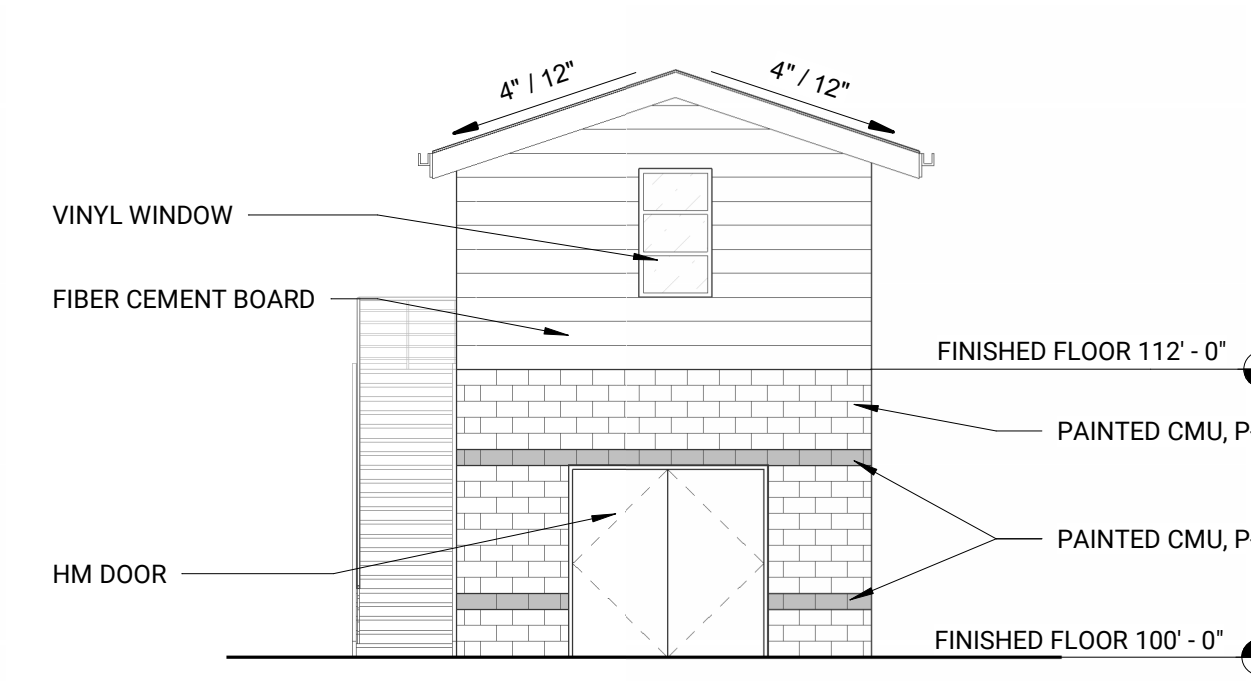
8 FOOTBALL PRESS BOX - EAST ELEVATION



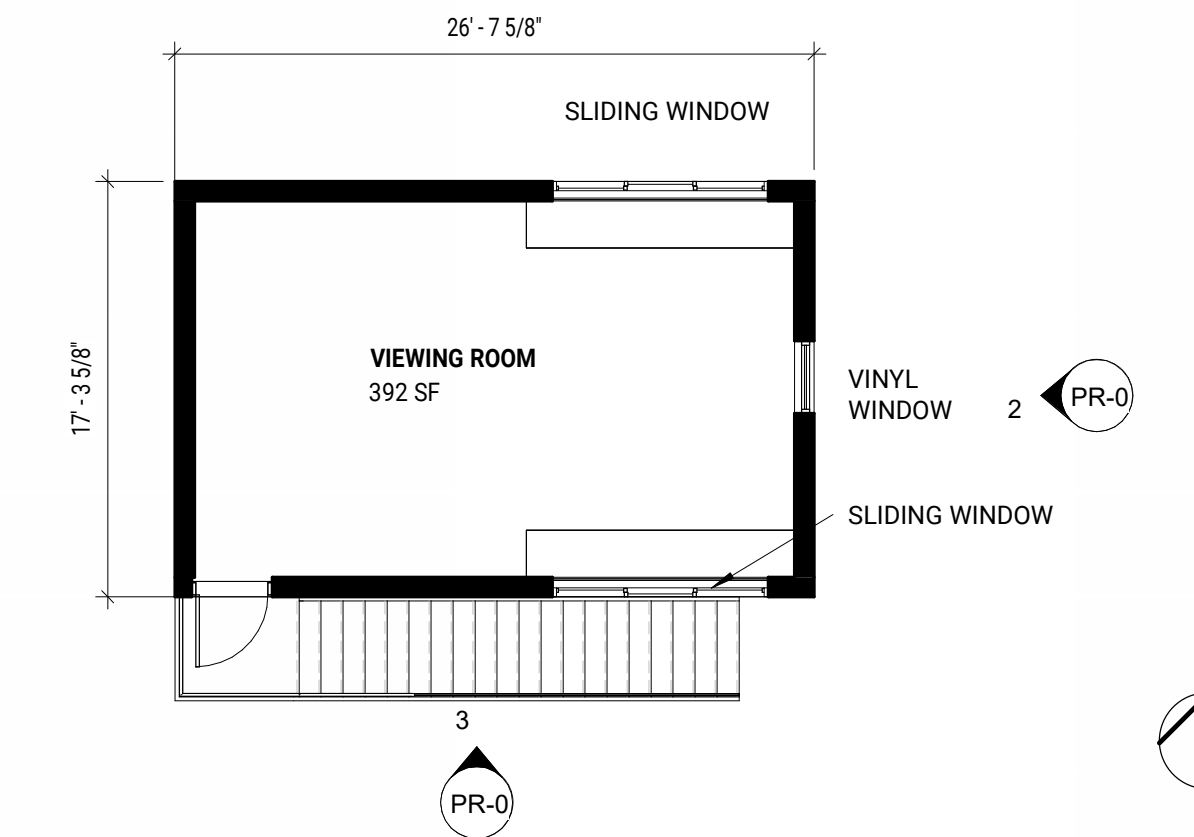
4 SOFTBALL / BASEBALL PRESS BOX 3D VIEW



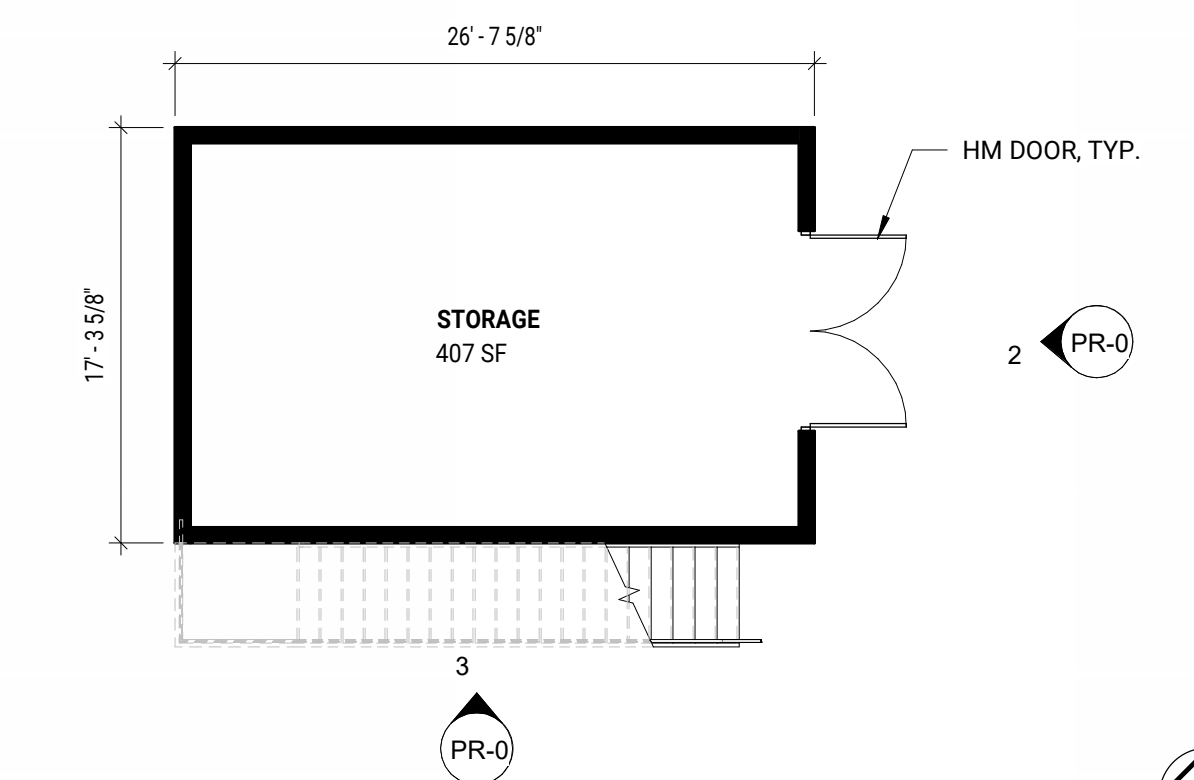
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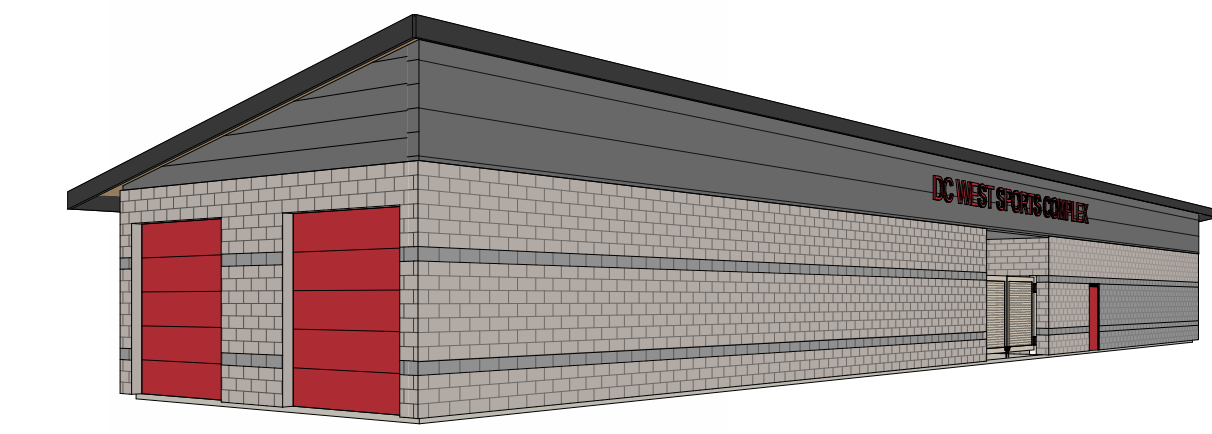
2 SOFTBALL / BASEBALL PRESS BOX - EAST ELEVATION



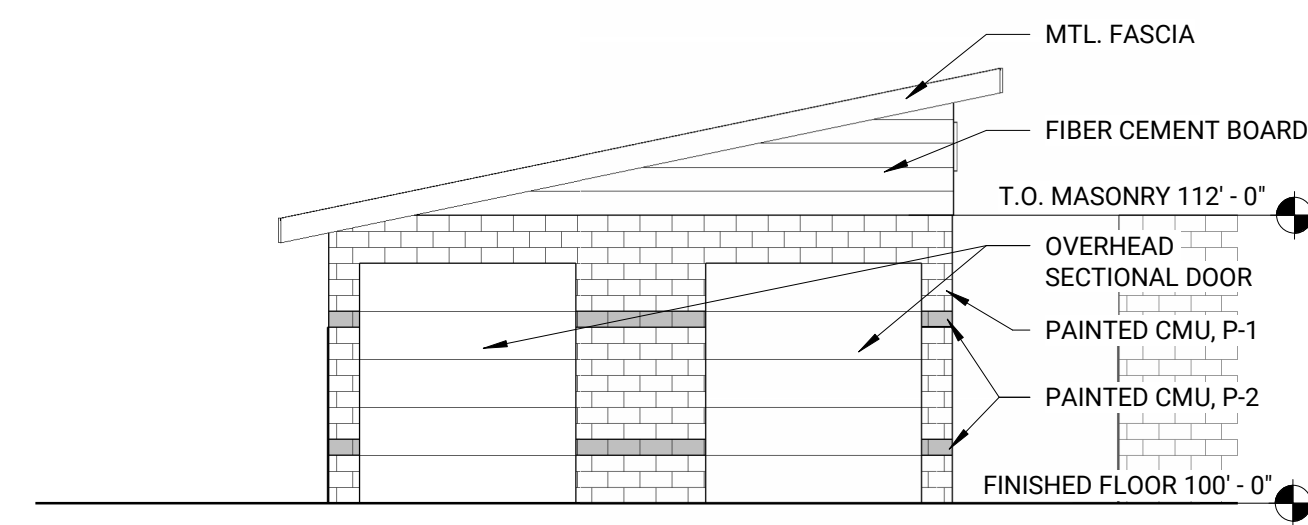
5 SECOND FLOOR PLAN - SOFTBALL / BASEBALL PRESS BOX



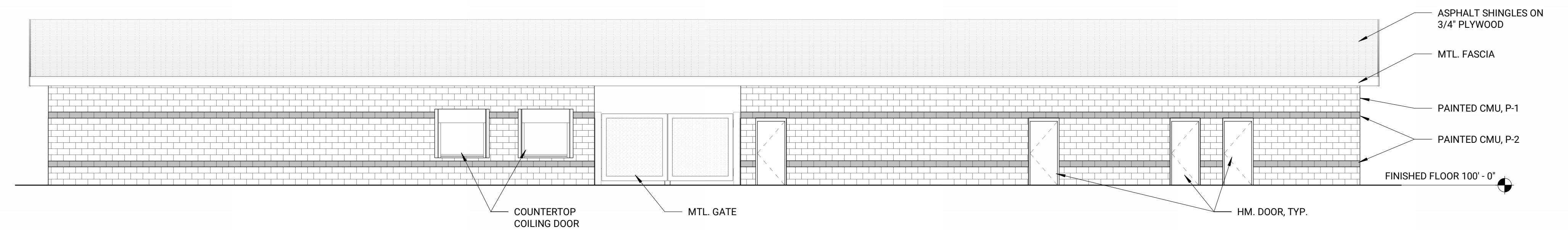
1 FIRST FLOOR PLAN - SOFTBALL / BASEBALL PRESS BOX



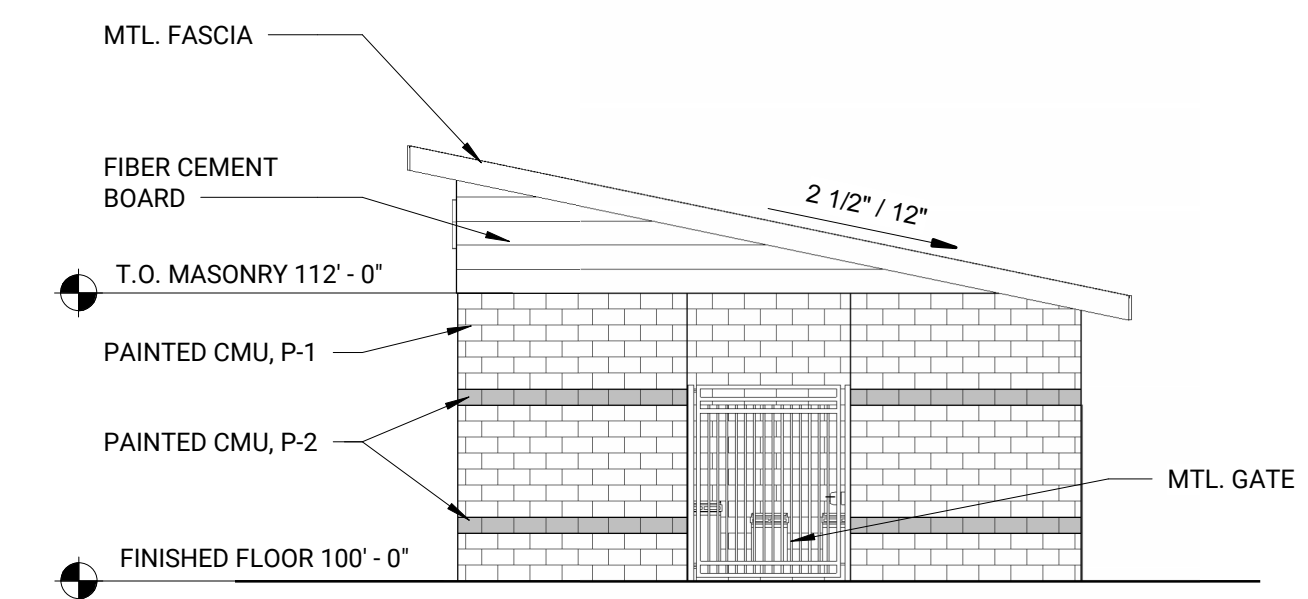
6 CONCESSIONS - 3D VIEW



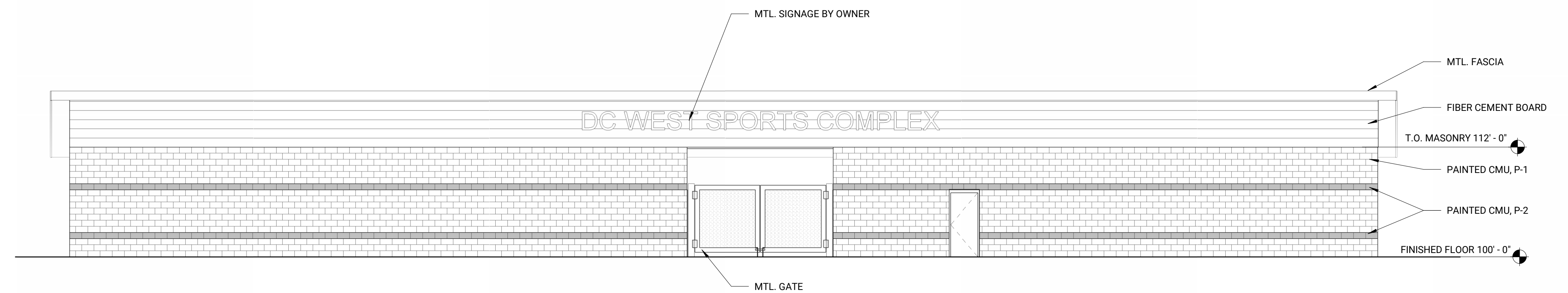
5 CONCESSIONS EAST ELEVATION  
1/8" = 1'-0" 0' 8' 16'



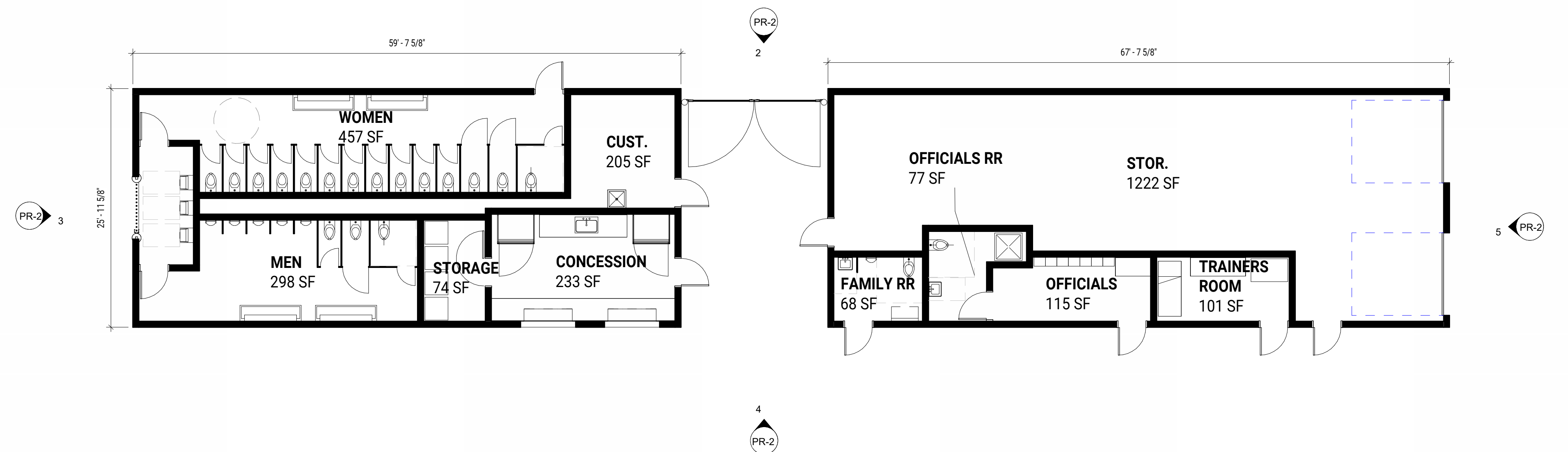
4 CONCESSIONS SOUTH ELEVATION  
1/8" = 1'-0" 0' 8' 16'



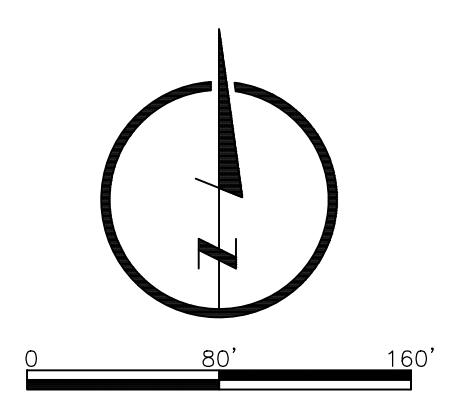
3 CONCESSIONS WEST ELEVATION  
1/8" = 1'-0" 0' 8' 16'



2 CONCESSIONS NORTH ELEVATION  
1/8" = 1'-0" 0' 8' 16'

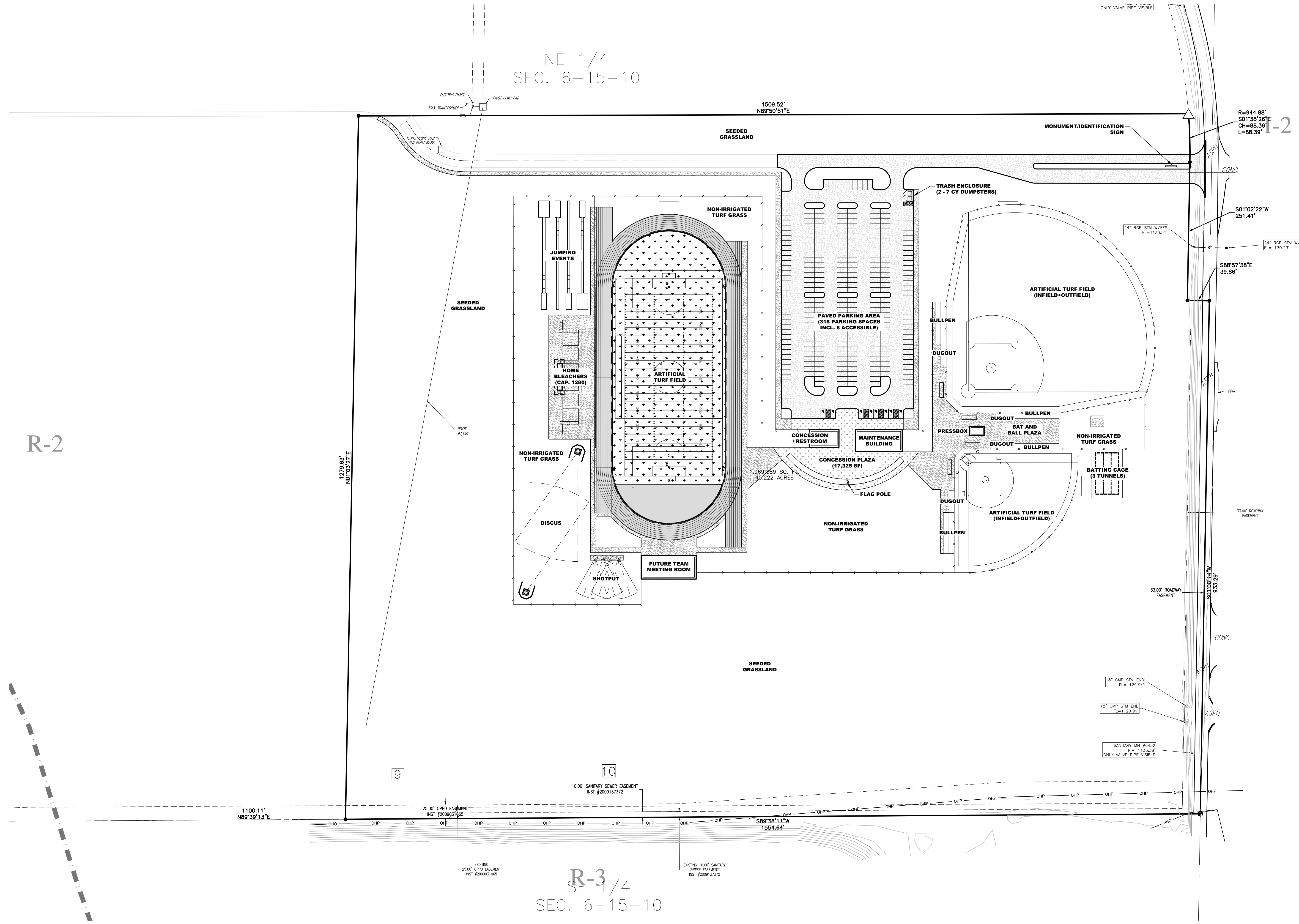


1 FLOOR PLAN - CONCESSIONS  
1/8" = 1'-0" 0' 8' 16'



NE 1/4  
SEC. 6-15-10

R-2



SE 3/4  
SEC. 6-15-10

# DC WEST ATHLETIC FACILITY

VALLEY, NEBRASKA



DC WEST  
Elementary School



Student Handbook  
2024-2025

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# DC West Community Schools Student-Parent Handbook 2024-2025 School Year

## **Foreword**

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

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

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

The Policies of the Board of Education may cover areas not addressed in this Handbook. Every parent or guardian and student should familiarize themselves with Board Policies online at: <https://www.dctest.org/>.

### **Section 2 School Calendar**

[2024-2025 District Calendar](#)

[2025-2026 District Calendar](#)

## **Article 1 – Mission and Goals**

### **Section 1 Mutual Respect**

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

### **Section 2 Complaint Procedures**

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

#### 1. Complaint procedure

- a. Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.

- b. Step 2. Address the concern with the Principal if the matter is not resolved at Step 1.
  - c. Step 3. Address the concern with the Superintendent if the matter is not resolved at Step 2.
  - d. Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.
2. Conditions Applicable to All Levels of Complaint Procedure  
All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

## **Article 2 – School Day**

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

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

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

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

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

### **Section 1      Closed Campus**

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

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

#### Arrival at School/Dismissal From School

Students are expected to arrive at school no more than 30 minutes prior to the first class or school program in which they are participating. Prior to that time, the school is not responsible for supervision of the students. Students will ordinarily be admitted to the school building 30 minutes prior to the first class if they are eating breakfast. Students will not be permitted to enter

earlier unless the Principal determines it to be necessary due to inclement weather or other factors. Students are to enter through their assigned entrance and proceed to designated areas.

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

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

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

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

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

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

consent of the building administrator and teacher.

11. If a parent, guardian, relative, or another visiting student would like to eat lunch with a current student, they may do so under the following conditions:
  - a. They must report and sign into the office.
  - b. They must wear a visitor badge which is available in the office.
  - c. They must wait in the office for the student to meet them and escort them to lunch.
  - d. They must eat at the designated table/area that will be assigned for visitors eating lunch with students.
  - e. They must under no circumstances talk with other students in a negative or confrontational manner.
  - f. They must sign back out in the office when leaving after lunch.

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

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

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

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

### **Section 4     Lockers**

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

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

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

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

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

1. School officials may conduct a search if there is a reasonable basis to believe that the

search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.

2. Random searches of student lockers, desks, and other similar school property provided for use by students may be conducted at the discretion of the administration.
3. Drug or alcohol tests may be conducted on students based on reasonable suspicion.
4. Drug or alcohol tests may be conducted on a random basis for students participating in extracurricular activities.
5. Searches of the District's computer system may be conducted at the discretion of the administration at any time.

## **Section 6 Video Surveillance**

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

## **Section 7 Recording of Others**

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to record images of injuries to students caused or believed to be caused by another person), or (3) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including students, parents, and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

## **Section 8 Use of Cell Phones**

Students may not use cell phones during class time. A student who violates this rule may be required to turn their phone into the office or lose phone privileges for an extended period of time.

## **Section 9 Student Valuables**

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

## **Section 10 Bulletins and Announcements**

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution need to be approved by the Principal's office. The person or organization responsible for distributing the

posters is responsible for seeing that all posters are removed within 48 hours after the event or when directed by the Principal.

### **Section 11 Copyright**

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

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

The District maintains a registry of local mental health and counseling resources, including those resource services that can be accessed by families and individuals outside of school. To gain more information about these resources, parents and/or students should contact their building principal. This information, as well as the District's behavioral points of contact, are also listed on the District's website.

## **Article 4 – Attendance**

### **Section 1 Attendance**

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

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

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

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

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

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

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

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

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

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

### **Section 3      Make-up Work**

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

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

Full-time students must attend school all day on the day of any scheduled school activity in order to participate in the activity. Part-time eligible students must attend their classes on the day of the school activity in order to participate in the activity. A "school activity" includes athletic contests, practices, and dances. Failure to attend may result in a student being withheld from participation in the activity. The Principal retains the right to grant participation should exceptional circumstances prevail.

### **Section 5      Truancy**

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

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

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

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

Reporting Habitual Truancy. Students who accumulate twenty (20) unexcused absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that law. If within one (1) week after the time the notice is given such person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

## **Article 5 – Scholastic Achievement**

### **Section 1 Grading System**

Students will receive letter grades on report cards and transcripts.

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

1. Achievement marks shall be given on a numerical basis for all grades 3-12 with the mark of 59 or lower considered a failure.
2. The grading scale is as follows:

A	=	90-100
B+	=	87-89
B	=	80-86
C+	=	77-79
C	=	70-76

D+	=	67-69
D	=	60-66
F	=	0-59
I	=	Incomplete may be given to students that have not completed work by the end of the semester. Course work not made up will result in a failing grade.
P or NP	=	Pass or No Pass grades will be issued under special circumstances as approved by the administration.

3. For all other grading reports received for transfer students, the principal or designee shall convert the grades to an approximately equal grade on our system.
4. All grade reports will contain a percentage and letter grade for each subject, as well as the following: absences, tardiness, comments (if teacher desires).

Each teacher will define the grading procedures to be used in their classes.

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

Students will be placed at the grade level and in the courses best suited to them academically, socially, and emotionally as determined by the school's professional staff. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program.

## **Section 3 Schedule Changes**

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

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

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

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

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

## **Article 6 - Support Services**

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

#### What Does Special Education Mean?

Special education means specially designed instruction and related services adapted as

appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

### Students Who May Benefit

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

### How are Students With Disabilities Identified?

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

### Independent Evaluation

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

### Reevaluation

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

### Individual Education Program (IEP)

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

### Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular

educational environment will occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

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

### More Information

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

### **Section 2 Students with Disabilities: Section 504**

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

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.
7. Have evaluation, eligibility, educational and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided to students without a disability unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for

- explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
  13. File a local grievance in accordance with school policy.
  14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

### **Section 3 Health Services**

#### Student Illnesses: [Board Policy 5409](#)

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

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

#### Accidents at School

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

#### Guidelines for Administering Medication

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

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

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

new instructions for that medication. If new prescription duration is prescribed for the same medication, the form must be re-dated and signed.

4. It is illegal for a student to consume or dispense medication that is prescribed for someone else.

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

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

### School Health Screening Board Policy 5408

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

### Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (6) months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the foregoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

### Immunizations

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

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

The following are the current immunization requirements for students:

#### **Students 2–5 years of age:**

- 3 doses of pediatric Hepatitis B vaccine
- 4 doses DTP, or DT vaccine
- 3 doses of Polio vaccine
- 1 dose of MMR or MMRV given on or after 12 months of age
- 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age - 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age, or

written documentation from parent(s)/guardian(s) or health care provider of the month and year of varicella disease

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

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

**Additionally for 7th grade students:**

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

Birth Certificate Requirements

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

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

Guidelines for Head Lice

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

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

Nurse and Medical Help

The DC West Community Schools employs a nurse who will service the Elementary, Middle, and High School buildings. Due to the multi-building responsibility, the nurse may be available

on a limited basis. However, each building also has a Health Paraprofessional in their respective office who may be consulted for any illness or medical situation.

#### **Section 4      Transportation Services**

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

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

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

#### **Behavior on School Buses**

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

Special Conduct Rules for Riding School Buses.

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

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

#### Rules on the Bus

1. Be respectful of the bus driver. Immediately follow all directions of the driver and any paraeducator or adult on the bus.
2. Sit in your seat facing forward. Use seat belts in vehicles in which they are available. Keep the aisles clear.
3. Open and close windows only upon receiving permission from the driver.
4. Talk quietly and use appropriate language.
5. Keep all parts of your body inside the bus.
6. Keep your arms, legs, and belongings to yourself.
7. No fighting, harassment, bullying, intimidation, or horseplay.

8. Do not throw any object.
9. No eating, drinking, use of tobacco, alcohol, drugs, or flammables.
10. Do not bring any weapon (real or imitation) or dangerous objects on the school bus.
11. Do not damage the school bus.

#### Getting the Driver's Assistance:

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

#### Consequences for Rule Violations:

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

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

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

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

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

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

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

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

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

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs. Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor.

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

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

The District prohibits the possession, use, or distribution of illicit drugs (including electronic nicotine delivery systems) and alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. The conduct prohibited includes, but not be limited to, the following:

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

### **Disciplinary Sanctions**

Violation of any of the above prohibited conduct will result in student discipline, up to and including expulsion and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

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

## **Article 8 – Student Conduct Rules**

### **Section 1 Purpose of Student Conduct Rules**

These student conduct rules are established to maintain a school atmosphere which is conducive to learning, to aid student development, to further school purposes, and to prevent interference with the educational process. Violations of these student conduct rules will result in disciplinary action.

## **Section 2      Forms of School Discipline [Board Policy 5101](#)**

Students who violate the student conduct rules may be subject to the following forms of discipline:

### Short-Term Suspension:

Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five (5) school days (short-term suspension) on the following grounds:

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

The following process will apply to short-term suspensions:

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

Notwithstanding the foregoing, no pre-kindergarten through second grade student may be short-term suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school

grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with these disciplinary procedures.

#### Long-Term Suspension:

A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (20) school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. Pursuant to the Nebraska Student Discipline Act, a notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

#### Expulsion:

##### Meaning of Expulsion.

Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten (10) school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.

#### Suspension Pending Hearing.

When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.

#### Summer Review.

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

### Alternative Education:

Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal, or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

### Suspension of Enforcement of an Expulsion:

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

### Returning from Expulsion.

At the conclusion of an expulsion, the District will reinstate the student and accept non duplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one (1) of the six (6) regional accrediting bodies in the United States.

### Emergency Exclusion:

A student may be excluded from school in the following circumstances:

1. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
2. If the student’s conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five (5) school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or designee determines that an emergency exclusion shall extend beyond five days, a hearing may, upon a parent or guardian’s request, be held and a final determination made within ten (10) school days after the initial date of exclusion. Such appeal procedures shall substantially comply with the procedures set forth in this Handbook for a long-term suspension or expulsion and be modified by the Board of Education only to the extent necessary to accomplish the hearing and determination within this shorter time period.

### Other Forms of Student Discipline:

Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules,

requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

### Student Conduct Expectations.

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

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

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

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing, or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an

imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race (including skin color, hair texture and protective hairstyles), gender, disability, national origin, or religion.
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating behavioral expectations for riding school buses or vehicles.

In addition to the foregoing, a student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the

condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

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

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

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

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

#### Student Appearance:

Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. The following is a non-exhaustive list of examples of attire that are not appropriate at school:

1. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
2. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horseplay” or that would damage property (e.g. cleats).
3. Headwear including hats, caps, and bandannas.
4. Clothing or jewelry which exhibits nudity, makes sexual references, or carries lewd, indecent, or vulgar double meaning.
5. Clothing or jewelry that is gang related.
6. Any other clothing that the administration deems inappropriate for the school setting.

The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the Principal for approval.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code may result in more serious disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more serious discipline, up to expulsion.

### **Academic Integrity.**

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

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

### **Definitions:**

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

- **“Cheating”** means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:
  - **Tests** (includes tests, quizzes and other examinations or academic performances):
    - **Advance Information:** Obtaining, reviewing, or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
    - **Use of Unauthorized Materials:** Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
    - **Use of Other Student Answers:** Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.
    - **Use of Other Student to Take Test.** Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and

- permission of the instructor.
- Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.
  - Papers (includes papers, essays, lab projects, and other similar academic work):
    - Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
    - Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
    - Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
    - Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
    - Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
    - Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
  - "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
    - Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves the use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
    - Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
  - "Contributing" to academic integrity violations means to participate in or assist another in

cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

- Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
  - Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standard, the instructor will assign a grade which the instructor determines to be appropriate for the work.
  - Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
  - Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

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

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

#### Law Violations

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

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

One of the missions of the District is to provide safe and secure environments for all students and

staff. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events. Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report. The district's anti-bullying policy is available for review on the District's website.

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

1. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Access for all staff and students is a privilege and not a right.
2. Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
3. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
4. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained, or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
5. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

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

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

1. Students shall not erase, remake, or make unusable anyone else's computer, information, files, or programs.
2. Students shall not let other people use their name, account, log-on password, or files for any reason (except for authorized staff members).
3. Students shall not use or try to discover another user's account or password.
4. Students shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
5. Students shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.

6. Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software.
7. Students shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create, or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
8. Students shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources.

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

The District’s general policy is to provide free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District’s policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District has set forth in policy its guidelines or policies for specific categories of student fees. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The policy includes specifics of student fees and materials required of students for the current school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics. The District’s entire Student Fees Policy is available on the District’s website.

**[2024-2025 Student Fees: Board Policy 5416 Appendix Specification of Required Materials and Fees](#)**

**Article 10 – State and Federal Programs**

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

The School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

**Section 2 Designation of Coordinators**

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

Law, Policy, or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race (including skin	Dr. Melissa Poloncic, Superintendent

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

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

**Section 3 Multicultural**

The philosophy of the District’s multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination, or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

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

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

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.

7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

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

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

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.
  - a. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.
  - a. Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
  - a. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

- b. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4605

### **Notice Concerning Directory Information**

The District may disclose directory information. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team;
9. Student's photograph; and
10. School or school district the student attended before he or she enrolled in DC West Community Schools.

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

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two (2) weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

The District may disclose information about former students without meeting the conditions in

this section.

The District's policy is for education records to be kept confidential except as permitted by the FERPA law, and the District does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District does not either approve or disapprove such teaching practices and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

### **Section 6 Military Recruiters**

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

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

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

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

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

Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.

#### Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive:

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

#### Right of Parents to Inspect Instructional Materials:

Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term “instructional materials” for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable time and place as will not interfere with the educator’s intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

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

The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: “Notification of and Right to Opt-Out of Specific Events.”

#### Protection of Student Privacy in Regard to Personal Information Collected from Students:

The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. “Personal information” for purposes of this policy means individually identifiable information about a student including: a student or parent’s first and last name, home address, telephone number, and social security number. The term “personal information,” for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public

release of the aggregate data from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information:

While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

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

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

- The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).
- Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,
- Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of

the above-listed activities.

In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

**Definition of Surveys of Matters Deemed to be Sensitive:**

Any survey containing one or more of the following matters shall be deemed to be “sensitive” for purposes of this policy:

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student’s parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

**Section 11 Homeless Students**

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths. Any person with knowledge of a homeless student in the District should contact the District’s Homeless Coordinator. A copy of the District’s Homeless Policy is available on the District’s website.

**Article 11 - Elementary Specific Information**

**MISSION STATEMENT**

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

**DC WEST ELEMENTARY BELIEFS**

We believe . . .

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

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

**Arrival/Dismissal Expectations**

**BE SAFE**

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

**BE RESPECTFUL**

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

**BE RESPONSIBLE**

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

**Bathroom Expectations**

**BE SAFE**

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

**BE RESPECTFUL**

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

**BE RESPONSIBLE**

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

## **Bus Expectations**

### **BE SAFE**

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

### **BE RESPECTFUL**

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

### **BE RESPONSIBLE**

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

## **Hallway Expectations**

### **BE SAFE**

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

### **BE RESPECTFUL**

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

### **BE RESPONSIBLE**

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

## **Indoor Recess Expectations**

### **BE SAFE**

1. Keep hands and feet to yourself.
2. Be respectful of personal space.

3. Follow classroom expectations.

### **BE RESPECTFUL**

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

### **BE RESPONSIBLE**

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

## **Lunchroom Expectations**

### **BE SAFE**

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

### **BE RESPECTFUL**

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

### **BE RESPONSIBLE**

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

## **Outdoor Recess Expectations**

### **BE SAFE**

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

### **BE RESPECTFUL**

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

### **BE RESPONSIBLE**

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

### **Pod Expectations**

#### **BE SAFE**

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

#### **BE RESPECTFUL**

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

#### **BE RESPONSIBLE**

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

### **Special Events Expectations**

#### **BE SAFE**

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

#### **BE RESPECTFUL**

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

## **BE RESPONSIBLE**

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

## **Walking Club Expectations**

### **BE SAFE**

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

### **BE RESPECTFUL**

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

### **BE RESPONSIBLE**

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

## **Expected Classroom Behaviors**

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

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

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

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

- **Drop Off:** Please drop off your (K-5) Falcon(s) in the large loop on the east side of the building and please drop off your Preschool Falcons in the small loop on the north side.
- **Pick Up:** Please pick up your (1-5) Falcon(s) in the large loop on the east side of the building and please pick up your Preschool and Kindergarten Falcon(s) in the small

loop on the north side of the building.

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

### **Field Trips**

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

### **Fire Drills**

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

### **Tornado Drills**

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

### **Bad Weather**

In the event of school cancellations due to inclement weather, parents/guardians will be notified by our automated calling system. This system can send out a recorded message to all staff and students within seconds. KFAB (1110 AM on your radio dial) and local TV stations will also announce school cancellations due to bad weather. Parents are requested to refrain from calling the school for this information. Parents or designated adults who become fearful of the weather conditions may pick up their children any time. Occasionally weather conditions may force the

closing of school during the day. It is suggested that parents make arrangements for their children to stay with friends or neighbors if the need should arise. In an active tornado warning students and staff will be sheltered, please do not come to school to pick up students. They will not be checked out to leave during this time.

### **Emergency Response Policy to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)**

DC West Elementary School has adopted the Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis) protocol mandated by the Nebraska Board of Education in Rule 59. Trained responders will be available to provide an EpiPen injection and Albuterol nebulizer treatments to ANY student or school staff member should an emergency arise in the school building while school is in session. A copy of the mandated protocol is available in the school office for review.

#### **Important:**

The emergency EpiPen and Albuterol are not intended to replace a child's own prescribed medications for asthma/allergy control and management. Parents are expected to ensure their children have inhalers, EpiPen, etc. available at school and have an Asthma/Allergy Action Plan or emergency medical plan on file with the school.

### **Lost and Found**

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

### **Sporting Events**

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

### **Change of Address**

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

### **Census**

So that we may keep our census up-to-date, we appreciate you notifying us of any new members of the family (new babies, adoption, etc.).

### **School Resource Officers**

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

SROs or police officers who witness school rule/policy violations shall locate school personnel to respond to the situation. The SRO shall not act as a school disciplinarian. SROs should act as any school adult in redirecting minor misbehavior, and may choose to de-escalate a situation

using conflict resolution techniques and leverage existing positive relationships with those involved. Incidents must be referred to school personnel to determine the appropriate response in relation to the School Code of Conduct.

### **Removal of Students by Law Enforcement Officials**

Law enforcement officers should not be permitted to remove a student from school while the student is properly in attendance, without permission of the student's parent or guardian, except when legally authorized to do so. For purposes of this policy, a law enforcement officer is defined as sheriffs, coroners, jailers, marshalls, police officers, school resource officers, state highway patrol officers, members of the National Guard on active service by direction of the Governor during periods of emergency, and all other persons with similar authority to make arrests. (Neb. Rev. Stat. 49-801).

Law enforcement officers may in the line of duty require a student to accompany him or her for questioning or detention either with or without an arrest warrant. A police officer has the lawful authority to take immediate temporary custody of children under the age of 18 with an arrest warrant, or without a warrant or order of the court by reasons listed in board policy #5413.

### **Requests to Contact Students and Student Interviews by Non-School Personnel**

In dealing with law enforcement officials (including the school resource officer), Douglas County West Community Schools' employees are not to obstruct government operations or unreasonably refuse or fail to aid a police officer, but are also to attempt to prevent undue interference with District operations or educational programming.

### **Substitute Teachers**

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

## **AVAILABILITY OF HANDBOOKS**

The 2024-2025 Student-Parent Handbook of DC West Community Schools is available on the internet at [www.dccwest.org](http://www.dccwest.org).

Because of the expense of printing the handbooks, we are asking that you consider using the internet to access and review the 2024-2025 Student-Parent Handbook. Using the internet to access the handbook will allow the district to direct printing dollars to instructional needs and eliminate the need for you to search for your handbook when you have questions throughout the year. Thank you for considering this new use of technology to improve school-home communication.

## **RECEIPT OF 2024-2025 STUDENT-PARENT HANDBOOK**

Parents will receive a “receipt of acknowledgement” as part of the electronic online registration process. The signed “receipt of acknowledgement” signifies that parents and students have read and agreed to abide by the 2024-2025 Student-Parent Handbook of DC West Community Schools. We understand that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that we agree to follow such conduct and discipline rules. This receipt also serves to acknowledge that we understand the District’s policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used to respond to harassment or discrimination.

DC WEST  
Middle School



Student Handbook  
2024-2025

## Foreword

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# DC West Community Schools Student-Parent Handbook 2024-2025 School Year

## **Foreword**

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

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

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

The Policies of the Board of Education may cover areas not addressed in this Handbook. Every parent or guardian and student should familiarize themselves with Board Policies online at: <https://www.dctest.org/>.

### **Section 2 School Calendar**

[2024-2025 District Calendar](#)

[2025-2026 District Calendar](#)

## **Article 1 – Mission and Goals**

### **Section 1 Mutual Respect**

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

### **Section 2 Complaint Procedures**

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

#### 1. Complaint procedure

- a. Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.

- b. Step 2. Address the concern with the Principal if the matter is not resolved at Step 1.
  - c. Step 3. Address the concern with the Superintendent if the matter is not resolved at Step 2.
  - d. Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.
2. Conditions Applicable to All Levels of Complaint Procedure  
All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

## **Article 2 – School Day**

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

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

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

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

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

### **Section 1      Closed Campus**

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

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

#### Arrival at School/Dismissal From School

Students are expected to arrive at school no more than 30 minutes prior to the first class or school program in which they are participating. Prior to that time, the school is not responsible for supervision of the students. Students will ordinarily be admitted to the school building 30 minutes prior to the first class if they are eating breakfast. Students will not be permitted to enter

earlier unless the Principal determines it to be necessary due to inclement weather or other factors. Students are to enter through their assigned entrance and proceed to designated areas.

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

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

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

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

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

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

consent of the building administrator and teacher.

11. If a parent, guardian, relative, or another visiting student would like to eat lunch with a current student, they may do so under the following conditions:
  - a. They must report and sign into the office.
  - b. They must wear a visitor badge which is available in the office.
  - c. They must wait in the office for the student to meet them and escort them to lunch.
  - d. They must eat at the designated table/area that will be assigned for visitors eating lunch with students.
  - e. They must under no circumstances talk with other students in a negative or confrontational manner.
  - f. They must sign back out in the office when leaving after lunch.

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

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

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

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

### **Section 4     Lockers**

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

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

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

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

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

1. School officials may conduct a search if there is a reasonable basis to believe that the

search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.

2. Random searches of student lockers, desks, and other similar school property provided for use by students may be conducted at the discretion of the administration.
3. Drug or alcohol tests may be conducted on students based on reasonable suspicion.
4. Drug or alcohol tests may be conducted on a random basis for students participating in extracurricular activities.
5. Searches of the District's computer system may be conducted at the discretion of the administration at any time.

## **Section 6 Video Surveillance**

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

## **Section 7 Recording of Others**

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to record images of injuries to students caused or believed to be caused by another person), or (3) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including students, parents, and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

## **Section 8 Use of Cell Phones**

Students may not use cell phones during class time. A student who violates this rule may be required to turn their phone into the office or lose phone privileges for an extended period of time.

## **Section 9 Student Valuables**

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

## **Section 10 Bulletins and Announcements**

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution need to be approved by the Principal's office. The person or organization responsible for distributing the

posters is responsible for seeing that all posters are removed within 48 hours after the event or when directed by the Principal.

### **Section 11 Copyright**

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

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

The District maintains a registry of local mental health and counseling resources, including those resource services that can be accessed by families and individuals outside of school. To gain more information about these resources, parents and/or students should contact their building principal. This information, as well as the District's behavioral points of contact, are also listed on the District's website.

## **Article 4 – Attendance**

### **Section 1 Attendance**

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

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

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

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

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

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

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

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

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

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

### **Section 3      Make-up Work**

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

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

Full-time students must attend school all day on the day of any scheduled school activity in order to participate in the activity. Part-time eligible students must attend their classes on the day of the school activity in order to participate in the activity. A "school activity" includes athletic contests, practices, and dances. Failure to attend may result in a student being withheld from participation in the activity. The Principal retains the right to grant participation should exceptional circumstances prevail.

### **Section 5      Truancy**

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

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

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

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

Reporting Habitual Truancy. Students who accumulate twenty (20) unexcused absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that law. If within one (1) week after the time the notice is given such person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

## **Article 5 – Scholastic Achievement**

### **Section 1 Grading System**

Students will receive letter grades on report cards and transcripts.

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

1. Achievement marks shall be given on a numerical basis for all grades 3-12 with the mark of 59 or lower considered a failure.
2. The grading scale is as follows:

A	=	90-100
B+	=	87-89
B	=	80-86
C+	=	77-79
C	=	70-76

D+	=	67-69
D	=	60-66
F	=	0-59
I	=	Incomplete may be given to students that have not completed work by the end of the semester. Course work not made up will result in a failing grade.
P or NP	=	Pass or No Pass grades will be issued under special circumstances as approved by the administration.

3. For all other grading reports received for transfer students, the principal or designee shall convert the grades to an approximately equal grade on our system.
4. All grade reports will contain a percentage and letter grade for each subject, as well as the following: absences, tardiness, comments (if teacher desires).

Each teacher will define the grading procedures to be used in their classes.

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

Students will be placed at the grade level and in the courses best suited to them academically, socially, and emotionally as determined by the school's professional staff. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program.

## **Section 3 Schedule Changes**

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

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

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

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

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

## **Article 6 - Support Services**

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

#### What Does Special Education Mean?

Special education means specially designed instruction and related services adapted as

appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

### Students Who May Benefit

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

### How are Students With Disabilities Identified?

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

### Independent Evaluation

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

### Reevaluation

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

### Individual Education Program (IEP)

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

### Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular

educational environment will occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

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

### More Information

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

### **Section 2      Students with Disabilities: Section 504**

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

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.
7. Have evaluation, eligibility, educational and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided to students without a disability unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for

- explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
  13. File a local grievance in accordance with school policy.
  14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

### **Section 3 Health Services**

#### Student Illnesses: [Board Policy 5409](#)

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

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

#### Accidents at School

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

#### Guidelines for Administering Medication

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

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

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

new instructions for that medication. If new prescription duration is prescribed for the same medication, the form must be re-dated and signed.

4. It is illegal for a student to consume or dispense medication that is prescribed for someone else.

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

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

### School Health Screening Board Policy 5408

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

### Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (6) months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the foregoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

### Immunizations

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

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

The following are the current immunization requirements for students:

#### **Students 2–5 years of age:**

- 3 doses of pediatric Hepatitis B vaccine
- 4 doses DTP, or DT vaccine
- 3 doses of Polio vaccine
- 1 dose of MMR or MMRV given on or after 12 months of age
- 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age - 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age, or

written documentation from parent(s)/guardian(s) or health care provider of the month and year of varicella disease

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

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

**Additionally for 7th grade students:**

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

Birth Certificate Requirements

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

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

Guidelines for Head Lice

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

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

Nurse and Medical Help

The DC West Community Schools employs a nurse who will service the Elementary, Middle, and High School buildings. Due to the multi-building responsibility, the nurse may be available

on a limited basis. However, each building also has a Health Paraprofessional in their respective office who may be consulted for any illness or medical situation.

#### **Section 4      Transportation Services**

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

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

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

#### **Behavior on School Buses**

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

Special Conduct Rules for Riding School Buses.

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

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

#### Rules on the Bus

1. Be respectful of the bus driver. Immediately follow all directions of the driver and any paraeducator or adult on the bus.
2. Sit in your seat facing forward. Use seat belts in vehicles in which they are available. Keep the aisles clear.
3. Open and close windows only upon receiving permission from the driver.
4. Talk quietly and use appropriate language.
5. Keep all parts of your body inside the bus.
6. Keep your arms, legs, and belongings to yourself.
7. No fighting, harassment, bullying, intimidation, or horseplay.

8. Do not throw any object.
9. No eating, drinking, use of tobacco, alcohol, drugs, or flammables.
10. Do not bring any weapon (real or imitation) or dangerous objects on the school bus.
11. Do not damage the school bus.

#### Getting the Driver's Assistance:

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

#### Consequences for Rule Violations:

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

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

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

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

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

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

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

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

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

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs. Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor.

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

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

The District prohibits the possession, use, or distribution of illicit drugs (including electronic nicotine delivery systems) and alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. The conduct prohibited includes, but not be limited to, the following:

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

### **Disciplinary Sanctions**

Violation of any of the above prohibited conduct will result in student discipline, up to and including expulsion and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

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

## **Article 8 – Student Conduct Rules**

### **Section 1 Purpose of Student Conduct Rules**

These student conduct rules are established to maintain a school atmosphere which is conducive to learning, to aid student development, to further school purposes, and to prevent interference with the educational process. Violations of these student conduct rules will result in disciplinary action.

## **Section 2      Forms of School Discipline [Board Policy 5101](#)**

Students who violate the student conduct rules may be subject to the following forms of discipline:

### Short-Term Suspension:

Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five (5) school days (short-term suspension) on the following grounds:

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

The following process will apply to short-term suspensions:

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

Notwithstanding the foregoing, no pre-kindergarten through second grade student may be short-term suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school

grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with these disciplinary procedures.

#### Long-Term Suspension:

A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (20) school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. Pursuant to the Nebraska Student Discipline Act, a notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

#### Expulsion:

##### Meaning of Expulsion.

Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten (10) school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.

#### Suspension Pending Hearing.

When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.

#### Summer Review.

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

### Alternative Education:

Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal, or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

### Suspension of Enforcement of an Expulsion:

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

### Returning from Expulsion.

At the conclusion of an expulsion, the District will reinstate the student and accept non duplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one (1) of the six (6) regional accrediting bodies in the United States.

### Emergency Exclusion:

A student may be excluded from school in the following circumstances:

1. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
2. If the student’s conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five (5) school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or designee determines that an emergency exclusion shall extend beyond five days, a hearing may, upon a parent or guardian’s request, be held and a final determination made within ten (10) school days after the initial date of exclusion. Such appeal procedures shall substantially comply with the procedures set forth in this Handbook for a long-term suspension or expulsion and be modified by the Board of Education only to the extent necessary to accomplish the hearing and determination within this shorter time period.

### Other Forms of Student Discipline:

Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules,

requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

### Student Conduct Expectations.

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

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

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

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing, or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an

imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race (including skin color, hair texture and protective hairstyles), gender, disability, national origin, or religion.
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating behavioral expectations for riding school buses or vehicles.

In addition to the foregoing, a student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the

condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

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

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

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

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

#### Student Appearance:

Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. The following is a non-exhaustive list of examples of attire that are not appropriate at school:

1. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
2. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horseplay” or that would damage property (e.g. cleats).
3. Headwear including hats, caps, and bandannas.
4. Clothing or jewelry which exhibits nudity, makes sexual references, or carries lewd, indecent, or vulgar double meaning.
5. Clothing or jewelry that is gang related.
6. Any other clothing that the administration deems inappropriate for the school setting.

The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the Principal for approval.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code may result in more serious disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more serious discipline, up to expulsion.

### **Academic Integrity.**

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

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

### **Definitions:**

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

- **“Cheating”** means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:
  - **Tests** (includes tests, quizzes and other examinations or academic performances):
    - **Advance Information:** Obtaining, reviewing, or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
    - **Use of Unauthorized Materials:** Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
    - **Use of Other Student Answers:** Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.
    - **Use of Other Student to Take Test.** Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and

- permission of the instructor.
- Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.
  - Papers (includes papers, essays, lab projects, and other similar academic work):
    - Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
    - Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
    - Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
    - Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
    - Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
    - Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
  - "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
    - Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves the use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
    - Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
  - "Contributing" to academic integrity violations means to participate in or assist another in

cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

- Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
  - Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standard, the instructor will assign a grade which the instructor determines to be appropriate for the work.
  - Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
  - Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

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

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

### Law Violations

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

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

One of the missions of the District is to provide safe and secure environments for all students and

staff. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events. Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report. The district's anti-bullying policy is available for review on the District's website.

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

1. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Access for all staff and students is a privilege and not a right.
2. Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
3. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
4. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained, or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
5. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

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

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

1. Students shall not erase, remake, or make unusable anyone else's computer, information, files, or programs.
2. Students shall not let other people use their name, account, log-on password, or files for any reason (except for authorized staff members).
3. Students shall not use or try to discover another user's account or password.
4. Students shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
5. Students shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.

6. Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software.
7. Students shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create, or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
8. Students shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources.

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

The District’s general policy is to provide free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District’s policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District has set forth in policy its guidelines or policies for specific categories of student fees. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The policy includes specifics of student fees and materials required of students for the current school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics. The District’s entire Student Fees Policy is available on the District’s website.

**[2024-2025 Student Fees: Board Policy 5416 Appendix Specification of Required Materials and Fees](#)**

**Article 10 – State and Federal Programs**

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

The School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

**Section 2 Designation of Coordinators**

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

Law, Policy, or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race (including skin	Dr. Melissa Poloncic, Superintendent

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

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

### **Section 3 Multicultural**

The philosophy of the District’s multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination, or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

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

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

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.

7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

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

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

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.
  - a. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.
  - a. Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
  - a. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

- b. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4605

### **Notice Concerning Directory Information**

The District may disclose directory information. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team;
9. Student's photograph; and
10. School or school district the student attended before he or she enrolled in DC West Community Schools.

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

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two (2) weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

The District may disclose information about former students without meeting the conditions in

this section.

The District's policy is for education records to be kept confidential except as permitted by the FERPA law, and the District does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District does not either approve or disapprove such teaching practices and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

### **Section 6 Military Recruiters**

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

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

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

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

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

Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.

#### Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive:

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

#### Right of Parents to Inspect Instructional Materials:

Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term “instructional materials” for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable time and place as will not interfere with the educator’s intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

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

The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: “Notification of and Right to Opt-Out of Specific Events.”

#### Protection of Student Privacy in Regard to Personal Information Collected from Students:

The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. “Personal information” for purposes of this policy means individually identifiable information about a student including: a student or parent’s first and last name, home address, telephone number, and social security number. The term “personal information,” for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public

release of the aggregate data from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information:

While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

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

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

- The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).
- Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,
- Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of

the above-listed activities.

In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive:

Any survey containing one or more of the following matters shall be deemed to be “sensitive” for purposes of this policy:

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student’s parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

**Section 11 Homeless Students**

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths. Any person with knowledge of a homeless student in the District should contact the District’s Homeless Coordinator. A copy of the District’s Homeless Policy is available on the District’s website.

**Article 11 - Middle School Specific Information**

**Middle School Staff**

Administrative Staff:

Dr. Jeffrey Kerns, Principal  
Dr. Melissa Poloncic, Superintendent  
Dr. Dawn Marten, Director of Learning  
Mrs. Nicole Pechous, Special Education Director  
Mr. Jeremy Travis, Director of Athletics & Activities

Middle School Staff:

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

School Resource Officer:

Deputy Alex Johnson

School Nurse:  
Mrs. Katie Bents

Office Staff:  
Mrs. Nikki Kingham (Secretary)  
Mrs. Chelsea Dembinski (Health Para)

Teaching Staff:  
**Interventionist:** Desi Samson (Reading), Janna Giles (Math)  
**Guidance Counselor:** Ty Hansen  
**English Language Learners:** Alyssa Lindahl  
**Special Education:** Amber Goddard, Lisa Masters, Michelle Anderson

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

**6<sup>th</sup> grade Specials:** James Eddy (STEM), Russ Ninemire (Health), Logan Dunn (Media Research/HAL), Dawn Beyl (Theatre), Bob Wald (Computers)

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

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

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

**8<sup>th</sup> Grade Specials:** James Eddy (STEM), Bob Wald (Health), Lisa Benson (Spanish), Cyndi Thomas (Family Consumer Science), Morgan Bergen, (Strength and Conditioning)

**Instrumental Music (Band):** Elizabeth Guinn  
**Vocal Music (Choir):** Dawn Beyl  
**Physical Education/Health:** Bob Wald, Russ Ninemire  
**Art:** Sara Gotch

## **Bell Schedule**

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

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

<b>7<sup>th</sup> Grade</b>	Class	10:24-11:09	(45 MINS)
	Pride	11:12-11:15	(3 MINS)
	Lunch	11:15-11:45	(30 MINS)
	Pride	11:45-12:12	(27 MINS)
<b>8<sup>th</sup> Grade</b>	Class	10:24-11:09	(45 MINS)
	Pride	11:12-11:30	(18 MINS)
	Lunch	11:30-12:00	(30 MINS)
	Pride	12:00-12:12	(12 MINS)
<b>5<sup>th</sup> Hour</b>		12:15-1:00	(45 MINS)
<b>6<sup>th</sup> Hour</b>		1:03-1:48	(45 MINS)
<b>7<sup>th</sup> Hour</b>		1:51-2:36	(45 MINS)
<b>8<sup>th</sup> Hour</b>		2:39-3:24	(45 MINS)

### FRIDAY EARLY DISMISSAL SCHEDULE

Teachers Available. 7:45

<b>Breakfast</b>		7:30-7:55	
<b>1<sup>st</sup> Hour</b>		8:00-8:35	(35 MINS)
<b>2<sup>nd</sup> Hour</b>		8:38-9:13	(35 MINS)
<b>3<sup>rd</sup> Hour</b>		9:16-9:51	(35 MINS)
<b>4<sup>th</sup> Hour</b>		9:54-10:29	(35 MINS)
<b>5<sup>th</sup> Hour</b>		10:32-11:07	(35 MINS)
<b>6<sup>th</sup> Grade</b>	Class	10:32-11:00	(28 MINS)
	Lunch	11:00-11:30	(30 MINS)
	Class	11:30-11:37	(7 MINS)
	Pride	11:40-12:10	(30 MINS)
<b>7<sup>th</sup> Grade</b>	Class	10:32-11:07	(35 MINS)
	Lunch	11:07-11:37	(30 MINS)
	Pride	11:40-12:10	(30 MINS)
<b>8<sup>th</sup> Grade</b>	Class	10:32-11:07	(35 MINS)
	Pride	11:10-11:15	(5 MINS)
	Lunch	11:15-11:45	(30 MINS)
	Pride	11:45-12:10	(25 MINS)
<b>6<sup>th</sup> Hour</b>		12:13-12:48	(35 MINS)
<b>7<sup>th</sup> Hour</b>		12:51-1:26	(35 MINS)
<b>8<sup>th</sup> Hour</b>		1:29-2:04	(35 MINS)

### **Backpacks**

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

### **Electronic Devices**

Philosophy and Purpose. The District strongly discourages students from bringing and/or using personal electronic devices at school. When students arrive at school, they are expected to place such items immediately into their backpack, locker, pocket, etc. upon entering the doors of the building. Student use of electronic devices for instructional purposes in the classroom is at the

discretion of the teacher. Unapproved electronic devices will be confiscated for a period of time to be determined by the administration. During class, if a staff member asks the student to turn in their electronic device to the designated area in the classroom, the student needs to comply. The student will be able to get their electronic device at the end of the class period. If a student chooses not to comply, then their electronic device will be turned into the office by a staff member. Then there will be a phone call home to a parent/guardian and the student will be able to get their electronic device at the end of the school day.

### **Change of Address**

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

### **Field Trips**

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

### **Fire Drills**

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

### **Food and Drink**

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

### **Insurance**

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

### **Lost and Found**

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

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

Books and other school equipment or materials will be checked out to students throughout the school year for specific school work. Students are responsible for these materials and for their

safekeeping. At the end of the year, the student will be expected to return the materials in good condition or to pay for any loss or abnormal wear.

### **Purchasing Materials**

Students cannot purchase any items for use by a club or organization. Purchase orders will be accepted only from the organizations' sponsors. Unauthorized purchases will not be paid for by the school organization. Students are not to use the school address when making any private purchases.

### **Student Parking**

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

### **Substitute Teachers**

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

### **Detentions**

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

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

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

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

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

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

### **Counseling**

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

### **Falcon Reward System**

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

### **Homework**

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

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

An Honor Roll and Merit Roll list will be published at the end of each quarter. This list will recognize the student's academic success. The Honor Roll will consist of all students who have

accumulated an average grade of 87% or higher for that grading period, without a grade of C or below. The Merit Roll list will consist of students with an average grade of 80%, without a grade of D or below.

### **Pride**

In PRIDE, each student will have a teacher who will serve as the student's mentor throughout their years at the middle school. The mentor and student will work together to provide an educational foundation for success. The mentor assists the student in developing and monitoring long and short term goals, assists the student in maintaining academic progress through the timely completion of school work, assists the student with organizational planning, communicates with the student's teachers and parents on academic progress, maintains the student's records with an educational plan, and is available to serve as a resource person for the student. Pride will last approximately 10 minutes every day followed by a built in Guided Study Hall for all students that will then be approximately 20 minutes every day.

### **Student Awards and Honor Conventions**

At the end of each semester, an awards program will be held to recognize students who have achieved academic excellence during the school year. Teachers will present awards to students in their classes who have exhibited academic excellence, above-average growth, or participation during the semester.

### **Student Records**

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

### **Testing and Assessment**

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

### **Passes**

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

## **AVAILABILITY OF HANDBOOKS**

The 2024-2025 Student-Parent Handbook of DC West Community Schools is available on the internet at [www.dccwest.org](http://www.dccwest.org).

Because of the expense of printing the handbooks, we are asking that you consider using the internet to access and review the 2024-2025 Student-Parent Handbook. Using the internet to access the handbook will allow the district to direct printing dollars to instructional needs and eliminate the need for you to search for your handbook when you have questions throughout the year. Thank you for considering this new use of technology to improve school-home communication.

## **RECEIPT OF 2024-2025 STUDENT-PARENT HANDBOOK**

Parents will receive a “receipt of acknowledgement” as part of the electronic online registration process. The signed “receipt of acknowledgement” signifies that parents and students have read and agreed to abide by the 2024-2025 Student-Parent Handbook of DC West Community Schools. We understand that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that we agree to follow such conduct and discipline rules. This receipt also serves to acknowledge that we understand the District’s policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used to respond to harassment or discrimination.

DC WEST  
High School



Student Handbook  
2024-2025

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# DC West Community Schools Student-Parent Handbook 2024-2025 School Year

## **Foreword**

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

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

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

The Policies of the Board of Education may cover areas not addressed in this Handbook. Every parent or guardian and student should familiarize themselves with Board Policies online at: <https://www.dctest.org/>.

### **Section 2 School Calendar**

[2024-2025 District Calendar](#)

[2025-2026 District Calendar](#)

## **Article 1 – Mission and Goals**

### **Section 1 Mutual Respect**

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

### **Section 2 Complaint Procedures**

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

#### 1. Complaint procedure

- a. Step 1. Schedule a conference with the staff person most immediately or directly involved in the matter.

- b. Step 2. Address the concern with the Principal if the matter is not resolved at Step 1.
  - c. Step 3. Address the concern with the Superintendent if the matter is not resolved at Step 2.
  - d. Step 4. Address the concern to the Board of Education if the matter is not resolved at Step 3.
2. Conditions Applicable to All Levels of Complaint Procedure  
All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

## **Article 2 – School Day**

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

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

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

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

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

### **Section 1      Closed Campus**

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

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

#### Arrival at School/Dismissal From School

Students are expected to arrive at school no more than 30 minutes prior to the first class or school program in which they are participating. Prior to that time, the school is not responsible for supervision of the students. Students will ordinarily be admitted to the school building 30 minutes prior to the first class if they are eating breakfast. Students will not be permitted to enter

earlier unless the Principal determines it to be necessary due to inclement weather or other factors. Students are to enter through their assigned entrance and proceed to designated areas.

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

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

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

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

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

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

consent of the building administrator and teacher.

11. If a parent, guardian, relative, or another visiting student would like to eat lunch with a current student, they may do so under the following conditions:
  - a. They must report and sign into the office.
  - b. They must wear a visitor badge which is available in the office.
  - c. They must wait in the office for the student to meet them and escort them to lunch.
  - d. They must eat at the designated table/area that will be assigned for visitors eating lunch with students.
  - e. They must under no circumstances talk with other students in a negative or confrontational manner.
  - f. They must sign back out in the office when leaving after lunch.

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

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

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

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

### **Section 4     Lockers**

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

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

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

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

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

1. School officials may conduct a search if there is a reasonable basis to believe that the

search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances.

2. Random searches of student lockers, desks, and other similar school property provided for use by students may be conducted at the discretion of the administration.
3. Drug or alcohol tests may be conducted on students based on reasonable suspicion.
4. Drug or alcohol tests may be conducted on a random basis for students participating in extracurricular activities.
5. Searches of the District's computer system may be conducted at the discretion of the administration at any time.

## **Section 6 Video Surveillance**

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

## **Section 7 Recording of Others**

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to record images of injuries to students caused or believed to be caused by another person), or (3) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including students, parents, and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

## **Section 8 Use of Cell Phones**

Students may not use cell phones during class time. A student who violates this rule may be required to turn their phone into the office or lose phone privileges for an extended period of time.

## **Section 9 Student Valuables**

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

## **Section 10 Bulletins and Announcements**

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution need to be approved by the Principal's office. The person or organization responsible for distributing the

posters is responsible for seeing that all posters are removed within 48 hours after the event or when directed by the Principal.

### **Section 11 Copyright**

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

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

The District maintains a registry of local mental health and counseling resources, including those resource services that can be accessed by families and individuals outside of school. To gain more information about these resources, parents and/or students should contact their building principal. This information, as well as the District's behavioral points of contact, are also listed on the District's website.

## **Article 4 – Attendance**

### **Section 1 Attendance**

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

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

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

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

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

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

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

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

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

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

### **Section 3      Make-up Work**

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

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

Full-time students must attend school all day on the day of any scheduled school activity in order to participate in the activity. Part-time eligible students must attend their classes on the day of the school activity in order to participate in the activity. A "school activity" includes athletic contests, practices, and dances. Failure to attend may result in a student being withheld from participation in the activity. The Principal retains the right to grant participation should exceptional circumstances prevail.

### **Section 5      Truancy**

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

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

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

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

Reporting Habitual Truancy. Students who accumulate twenty (20) unexcused absences or the hourly equivalent per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating the Nebraska truancy laws (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that law. If within one (1) week after the time the notice is given such person is still violating the school attendance laws or policies, the Principal shall file a report with the county attorney of the county in which such person resides.

## **Article 5 – Scholastic Achievement**

### **Section 1 Grading System**

Students will receive letter grades on report cards and transcripts.

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

1. Achievement marks shall be given on a numerical basis for all grades 3-12 with the mark of 59 or lower considered a failure.
2. The grading scale is as follows:

A	=	90-100
B+	=	87-89
B	=	80-86
C+	=	77-79
C	=	70-76

D+	=	67-69
D	=	60-66
F	=	0-59
I	=	Incomplete may be given to students that have not completed work by the end of the semester. Course work not made up will result in a failing grade.
P or NP	=	Pass or No Pass grades will be issued under special circumstances as approved by the administration.

3. For all other grading reports received for transfer students, the principal or designee shall convert the grades to an approximately equal grade on our system.
4. All grade reports will contain a percentage and letter grade for each subject, as well as the following: absences, tardiness, comments (if teacher desires).

Each teacher will define the grading procedures to be used in their classes.

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

Students will be placed at the grade level and in the courses best suited to them academically, socially, and emotionally as determined by the school's professional staff. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program.

## **Section 3 Schedule Changes**

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

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

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

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

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

## **Article 6 - Support Services**

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

#### What Does Special Education Mean?

Special education means specially designed instruction and related services adapted as

appropriate to the needs of an eligible student with a disability. Special education is provided at no cost to the parent to meet the unique needs of a child with a disability.

### Students Who May Benefit

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

### How are Students With Disabilities Identified?

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

### Independent Evaluation

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

### Reevaluation

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

### Individual Education Program (IEP)

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

### Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular

educational environment will occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

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

### More Information

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

### **Section 2      Students with Disabilities: Section 504**

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

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.
7. Have evaluation, eligibility, educational and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided to students without a disability unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for

- explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
  13. File a local grievance in accordance with school policy.
  14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

### **Section 3 Health Services**

#### Student Illnesses: [Board Policy 5409](#)

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

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

#### Accidents at School

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

#### Guidelines for Administering Medication

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

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

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

new instructions for that medication. If new prescription duration is prescribed for the same medication, the form must be re-dated and signed.

4. It is illegal for a student to consume or dispense medication that is prescribed for someone else.

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

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

#### School Health Screening Board Policy 5408

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

#### Physical and Visual Examination

Evidence of a physical examination and a visual evaluation is required within six (6) months prior to entrance into kindergarten and, in the case of transfer from out of state, to any other grade. A physical examination is also required prior to entrance into the seventh grade. The physical examination is to be completed by a physician, a physician's assistant, or an advanced practice registered nurse; the visual evaluation is to be completed by any of the foregoing or an optometrist. A parent or guardian who objects to the physical examination and/or visual evaluation may submit a written statement of refusal for his or her child. Waiver forms are available in the school health office. Additional physical examination requirements exist for students participating in athletic participation.

#### Immunizations

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

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

The following are the current immunization requirements for students:

#### **Students 2–5 years of age:**

- 3 doses of pediatric Hepatitis B vaccine
- 4 doses DTP, or DT vaccine
- 3 doses of Polio vaccine
- 1 dose of MMR or MMRV given on or after 12 months of age
- 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age - 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age, or

written documentation from parent(s)/guardian(s) or health care provider of the month and year of varicella disease

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

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

**Additionally for 7th grade students:**

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

Birth Certificate Requirements

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

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

Guidelines for Head Lice

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

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

Nurse and Medical Help

The DC West Community Schools employs a nurse who will service the Elementary, Middle, and High School buildings. Due to the multi-building responsibility, the nurse may be available

on a limited basis. However, each building also has a Health Paraprofessional in their respective office who may be consulted for any illness or medical situation.

#### **Section 4      Transportation Services**

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

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

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

#### **Behavior on School Buses**

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

Special Conduct Rules for Riding School Buses.

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

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

#### Rules on the Bus

1. Be respectful of the bus driver. Immediately follow all directions of the driver and any paraeducator or adult on the bus.
2. Sit in your seat facing forward. Use seat belts in vehicles in which they are available. Keep the aisles clear.
3. Open and close windows only upon receiving permission from the driver.
4. Talk quietly and use appropriate language.
5. Keep all parts of your body inside the bus.
6. Keep your arms, legs, and belongings to yourself.
7. No fighting, harassment, bullying, intimidation, or horseplay.

8. Do not throw any object.
9. No eating, drinking, use of tobacco, alcohol, drugs, or flammables.
10. Do not bring any weapon (real or imitation) or dangerous objects on the school bus.
11. Do not damage the school bus.

#### Getting the Driver's Assistance:

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

#### Consequences for Rule Violations:

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

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

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

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

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

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

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

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

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

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs. Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor.

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

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

The District prohibits the possession, use, or distribution of illicit drugs (including electronic nicotine delivery systems) and alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. The conduct prohibited includes, but not be limited to, the following:

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

### **Disciplinary Sanctions**

Violation of any of the above prohibited conduct will result in student discipline, up to and including expulsion and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

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

## **Article 8 – Student Conduct Rules**

### **Section 1 Purpose of Student Conduct Rules**

These student conduct rules are established to maintain a school atmosphere which is conducive to learning, to aid student development, to further school purposes, and to prevent interference with the educational process. Violations of these student conduct rules will result in disciplinary action.

## **Section 2      Forms of School Discipline [Board Policy 5101](#)**

Students who violate the student conduct rules may be subject to the following forms of discipline:

### Short-Term Suspension:

Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five (5) school days (short-term suspension) on the following grounds:

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

The following process will apply to short-term suspensions:

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

Notwithstanding the foregoing, no pre-kindergarten through second grade student may be short-term suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school

grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with these disciplinary procedures.

#### Long-Term Suspension:

A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (20) school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. Pursuant to the Nebraska Student Discipline Act, a notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

#### Expulsion:

##### Meaning of Expulsion.

Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten (10) school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.

#### Suspension Pending Hearing.

When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension. During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.

#### Summer Review.

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

### Alternative Education:

Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal, or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

### Suspension of Enforcement of an Expulsion:

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

### Returning from Expulsion.

At the conclusion of an expulsion, the District will reinstate the student and accept non duplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one (1) of the six (6) regional accrediting bodies in the United States.

### Emergency Exclusion:

A student may be excluded from school in the following circumstances:

1. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
2. If the student’s conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described above.

If the emergency exclusion will be for five (5) school days or less, the procedures for a short-term suspension shall be followed. If the Superintendent or designee determines that an emergency exclusion shall extend beyond five days, a hearing may, upon a parent or guardian’s request, be held and a final determination made within ten (10) school days after the initial date of exclusion. Such appeal procedures shall substantially comply with the procedures set forth in this Handbook for a long-term suspension or expulsion and be modified by the Board of Education only to the extent necessary to accomplish the hearing and determination within this shorter time period.

### Other Forms of Student Discipline:

Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules,

requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

#### Student Conduct Expectations.

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

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

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

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing, or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an

imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race (including skin color, hair texture and protective hairstyles), gender, disability, national origin, or religion.
15. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
16. Willfully violating behavioral expectations for riding school buses or vehicles.

In addition to the foregoing, a student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the

condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

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

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

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

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

#### Student Appearance:

Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. The following is a non-exhaustive list of examples of attire that are not appropriate at school:

1. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
2. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horseplay” or that would damage property (e.g. cleats).
3. Headwear including hats, caps, and bandannas.
4. Clothing or jewelry which exhibits nudity, makes sexual references, or carries lewd, indecent, or vulgar double meaning.
5. Clothing or jewelry that is gang related.
6. Any other clothing that the administration deems inappropriate for the school setting.

The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school’s guidelines, the student should contact the Principal for approval.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code may result in more serious disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more serious discipline, up to expulsion.

### **Academic Integrity.**

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

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

### **Definitions:**

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

- **“Cheating”** means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:
  - **Tests** (includes tests, quizzes and other examinations or academic performances):
    - **Advance Information:** Obtaining, reviewing, or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
    - **Use of Unauthorized Materials:** Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
    - **Use of Other Student Answers:** Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.
    - **Use of Other Student to Take Test.** Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and

- permission of the instructor.
- Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.
  - Papers (includes papers, essays, lab projects, and other similar academic work):
    - Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
    - Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
    - Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
    - Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
    - Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
    - Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
  - "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
    - Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves the use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
    - Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
  - "Contributing" to academic integrity violations means to participate in or assist another in

cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

- Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
  - Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standard, the instructor will assign a grade which the instructor determines to be appropriate for the work.
  - Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.
  - Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

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

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

#### Law Violations

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

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

One of the missions of the District is to provide safe and secure environments for all students and

staff. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events. Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report. The district's anti-bullying policy is available for review on the District's website.

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

1. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Access for all staff and students is a privilege and not a right.
2. Individual users of the district network are responsible for their behavior, actions, problems, and communications involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.
3. Network storage areas shall be treated like school lockers for students. Network administrators may review files, information, equipment, messages and communications of staff and students to maintain system integrity and ensure that users are using the network system responsibly. Users should not expect that files or any information stored or otherwise used or retained on the network, district servers, or in computers, will be private. No reasonable expectation of privacy shall exist in relation to network use.
4. Users should not expect, and the district does not warrant, any information or products obtained from the network, that files or information stored, obtained, or used on the network will be private, and use of the network waives and relinquishes all such privacy rights, interests or claims to confidentiality the user may have under state or federal law.
5. The district will not be liable for, and does not warrant in any way, purchases made by any user over the network. Users shall not make purchases of goods and/or services via the district's network.

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

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

1. Students shall not erase, remake, or make unusable anyone else's computer, information, files, or programs.
2. Students shall not let other people use their name, account, log-on password, or files for any reason (except for authorized staff members).
3. Students shall not use or try to discover another user's account or password.
4. Students shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
5. Students shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.

6. Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software.
7. Students shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create, or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
8. Students shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources.

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

The District’s general policy is to provide free instruction in school in accordance with the Nebraska Constitution and state and federal law. This generally means that the District’s policy is to provide free instruction for courses which are required by state law or regulation and to provide the staff, facility, equipment, and materials necessary for such instruction, without charge or fee to the students.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District has set forth in policy its guidelines or policies for specific categories of student fees. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The policy includes specifics of student fees and materials required of students for the current school year. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics. The District’s entire Student Fees Policy is available on the District’s website.

**[2024-2025 Student Fees: Board Policy 5416 Appendix Specification of Required Materials and Fees](#)**

**Article 10 – State and Federal Programs**

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

The School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in the admission, access to its facilities or programs or activities, treatment, or employment.

**Section 2 Designation of Coordinators**

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

Law, Policy, or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race (including skin	Dr. Melissa Polonic, Superintendent

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

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

**Section 3 Multicultural**

The philosophy of the District’s multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races (including but not be limited to African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans) and (b) with the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races. The mission shall also include preparing students to eliminate stereotypes and discrimination, or harassment of others based on ethnicity, religion, gender, socioeconomic status, age, or disability.

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

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

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation, or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.

7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

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

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

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access.
  - a. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.
  - a. Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
  - a. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

- b. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4605

### **Notice Concerning Directory Information**

The District may disclose directory information. The types of personally identifiable information that the District has designated as directory information are as follows:

1. Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's date of birth and place of birth;
6. Student's extra-curricular participation;
7. Student's achievement awards or honors;
8. Student's weight and height if a member of an athletic team;
9. Student's photograph; and
10. School or school district the student attended before he or she enrolled in DC West Community Schools.

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

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two (2) weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.

The District may disclose information about former students without meeting the conditions in

this section.

The District's policy is for education records to be kept confidential except as permitted by the FERPA law, and the District does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff, such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The District does not either approve or disapprove such teaching practices and designates such student work as directory information and/or as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the District in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

### **Section 6      Military Recruiters**

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

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

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

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

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

Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent's child.

#### Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive:

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

#### Right of Parents to Inspect Instructional Materials:

Parents have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term “instructional materials” for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable time and place as will not interfere with the educator’s intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

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

The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: “Notification of and Right to Opt-Out of Specific Events.”

#### Protection of Student Privacy in Regard to Personal Information Collected from Students:

The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. “Personal information” for purposes of this policy means individually identifiable information about a student including: a student or parent’s first and last name, home address, telephone number, and social security number. The term “personal information,” for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public

release of the aggregate data from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information:

While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

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

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

- The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).
- Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,
- Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of

the above-listed activities.

In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive:

Any survey containing one or more of the following matters shall be deemed to be “sensitive” for purposes of this policy:

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student’s parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

**Section 11 Homeless Students**

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths. Any person with knowledge of a homeless student in the District should contact the District’s Homeless Coordinator. A copy of the District’s Homeless Policy is available on the District’s website.

**Article 11 - High School Specific Information**

**SCHOOL CONFERENCE – Nebraska Capitol Conference**

**ADMINISTRATIVE STAFF**

Dr. Melissa Poloncic, Superintendent	402-359-2583
Mr. Jim Knott, Principal	402-359-2121
Dr. Dawn Marten, Director of Learning	402-359-2583
Ms. Nicki Pechous, Director of Special Education	402-359-2583
Mr. Jeremy Travis, Director of Athletics & Activities	402-359-2121
Ms. Shawna Younghans, Administrative Intern	402-359-2121

**SCHOOL RESOURCE OFFICER**

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

Mrs. Jenny Finck, Administrative Assistant	402-359-2121
Mrs. Barb Feldhacker, Medical Para/Administrative Assistant	402-359-2121

Mrs. Nicole Billedeaux, Counselor Assistant

402-359-2121

***DC WEST HIGH SCHOOL TEACHING STAFF***

Art

Alternative Education

Business

Computer Technology

Counselor

English Learner Program

Health/Family & Consumer Science

Industrial Technology

Language Arts

Library/Media

Mathematics

Music

Physical Education

Science

School Psychologist

Social Studies

Special Education

Speech Language Pathologist

World Language

Sean Pralle

Randy Donner

Ben Knobbe

Ben Knobbe, Lisa Leonard

Katie Richards

Alyssa Lindahl

Cyndi Thomas

John Brockhaus, Lisa Leonard

Trey Baker, Maggie Dailey,

Kristi Eggen, Mr. Jared Wiemer

Logan Dunn

Heather Cox, Chip Daehling

Jacob Gagner, Dalton Tremayne

Dawn Beyl, Liz Guinn

Brant Loewe, Morgan Bergen

Lindsey Boardman, Taylor Hyatt

Mike Troy

Kristen Phillips

Matt Caldwell, Brad Henderson

Kim Remmick

Peggy Cooper, Mekenna Haahr

Carleen Rietz

Rachel Smith

Lisa Benson (French),

Logan Johansen (Spanish)

## GENERAL INFORMATION

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

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

## ANNOUNCEMENTS

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

## CONDUCT AT SCHOOL ACTIVITIES

Students participating in or attending school events are to abide by school rules and are accountable to school personnel. They are expected to conduct themselves at all school activities in a manner that brings credit to them, their parents, and the community. Students showing inappropriate behavior at any school activity may be banned from attending or participating in school activities, home and away, for a period up to 90 days. Further offenses may result in a ban from all home and away activities for the remainder of the school year. Such behavior includes, but is not limited to: involvement in physical or verbal altercations, use of inappropriate language towards others including players and officials, use of inappropriate signs or slurs, and the inability to abide by redirection from DC West staff, administrators, or supervisors.

## COUNSELING

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

## DANCES AND PARTIES

Various organizations may sponsor school dances and parties. They must be arranged with their sponsor and approved by the administration. Students will be expected to be at the dance within thirty minutes after the start of the dance and will not be allowed to enter after that time, unless there have been prior arrangements made with an administrator. Once a student enters a school dance or party, he/she will not be allowed to leave and then return. At all times, students are expected to

observe school rules. High school students will not be allowed to attend middle school dances and middle school students will not be allowed to attend high school dances. Unless currently enrolled in our school district, individuals attending must be twenty years or younger. The school district reserves the right to test for drugs/alcohol at any school dance/party. Any violations of the code of conduct are subject to school discipline procedures. Law enforcement may be contacted by school personnel.

### **DISASTER DRILLS**

Schools have set rules to follow for the safety of all persons during a disaster, therefore disaster drills are practiced. When there is notification of a disaster, students should follow the procedures designated by the teacher. Students may practice an evacuation procedure and be transferred to an off-site location.

### **ELECTRONIC DEVICES**

Philosophy and Purpose. The District strongly discourages students from bringing and/or using personal electronic devices at school. When students arrive to school, they are expected to place such items immediately into their backpack, locker, pocket, etc. upon entering the doors of the building. Student use of electronic devices for instructional purposes in the classroom is at the discretion of the teacher. Unapproved electronic devices will be confiscated for a period of time to be determined by the administration.

During class, if a staff member asks the student to turn in their electronic device to the designated area in the classroom, the student needs to comply. The student will be able to get their electronic device at the end of the class period. If a student chooses not to comply, then their electronic device will be turned into the office by a staff member. Then there will be a phone call home to a parent/guardian and the student will be able to get their electronic device at the end of the school day.

The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

#### **b. Definitions.**

(1) “Electronic devices” include, but are not limited to, cell phones, iPads, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

(2) “Sexting” means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:

- (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or

- (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
- (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

### Violations

- (1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) “sexting;” or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.
- (2) Penalties for Prohibited Use of Electronic Devices: Students who receive a “sexting” message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any “sexting” message on their electronic devices regardless of whether the message was received while on school grounds or at a school activity.
- (3) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

### c. Responsibility for Electronic Devices.

Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students’ electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

### **FIRE DRILLS**

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

## **FIELD TRIPS**

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

## **FOOD AND DRINK**

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

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

## **HOT LUNCH PROGRAM**

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

1. The cost of breakfast and lunch will be set by the school.
2. ***Students may bring lunch from home.***
3. ***Students will not be allowed to charge extra items if they have a negative balance.***
4. Free or reduced priced lunches are provided for those children whose parents qualify. Application forms are available in the superintendent's office.
5. Students will remain in the cafeteria until the end of the lunch period.
6. Students will remove trays and materials from the table when finished unless they have permission to leave from an administrator.
7. Breakfast will be served in the cafeteria from 7:30 to 7:52 a.m.
8. Eating in the cafeteria is considered a privilege. Continued occurrences of improper conduct during breakfast or lunch may result in a student being required to make other arrangements for meals.

## **HAZING**

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

## **INITIATIONS**

Certain organizations may initiate members into their group during the school year. Only formal ceremonies may be held, and must be under the supervision of their sponsor and with the approval of

the administration. Any type of informal hazing of students will result in disciplinary action.

### **INSURANCE**

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

### **INTERNET CONTRACT**

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

### **LIBRARY AND MEDIA CENTER RULES**

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

### **LOST AND FOUND**

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

### **NEW ORGANIZATIONS**

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

### **OFFICE USE**

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

### **PEP RALLIES**

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

### **PLANNED ABSENCES**

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

### **POSTERS**

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

### **SCHOOL RESOURCE OFFICER (SRO)**

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

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

### **SKIP DAYS**

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

### **STUDENT ACTIVITY FEE/PASS**

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

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

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

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

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

### **STUDENT PARKING/ CAMPUS SAFETY**

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

### **SUBSTITUTE TEACHERS**

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

### **TELEPHONE USE**

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

### **SCHOLASTIC INFORMATION**

#### **ACADEMIC ELIGIBILITY**

Any student who has a cumulative failing grade at the time of the eligibility report, in any two classes, will not be eligible for school activities (excluding dances) the following week, Wednesday through Tuesday. The duration for the cumulative grade eligibility roster will be for the current semester grading period.

Students who are failing a class will be provided a Progress Report on Monday (or as soon as possible following a holiday) of each eligibility period. Staff will be notified of all students on the list. Students will have three days (Monday-Wednesday) to bring their failing grades up to passing. Once a passing grade is achieved/confirmed on the Powerschool grading report (or verbally/written by the teacher), the student will communicate the progress to the Activities Director (or his or her designee). If a student raises their grades to meet the eligibility requirement, he/she may participate in activities. All students who are failing two classes at the end of the school day (4:15 PM) on Wednesday (or other designated day due to the school calendar) will be ineligible until the following week. Special consideration on the enforcement of this policy will be given to special education students through the IEP team decision-making process. The eligibility period may be suspended due to holiday breaks, snow days, etc. at the discretion of the administration. The administration may also use discretion on enforcement of the policy due to teacher absence or inability to grade assignments/tests/projects by the end of the day (4:15) on Wednesdays.

#### **ALTERNATIVE HIGH SCHOOL**

The Douglas County West Alternative High School is available for at-risk students who, for a variety of

reasons, are not able to be successful in the traditional high school setting.

**GOALS OF THE ALTERNATIVE HIGH SCHOOL:**

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

**SELECTION TO THE ALTERNATIVE HIGH SCHOOL:**

There is a set process that must be followed before a student is selected to the DC West Alternative High School. Below are the three main ways a student can be brought to the admission committee:

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

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

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

**ASSEMBLIES, CONVOCATIONS, GUEST SPEAKERS**

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

**CLASS RANK**

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

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

Points Are Earned As Follows:

A	=	4.0 points	=	5.0 points
B+	=	3.5 points	=	4.5 points
B	=	3.0 points	=	4.0 points
C+	=	2.5 points	=	3.5 points
C	=	2.0 points	=	3.0 points
D+	=	1.5 points	=	2.5 points

D = 1.0 points = 2.0 points  
F = 0.0 points = 0.0 points  
NC = 0 Points (Given For Late Withdrawals.)  
NG = Does not Affect Honor Roll Or Class Rank

### **COLLEGE/CAREER REPRESENTATIVES**

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

### **CREDIT RECOVERY**

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

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

### **DUAL-ENROLLMENT AT COLLEGE**

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

### **EARLY GRADUATION**

#### Early Completion Plan

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

1. A student will be allowed to transfer in a maximum of eight hours from educational courses taken outside the Douglas County West Community School. These courses must have prior approval by the high school principal in order to be used to meet the graduation requirements of the Douglas County West Community Schools. Students transferring into Douglas County West Community Schools may transfer in hours that are listed on their official transcript.
2. Students must meet all completion requirements established by the Board of Education in order to be eligible for completion as well as the credit hour requirements in each specific subject matter area.

3. Application for early completion must be requested, in writing, to the high school principal one semester prior to the requested early graduation of the applicant's Junior year of high school. The application must be accompanied by a written plan of action stating the reasons why the student is requesting early completion. The application must contain the signatures of the applicant's parents/parent/guardian to verify parental approval of early completion.
4. Once given approval, the applicant will have until February 1 of the applicant's Senior year to notify the high school principal of the applicant's decision in regards to participating in the regularly scheduled graduation ceremony. The applicant must also attend the commencement practice in order to participate in the commencement ceremony. No early graduation ceremonies will be provided for a student who opts for the early completion route. If a student completes the graduation requirements at the conclusion of their third year (or earlier) of high school, they retain the option of going through the graduation ceremony with their four-year cohort class. However, they WILL NOT have the option of taking part in the graduation ceremony of an earlier graduation class.
5. A student who decides to opt for early completion is not eligible to participate in school-sponsored activities following the last day the student attends classes. The effective date for participation will end with the last day that the student is enrolled in classes. The only school activity that the applicant is eligible for will be prom and the regularly scheduled graduation ceremony.
6. This policy shall be evaluated annually by the high school principal or his/her designee.

### **GRADUATION REQUIREMENTS**

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

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

#### **High School Diploma—47 Credits for Classes of 2025 & 2026; 48 Credits for Class of 2027+**

8 credits – Language Arts

6 credits – Mathematics

6 credits – Science

6 credits – Social Science

4 credits – Career and Technical Education (Class of 2027+: 5 total – Computer Science Principles)

4 credits – Health and Physical Education

2 credits – Fine Arts

11 credits – Electives

#### **High School Diploma with Distinction— 56 Credits**

9 credits – Language Arts

6 credits – Mathematics

6 credits – Science

8 credits – Social Science  
 4 credits – Career and Technical Education  
 4 credits – Health and Physical Education  
 2 credits – Fine Arts  
 Electives to 56 Total Credits  
 \*\*\* 8 Total Credits Must Be Weighted Classes

**½ Weighted Grade Scale Class Offerings**

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

**Full Weighted Grade Scale Class Offerings**

H English 11	Anatomy and Physiology	French IV
Physics	Spanish IV	Biology II
		Advanced Art

**Dual Credit Class Offerings**

Metro Creative Writing	Metro Statistics	
Metro Composition II	Metro Introduction to Algebra	Metro Construction Management
Metro Ethnic Literature	UNO Medical Math	Metro Personal Finance
Metro Multicultural Literature	Metro CTE Math	Metro Business
Metro Introduction to Literature	Metro Health Careers	Metro Entrepreneurship
Metro Pre-Calculus	Metro American Government	Metro Marketing
Metro Trigonometry	Metro World Civilization III	UNO Leadership Weights
Metro Calculus	Metro US History	

**FALCON’S NEST**

The Falcon’s Nest is a mostly voluntary, after-school academic help, school work completion, and task-organization program for students. It is held Monday-Thursday from 3:30-4:15 weekly. Each attending student will work with the Falcon’s Nest Coordinator to create an Academic Recovery Plan. This Academic Recovery Plan will be shared with the student’s teachers, parents/guardians, school counselor, coach/sponsor (if currently in a school sport or activity) and the Principal / Assistant Principal. After the Academic Recovery Plan is created, the student is encouraged to follow through with the plan (including future attendance at the Falcon’s Nest) until he or she is passing all classes.

**FALCON REWARD SYSTEM**

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

**HELP FROM TEACHERS**

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

### **HOMEWORK**

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

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

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

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

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

### **KEYSTONE & ACADEMIC SUPPORT**

A KEYSTONE is the wedge-shaped stone at the top of an arch that locks its parts together. Without its support, the arch would collapse. At DC West, Keystone plays much the same role, serving as the central unified source of support and stability for the student's educational program. In Keystone, each student will have a teacher who will serve as a mentor. The mentor and student will work together to provide an educational foundation for success. The mentor will assist the student in developing and monitoring long and short-term goals, assist the student in selecting appropriate courses in his/her career field, communicate with the parents of the student about his/her progress, maintain student records in his/her personal folder, and be available to serve as a resource person for the student. Students who are struggling academically and are on the weekly ineligibility list two or more times will be required to attend ACADEMIC SUPPORT sessions during Keystone time. Students or parents should contact the mentor with any questions regarding the educational program. Keystone is an integral part of every student's daily schedule.

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

The National Honor Society is founded on four core principles:

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

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

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

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

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

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

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

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

### **SCHOLARSHIP AND FINANCIAL AID**

The counseling department will assist students in becoming aware of scholarships and financial aid, which are available for college students. College representatives visit the school to discuss possibilities at their institution. A Senior Parents Night is held to help parents and students understand the process of obtaining financial aid and completing the necessary forms. After selecting a college or technical school, the student, with the help of the counselor, should contact the department of financial aid of that

institution for obtaining financial assistance. Seniors are eligible for many kinds of scholarships and the counseling department will help them become aware of what is available. It is the responsibility of the student to complete the application forms and to take other necessary steps in securing the scholarships.

### **STUDENT AIDES**

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

### **TESTING AND ASSESSMENT**

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

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

### **WORK RELEASE**

Except under unusual circumstances, only students in the twelfth grade will be considered for part-time employment during school hours. Students should make an application for work release through the counselor and must have on file in the counselor's office an application with signatures indicating approval from the student, parent and counselor.

### **ACTIVITY INFORMATION**

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

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

## **ACADEMIC ELIGIBILITY**

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

Staff will be notified of all students on the list. Students will have three days (Monday-Wednesday) to bring their failing grades up to passing. Once a passing grade is achieved/confirmed on the Powerschool grading report (or verbally/written by the teacher), the student will communicate the progress to the Activities Director (or his or her designee). If a student raises their grades to meet the eligibility requirement, he/she may participate in activities. All students who are failing two classes at the end of the school day (4:15 PM) on Wednesday (or other designated day due to the school calendar) will be ineligible until the following week. Special consideration on the enforcement of this policy will be given to special education students through the IEP team decision-making process. The eligibility period may be suspended due to holiday breaks, snow days, etc. at the discretion of the administration. The administration may also use discretion on enforcement of the policy due to teacher absence or inability to grade assignments/tests/projects by the end of the day (4:15) on Wednesdays.

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

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

Possession, for purposes of the Code of Conduct, has a less strict meaning and is much broader than possession under criminal laws. It includes actual, constructive and other types of possession as defined herein. It includes situations where, for example: (1) alcohol or the substance is in a vehicle in which a participant is present—the participant is considered to be in possession if the participant is aware that the alcohol or substance is in the vehicle, even though the participant has not touched or consumed the alcohol or substance, provided that the alcohol or substance is not in the control of a parent or guardian or other responsible adult (age 21 or older) and (2) alcohol or the substance is present at a party attended by the participant—the participant is considered to be in possession if the participant is aware that alcohol or substance is at the party, even though the participant has not touched or consumed the alcohol or substance, provided that the alcohol is not in the control of a parent or guardian or other responsible adult (age 21 or older). Smoking shall be defined as being seen holding a lit or unlit cigarette (or any vaporizing device or paraphernalia), or being seen throwing a cigarette/vaping device or contents away, or being seen with smoke coming out of the nose or mouth, or admitted to having smoked or vaped.

### **1. BEHAVIOR**

In addition, DC West participants are expected to not engage in violation of the criminal laws. A student charged with a criminal offense or upon completion of the investigation by school administration is reasonably suspected to be in violation of the Code of Conduct shall be considered to be in violation of

the DC West Schools Code of Conduct for extra-curricular and co-curricular activity participation. In the event school officials determine a violation of the law has occurred or that, if the conduct had been committed on school grounds, such would be a violation of school rules.

## 2. TOBACCO/CIGARETTES/VAPORIZING DEVICES

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

## 3. ALCOHOLIC BEVERAGES AND DRUGS/CONTROLLED SUBSTANCES

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

### First Offense:

After a discussion with the high school Assistant Principal/AD or Principal, the student and/or parent/s must choose two or three of the following consequences/restorative actions. 1) Suspension from participation in school activities/competitions for 10 calendar days. 2) School-provided course work relating to the poor student choice/offense. 3) A minimum of 8 hours of community service worked at the school. The 10-day suspension shall start the day of the school student/parent/school administrator report. A reasonable timeline will be provided by the school administrator, with input from the parent, on the course-work and community service options. The failure of the student to fulfill his or her course work and/or community service obligation will result in suspension from school activities until completion of the obligation/s. While the participant is suspended, he/she will participate in practices and attend (not in uniform) contests/competitions if contests/competitions are not during school hours.

### Second Offense:

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

### Third Offense:

The student will be suspended from participation in school activities/competitions for the remainder of the school year. The suspension shall start the day of the student/parent/school administrator report. Third offense signifies a third violation of any of the items listed above, not necessarily three violations

of the same regulation, within the same school year of the first and second offense. While the participant is suspended, he/she will participate in practices and attend (not in uniform) contests/competitions if contests/competitions are not during school hours.

### **CLASSROOM WORK**

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

### **DANCES AND PARTIES**

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

### **DRESSING ROOMS**

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

### **DUE PROCESS**

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

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

In appealing a decision relating to the Nebraska School Activities Association (NSAA) or DC West High School, the NSAA Annual Yearbook due process procedures will be followed. This publication is available in the high school office.

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

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

1. Student must be an undergraduate.
2. Student must be enrolled in at least twenty hours per week and regular in attendance, in accordance with the school's attendance policy at the school he/she wishes to represent in interscholastic competition.
3. Student must be enrolled in some high school on or before the 11th day of the current year.
4. Student is ineligible if 19 years of age before August 1 of the current school year. (Student may participate on a high school team if he/she was 15 years of age prior to August 1 of the current school year.)

5. After a student's initial enrollment in grade nine, he/she shall be ineligible after eight semesters of school membership.
6. Student must have been enrolled in school the immediate preceding semester.
7. Student must have received twenty semester hours of credit the immediate preceding semester. (4 full credits)
8. Once the season of a sport begins, a student shall compete only in athletic contests/meets in that sport which are scheduled by his/her school. Any other competition will render the student ineligible for a portion of, or all of, the season in that sport. The season of a sport begins with the first date of practice as permitted by NSAA rules.
9. A student shall not participate in sports camps or clinics during the season of a sport in which he/she is involved, either as an individual or as a member of a team.
10. A student shall not participate on an all-star team while a high school undergraduate.
11. A student entering grade nine for the first time after being promoted from grade eight of a two-year junior high, or a three-year middle school, or entering a high school for the first time after being promoted to grade ten from a three-year junior high is eligible. After making a choice of high schools, any subsequent transfer will cause the student to be ineligible for ninety school days. If a student has participated on a high school team at any level as a seventh, eighth, or ninth grade student, he/she has established his/her eligibility at the high school where he/she participated. If the student elects to attend another high upon entering ninth or tenth grade, he/she shall be ineligible for ninety school days.
12. When the parents of a student change their domicile from one school district which has a high school to another school district which has a high school, the student is ineligible for ninety school days except:
  - (a) If the change in domicile by the parents occurs during a school year, the student may remain at the school he/she is attending and be eligible until the end of the school year or transfer to a high school located in the school district where the parents established their domicile and be eligible.
  - (b) If a student has been attending the same high school since initial enrollment in grade nine and the school is located in the school district from which the parents moved, he/she may remain at that high school located in the school district where the parents established their domicile and be eligible.
  - (c) If the parents moved during the summer months and the student is in grade twelve, the student may remain at the high school he/she has been attending and retaining eligibility.
13. Guardianship does not fulfill the definition of parent. If a guardian has been appointed for a student, the student is eligible in the school district where his/her natural parent(s) have their domicile. Individual situations involving guardianship may be submitted to the Executive Director for his review and a ruling.
14. A student shall not participate in a contest under an assumed name.
15. A student must maintain his/her amateur status

**END OF THE SEASON/YEAR AWARDS**

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

1. Female Athlete of the Year
2. Male Athlete of the Year

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

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

3. Female Fine Arts Student of the Year
4. Male Fine Arts Student of the Year

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

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

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

1. Most Improved Participant
2. Most Dedicated Participant

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

## **EQUIPMENT**

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

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

## **EXTRACURRICULAR ACTIVITY CODE OF CONDUCT**

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

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

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

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

## **INAPPROPRIATE BEHAVIOR**

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

## **INITIATIONS**

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

## **INJURY**

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

## **INSURANCE RELEASE FORM**

Once each year, prior to the first practice session, each athlete must have on file a signed insurance form, which releases the school from responsibility for any injury.

## **LETTERING REQUIREMENTS**

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

## **NEW ORGANIZATIONS**

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

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

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

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

NO AAU track or sponsored marathon runs during track season.

NSAA Eligibility:

- (1) You were not 19 years of age before August 1;
- (2) You have not attended grades 9-12 more than 8 semesters;
- (3) You were enrolled in school by the 11<sup>th</sup> day;
- (4) You were in school the preceding semester;
- (5) You passed 20 semester hours of credit the preceding semester;
- (6) You are currently passing 20 semester hours;
- (7) You have not graduated from high school;
- (8) You do not play on an independent team during the season of that sport;
- (9) You do not play on an all-star team during the school year;
- (10) You have not changed schools without your parents changing residence or your parents have not changed their residence to another school district.  
(Exception – If school has started you will be eligible to compete that year.)
- (11) You shall not participate in a contest under an assumed name;
- (12) You must maintain your amateur status;
- (13) Students are eligible for eight semesters.

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

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

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

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

### **PHYSICAL EXAMINATIONS**

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

### **PEP RALLIES**

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

### **PLAYING TIME**

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

### **PRACTICE ATTENDANCE**

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

### **SAFETY**

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

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

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

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

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

Activity participants and attendees should note that a Violation of the Activities Code could occur through improper activities related to poor conduct choices. The HS Administration will deal with these

violations on an independent basis, will weigh the severity and repetitiveness of poor conduct choices, and will place sanctions after completing their investigation on all conduct violations. If the infraction is severe, progressive discipline may jump to the second or third offense immediately.

### **SCHOOL ATTENDANCE/ACTIVITY PARTICIPATION**

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

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

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

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

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

### **STUDENT ACTIVITY FEE/PASS**

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

### **STUDENTS IN SIMULTANEOUS ACTIVITIES**

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

- Sponsors, coaches and administrators should communicate to the students their responsibilities regarding practices, performances, and competitions prior to an athletic season or co-curricular activity.
- Sponsors, coaches and administrators are strongly encouraged to investigate prior to the start of each season any potential conflicts that might occur. Careful attention should be given to the members involved in each activity to determine whether a student is involved in concurrent activities.

- Consideration should be given as to the impact a student has on a particular group or activity.
- A student should not be adversely affected or receive negative repercussions from the coach/sponsor as a result of a decision.
- If the events in conflict are of the same priority level in these guidelines, the two sponsors/coaches involved with the student in conflict should meet with the activities director to discuss the conflicting events and reach a decision that is best for the student.

The following grouping of activities is a suggested guide for sponsors, coaches and administrators to use in resolving student participation conflicts. Activities have been tiered into three levels. Events within each grouping are listed in no particular order. Level 1 events take priority over levels 2 and 3, and level 2 events take priority over level 3.

#### Level 1

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

#### Level 2

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

#### Level 3

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

### **SUNDAY PRACTICES**

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

### **SUSPENSIONS**

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

- Use of violence (including dating violence), force, coercion, threat, intimidation, provocation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
- Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
- Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken

on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;

- Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
- Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon;
- Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103, or being under the influence of a controlled substance or alcoholic liquor;
- Public indecency as defined in section 28-806, except that this subdivision shall apply only to students at least twelve years of age but less than nineteen years of age;
- Engaging in bullying, which is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his/her designee, or at school-sponsored activities or school-sponsored athletic events;
- Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults which occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 29-319.01, as such sections now provide or may hereafter from time to time be amended;
- Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
- A repeated violation of any rules and standards validly established pursuant to section 79-262 if such violations constitute a substantial interference with school purposes.

### **TRAVEL RELEASE FORM**

When an emergency arises and a student needs to travel with someone other than the school provided transportation, a travel release form must be signed by the parent/guardian. Coaches/sponsor will have travel release forms with them the day of the event.

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

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

## **AVAILABILITY OF HANDBOOKS**

The 2024-2025 Student-Parent Handbook of DC West Community Schools is available on the internet at [www.dccwest.org](http://www.dccwest.org).

Because of the expense of printing the handbooks, we are asking that you consider using the internet to access and review the 2024-2025 Student-Parent Handbook. Using the internet to access the handbook will allow the district to direct printing dollars to instructional needs and eliminate the need for you to search for your handbook when you have questions throughout the year. Thank you for considering this new use of technology to improve school-home communication.

## **RECEIPT OF 2024-2025 STUDENT-PARENT HANDBOOK**

Parents will receive a “receipt of acknowledgement” as part of the electronic online registration process. The signed “receipt of acknowledgement” signifies that parents and students have read and agreed to abide by the 2024-2025 Student-Parent Handbook of DC West Community Schools. We understand that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that we agree to follow such conduct and discipline rules. This receipt also serves to acknowledge that we understand the District’s policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used to respond to harassment or discrimination.

DC WEST  
Teacher



Handbook  
2024-2025

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**DC West Community Schools Teacher Handbook  
2024-2025 School Year**

**FOREWORD**

**Section 1                    Intent of Handbook**

Welcome to DC West Community Schools! This handbook is intended to be used by teachers and other certificated staff to provide general information about DC West Community Schools and to serve as a guide to the District’s policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to “teachers” are intended to apply to all certificated staff. This includes administrative staff to the extent the handbook deals with professional expectations and conduct.

Each teacher is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract, the negotiated agreement between the DC West Community Schools and the DC West Education Association, and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations will control.

Every staff member is subject to the Policies of the Board of Education. As such, every classified staff member should review the Policies of the Board of Education, available online at: [DC West Board Policies](#).

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will decide based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District. In the event that a staff member does not understand a provision of this Handbook, it is the staff member’s responsibility to seek the administration’s interpretation of such provision.

This handbook will be in effect for the 2024-2025 and subsequent school years unless replaced by a later edition.

## **Article 1 – CONTRACT DAYS**

### **Section 1 Contract Days**

Teachers are contracted for 185 contract days for the school year. Contract days shall be serviced by individual teachers on varying schedules as established by the Superintendent or Superintendent’s designee.

### **Section 2 Make-Up Days**

In the event teachers are not required to report for duty due to inclement weather conditions or other circumstance whereby a duty day is canceled, such days shall not be credited as a contract day served. Make-up days will be scheduled by the administration during the contract year as needed to allow all teaching staff to serve the full number of contract days.

## **Article 2 – EMPLOYMENT, COMPENSATION AND BENEFITS**

### **Section 1 Employment**

On or after March 15 of each school year teachers may be requested to accept employment for the next school year. It is important for teachers to respond to the request to signify acceptance as a failure to signify acceptance of employment by the designated date shall constitute cause for amendment of termination of the teacher’s contract.

Should a teacher wish to resign from employment the teacher must give written notice of resignation to the Superintendent. The request to resign may be acted upon by the Board of Education. Mid-year resignations and resignations given late in the spring for the following school year can present significant planning problems for the District. If a mid-year resignation is submitted, or a resignation for the following school year is submitted after April 30, the Board may only release teachers from the contract if the resignation is mutually agreed upon by both parties. Resignations mutually agreed upon by both parties will have no penalty.

### **Section 2 Assignments**

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent or designee. A teacher will be expected to devote full time during days of school to the teacher’s position and to perform the assigned duties diligently and faithfully to the best of the teacher’s professional ability. Job descriptions, where available, may provide additional information about the position duties.

In addition to the normal duties traditionally required of teachers, a teacher may be assigned such “extra duty” assignments to support the extra-curricular programs of the District, which shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon or as set forth in the negotiated agreement. The extra-curricular program of the District is an integral part of the overall educational program of the District. As such, a teacher shall not unreasonably refuse to accept such extra-duty assignments. In addition, performance in an extra duty assignment is a part of the evaluation of the teacher’s overall performance to the District.

### **Section 3 Personnel File**

The District will follow the requirements of state and federal law and regulation with regard to a teacher's personnel file.

### **Section 4 Grievances and Complaints**

Teacher grievances regarding wages, hours, and conditions of employment set forth in the negotiated agreement shall be governed by the grievance or complaint procedure in the negotiated agreement. All other employment related grievances or complaints shall be addressed through the administrative chain of command, including the process set forth in board policy.

### **Section 5 Compensation**

Regular Salary and Extra-Duty Compensation. Compensation is paid only as authorized by the Board of Education. Teachers are paid a salary based on placement on the salary schedule set forth in the collectively bargained negotiated agreement between the District and the collective bargaining agent for the certificated teaching staff, and the extra-duty salary schedule also incorporated into the negotiated agreement.

Salary Payments. Salary is payable over twelve equal installments. Teachers will be paid on the payroll date each month. Upon separation of a teacher's employment, or upon fulfillment of the contract, the teacher may, at the option of the Board, be paid all salary due in one lump sum.

### **Section 6 Benefits**

Teachers are provided benefits in accordance with the negotiated agreement.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is available in the Superintendent's Office.

### **Section 7 Payroll and Payroll Deductions**

Payroll deductions shall be made in accordance with law, the negotiated agreement, and/or consent of the teacher.

### **Section 8 Expense Reimbursement**

Reimbursement for authorized mileage will be paid to teachers required to drive their own vehicles during their regularly scheduled working hours between two or more work sites. Teachers shall receive approval from their supervisor before incurring any mileage. Claims for reimbursement should be submitted to the appropriate supervisor. The allowable rate shall be governed by Board policy, unless otherwise required by law. The District is not liable for physical damage to employee vehicles. A request for reimbursement shall be accurate. Any teacher who falsifies a reimbursement request may be terminated from employment.

Materials necessary for instruction are provided by the District. If teachers need additional materials for instruction or school-related purposes, the request should be made to the Building Principal, Director of Learning, or Director of Special Education. Once approval has been given, teachers should enter requisition into online purchase order system for final approval and ordering.

Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Building Principal, Director of Learning, or Director of Special Education, or, if the expense relates to an activity, by the Activities Director. The request for reimbursement should include an itemized receipt sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school-purpose. There is no guarantee that teachers will be reimbursed for the purchase of materials or meals. Therefore, teachers should obtain prior authorization from the Building Principal before making such purchases.

## **Section 9      Injuries at Work**

### Accidents

Every accident which results in a personal injury must be reported to the Principal immediately. In the event the injury involves a student, the teacher responsible for the student either as teacher, coach or sponsor is responsible for making the report. If the injury occurs in the presence of the teacher, the teacher is also responsible for making a report.

### Workers Compensation

Teachers are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

## **Article 3 – ABSENCES FROM WORK**

### **Section 1      Paid Leaves**

All leaves (paid or unpaid) are identified in the Negotiated Agreement. If any teacher has a question about their availability or access to leaves, the teacher must contact the business office for verification.

### **Section 2      Payroll Deductions for Absences in Excess of Paid Leave**

Should a teacher be absent from work in excess of the teacher's accumulated sick leave or other paid leaves called for in the negotiated agreement, the teacher's salary and fringe benefits (including the cost of premiums for group health insurance) may be reduced by the day or days of work missed on a per diem basis calculated using the number of days missed as the numerator, and the number of total contract days for the school year as the denominator.

### **Section 3      Jury Duty Leave**

A teacher who is summoned for jury service must promptly notify the Building Principal. The teacher will be allowed time off for jury duty, pursuant to law.

There will be no loss of salary or deduction to the teacher for time spent in jury service. The District may, at its discretion, reduce the teacher's salary by an amount equal to any compensation, other than expenses, paid by the court for jury duty service.

If a teacher reports for jury duty in the morning and is then dismissed from jury duty for the remainder of the day, the employee is to report for work and resume duties for the balance of the day, except as may be otherwise arranged by the Building Principal.

## Section 4 Family and Medical Leave Act

### Employee Rights and Responsibilities under the Family and Medical Leave Act

Family and medical leave will be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or childbirth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The “leave year” for purposes of the FMLA is a “rolling” 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active-duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a 12-month period. A covered servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the servicemember medically unfit to perform his or her duties for which the servicemember is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, a teacher’s health coverage under a “group health plan” will be maintained on the same terms as if the teacher had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

A teacher’s use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of the FMLA leave.

Eligibility Requirements. A teacher is eligible if he or she has been employed with DC West Community Schools for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of DC West Community Schools within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the teacher from performing the functions of his or her job or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. A teacher does not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. The teacher must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. The teacher may choose, or the District may require use of accrued paid leave while taking FMLA leave. To use paid leave for FMLA leave, the teacher must comply with the District's normal paid leave policies.

Employee Responsibilities. The teacher must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the teacher is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. The teacher also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. The teacher also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. The District will inform employees requesting leave whether they are eligible under FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District will provide a reason for the ineligibility.

The District will inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District will notify the employee.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

For additional information you may refer to FMLA posters on employee bulletin boards or contact the U.S. Wage and Hour Division at:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627  
[www.wagehour.dol.gov](http://www.wagehour.dol.gov)

To submit a request for use of FMLA, or to plan for payment of benefits while on an FMLA leave, contact Human Resources at Extension 313 or 531-459-3841.

### **Section 5 Military and Family Military Leave**

Military leave and family military leave will be granted to the extent required by state and federal law and in accordance with Board Policy.

Teachers requesting to take military leave or family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days and consult with their Building Principal to schedule the leave to not unduly disrupt operations of the District. For leaves of less than 5 days, the teacher is to notify the Superintendent of the leave request as soon as practicable. Teachers are to attach a copy of their orders to a leave request form when they prepare the request for military leave.

### **Section 6 Adoption Leave**

Adoption leave will be permitted to be taken by an adoptive parent for the same time and on the same terms as the teacher is permitted to take a leave of absence upon the birth of the teacher's child.

The adoptive parent leave of absence begins following the commencement of the parent-child relationship. The parent-child relationship commences, for purposes of adoption leave, when the child is placed with the teacher for purposes of adoption. The teacher shall be deemed to have waived any adoptive leave days not taken following the commencement of the parent-child relationship, except as the Superintendent and the teacher may otherwise agree. Advance notice of an anticipated adoption shall be provided by the teacher to the Superintendent as early as possible.

### **Section 7 Subpoena to Testify Leave**

A teacher must promptly notify the Building Principal when the teacher receives a lawfully issued subpoena to testify in court or to give a deposition that may require an absence from duty.

In the event the subpoena involves a job-related matter in which the teacher is testifying on behalf of the District, the absence will be treated like a jury duty leave.

In the event the subpoena involves a personal matter, the teacher will be required to use available leave days. The Superintendent shall make the final determination as to whether a matter is personal to the teacher.

### **Section 8 Voting Leave**

Teachers will be allowed paid time off to vote in an election if the teacher: (a) is a registered voter; (b) does not have 2 consecutive hours between the time of the opening and closing of the polls during which the teacher is not required to be present at work; and (c) applies for voting leave prior to or on election day with the Building Principal.

When voting leave is available, a teacher will be entitled to be absent from work on election day for such period as will, when considering the employee's non-working time, total 2 consecutive hours between the time of the opening and closing of the polls. When voting leave is used, no deduction shall be made from the teacher's salary on account of such absence. The Building Principal may specify the hours during which the employee may be absent for voting leave.

## **Article 4 – DUTIES AND RESPONSIBILITIES**

### **Section 1 Hours of Work & Meetings**

Regular, dependable, in-person attendance at work is an essential function of a teacher's employment position.

Certificated employees are required to serve at the playground, lunchroom and hall supervision as designated by the Principal.

Teachers shall attend meetings assigned by the Superintendent of Schools, directors, principals, department heads and team leaders.

### **Section 2 Arrival to Duty Assignments**

Teachers are to be in the building by no later than 7:45, to be in their classroom no later than 8:00, and to remain on duty until 3:45. Teachers and other certificated employees who are part-time or work on adjusted schedules are to be in the building at least 15 minutes before their class or assigned duty begins, and to be in their classroom or assigned duty area at least 15 minutes after their class or assignment ends. During the school day, teachers are to be in their assigned classroom at least five minutes before each period begins to assure that students are not unsupervised within the classroom.

### **Section 3 Leaving School**

Teachers are to be always on duty during the school day. Teachers are considered on duty even during designated planning periods. An uninterrupted lunch period of not less than 30-minutes each day is provided to teachers during which they are not assigned teaching, supervisory, or other duties.

Teachers may not leave school during duty hours without the approval of the Principal. If the absence has been approved, the teacher must check out with the Principal's office when leaving and check back in with the Principal's office upon return. Teachers who need to leave during the school day for reason of illness or emergency are to check out with the Principal's office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

### **Section 4 Lesson Plans/Substitute Folder**

On each contract day, teachers must prepare written lesson plans which cover at least three days of advance instruction. The plans must be in a format accessible to the Principal or substitute teacher if the teacher is absent from school. The lesson plans must be sufficiently clear in establishing objectives and related activities so that they are easily used by a substitute teacher or

other staff member not familiar with previous classroom activities or progress. The lesson plans must give specific reference to other instructional sources immediately available which will enhance the instructional lesson.

Lesson plans should be with or near a substitute folder which should include: class roster, daily procedures, student handbook, this handbook, and a class schedule including schedules for special education students.

Multicultural Education: As required by Rule 10, the instructional program must incorporate multicultural education in all curriculum areas at all grades. Staff members should keep documentation of at least one multicultural lesson in their classrooms from each school year.

### **Section 5 Daily Class Records**

Every teacher is required to keep a complete and easily understandable written or electronic record of the attendance and achievement of every student.

Upon request, a student's individual record in the teacher's class record shall be made available for review or copying. Information relating to other students should not be allowed to be seen by other students or parents.

### **Section 6 Classroom and School Procedures**

Teachers are expected to adhere to the following classroom and school procedure in the performance of their duties:

1. Use of Cell Phones

Teachers shall limit personal cell phone use during active supervision of students unless the teacher is using a District-issued application or website that directly relates to their teaching duties.

Teachers are not to use cell phones or otherwise engage in distracted driving while transporting students. This rule applies to the driver regardless of whether the vehicle is in motion. The only exception to these rules is in the case of emergencies. Teachers will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems will be utilized by all occupants.

2. Paraprofessional Duties

Paraprofessionals provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A paraprofessional must not, however, assume teaching responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the paraprofessional in a supportive role. Teachers ultimately bear responsibility for the actions that occur in the classroom. A paraprofessional is not a sufficient substitute for a teacher's duties. Paraprofessionals may be used to

assist the 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 grades and recording grades. Paraprofessionals are to work only on their assigned workdays and within their assigned workday. If the teacher desires the paraprofessional to work hours other than the assigned work hours or assigned workday, contact the administration for approval.

3. Student Aides

Student aides are to be directly supervised by the teacher 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 teacher 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. Student aides should not be present and assisting a teacher without another adult present after the end of regular teacher duty hours.

4. Classroom Environment

At all times, teachers are expected to organize, maintain, and ensure that their classroom is in a safe, orderly, and clean condition for student learning. Classrooms should be free from distractions (such as inappropriate or unprofessional posters or other displays) and other apparatus that may cause student health problems (such as essential oils and/or essential oil diffusers). Teachers who are uncertain as to whether their classroom meets this requirement are encouraged to consult with their building principal in a proactive manner.

## **Section 7 Supervision of Students**

Proper supervision of students is necessary for teachers and other adults responsible for students. Teachers and other adults responsible for student supervision are expected to meet the four “P’s” for student supervision and safety.

1. Proper Supervision

- Report to all duty assignments on time.
- Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- Be vigilant while supervising students. Never leave the classroom unattended; the need to make a copy is not greater than the need to supervise students. If an emergency requires that a teacher leave the classroom, request that another nearby staff member cover the class, or notify the office so someone can help. If the teacher is on recess duty, the teacher’s responsibility is to supervise the students in the assigned area. When talking with other adults or students, the primary duty is supervision, and the teacher is to be aware of what all students are doing.
- If the teacher has seen or has been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, the teacher’s

supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).

- Be careful with touching students. Use of corporal punishment is prohibited. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment) and that which professional educators determine appropriate for purposes of proper student relationships.
- Be careful with language. Profanity or abusive language may not be used. Teachers must be good role models for students. If a student uses such language, the teacher should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

2. Proper Instructions

- Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- Repeat the instructions on how to complete a task that has a heightened risk of danger, as often as needed. Do not assume because students heard the directions once they will be remembered.

3. Proper Maintenance of Buildings, Grounds, and Equipment

- Conduct periodic inspections of equipment under your control or in your area of supervision.
- If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the Principal immediately so repairs may be undertaken.
- Any requests for maintenance should be made under "Staff Only-Maintenance Request" tabs.

4. Proper Warnings

- If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the Principal immediately so additional warnings may be given.

Contact the Principal for Assistance

The Principal should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the Principal cannot be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances

- presence of an intruder (a non-student or staff member who refuses to go to the office)

### Student Searches

The Principal should also be contacted before performing searches of students or their belongings. A student suspected of having an item in violation of school rules should be directed to wait until another adult is present, or to follow the teacher to the office if the teacher cannot leave his or her assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

### Student Rights

Students should be treated fairly and given the same treatment without consideration of race (including skin color, hair texture and protective hairstyles), color, religion, gender, or disability. Students who need reasonable special accommodation should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

## **Section 8 Managing Student Conduct**

Discipline is everyone's responsibility. It begins with the student being responsible for his/her own behavior and understanding the consequences it may cause. The teacher is responsible for articulating classroom expectations at the beginning of the school year, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. All staff are responsible for all students in the hallways, in the restrooms, at assemblies, at pep rallies, in other open spaces and during lunch. Consequences for inappropriate behavior may include students making up time before or after school, a student or a parent conference, or a referral to an administrator.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline.

1. Students must be consistently made aware of classroom expectations on a regular basis and should be engaged with effective instruction.
2. It is important to document student behavior in your classroom, calls to parents, referrals, and/or communications with a student.
3. If, after attempts to improve student behavior, problems continue, talk to the Principal about possible alternatives in discipline procedures. Be attentive and respond to “bullying.”
4. If a student continues to cause problems, inform the Principal. Be sure to state the problem clearly and expectations in terms of assistance, as, at times, the student’s and teacher’s stories are different. Be prepared to provide documentation.

5. Follow up on any referral. The student may not go to the Principal or the counselor when sent, so check to ensure that student arrived when sent..
6. Refer students with continued and significant behavioral problems to the Falcon Individualized Problem Solving Team (FIPS team) for a determination of whether the student needs special services. Contact the principal or designee if you have questions as to the procedure.
7. Talk with other teachers about the classroom management techniques they use to establish an atmosphere conducive to learning in their classroom. A large repertoire of classroom management techniques always enhances learning.
8. Read and understand the student handbook and the student conduct rules of the District.
9. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. Corporal punishment is prohibited in the District and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself, and others, and to protect property as may be reasonable.
10. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

### **Section 9 Dispensing Medication**

Teachers are not permitted to give any medication to students unless trained under the Medication Aid Act. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the nurse's office; except for students who have a diabetes self-management or asthma self-management plan. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol. Any questions about these rules are to be addressed to the Principal.

### **Section 10 Reporting Child Abuse [Board Policy 5402](#)**

Teachers are to promptly report to the appropriate law enforcement agency and the Principal when they have reasonable cause to believe that a child has been subjected to abuse or neglect, including sexual abuse, or circumstances which reasonably would result in abuse or neglect. Administrative staff may sometimes choose to make a report for a teacher. However, simply informing a Principal or supervisor does not end the teacher's responsibility; teachers are obligated by law to make certain a report was made if they do not do it themselves.

Teachers (as citizens of Nebraska) are required by law to report any suspected cases of child abuse or neglect to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has

been abused or neglected, or a child is in a situation which would reasonably result in abuse or neglect. According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

- (a) Placed in a situation that endangers his/her life or physical or mental health;
- (b) Cruelly confined or cruelly punished;
- (c) Deprived of necessary food, clothing, shelter, or care;
- (d) Left unattended in a motor vehicle if such minor child is six years of age or younger;
- (e) Sexually abused; or
- (f) Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions. Teachers should use the following phone numbers:

**Child Protective Services (CPS) Hotline: 1-800-652-1999, Emergency Dispatch: 911, Douglas County Sheriff: 402-444-6620, Valley Police: 402-359-2151 (X310), Waterloo Police: 402-779-4104.**

Staff members should immediately notify the building Principal when they make a report.

### **Section 11: Emergency Procedures**

1. **Incident Procedures** School safety is everyone’s responsibility. Emergency procedures can be found in the [District Emergency Operations Plan \(EOP\)](#). The school will follow the [Standard Response Protocol](#) for all emergencies. During all emergencies, teachers should remain with students and supervise them to maintain safety and order. Follow all directions provided by building and district administration exactly. Teachers should always maintain accurate records of student attendance and report any missing students as soon as possible. All staff should know where their evacuation site is for all types of emergencies, and teachers should always take their crisis bags with them if directed to evacuate the classroom.
2. **Inclement Weather** The Superintendent is authorized to cancel school in the case of severe weather. This decision to close school will be communicated to the appropriate media sources, as well as to the staff through the “alert now” system.

## **Article 5 – PERSONAL AND PROFESSIONAL CONDUCT**

### **Section 1 Professional Ethics Standards: [Board Policy 4190](#)**

The School District expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards which certificated employees are expected to adhere include those set forth below. References to “educator” shall include all certificated employees of the District.

## **Preamble**

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in the State of Nebraska and for all educators, including administrators, with respect to ethical and professional conduct.

## **Principle I - Commitment as a Professional Educator:**

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

- A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- B. Shall not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members to influence professional decisions.
- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- F. Shall not sexually harass students, parents or school patrons, employees, or board members.
- G. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
- H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- I. Shall report to the Superintendent any known violation of paragraphs G, E, or B above.

- J. Shall seek no reprisal against any individual who has reported a violation of this rule.

**Principle II - Commitment to the Student:**

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- A. Shall permit the student to pursue reasonable independent scholastic effort and shall permit the student access to varying points of view.
- B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
- G. Shall not discipline students using corporal punishment.

**Principle III - Commitment to the Public:**

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears responsibility for instilling an understanding of confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

- A. Shall not misrepresent an institution with which the educator is affiliated and shall take added precautions to distinguish between the educator's personal and institutional views.
- B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
- D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
- F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

#### **Principle IV - Commitment to the Profession:**

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

- A. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
- C. Shall practice the profession only with proper certification and shall actively oppose the practice of the profession by persons known to be unqualified.

#### **Principle V - Commitment to Professional Employment Practices:**

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

- A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- B. Shall not knowingly withhold information regarding a position from an applicant or employer or misrepresent an assignment or conditions of employment.
- C. Shall give prompt notice to the employer of any change in availability of service.
- D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- E. Shall not assign unqualified personnel, tasks for which an educator is responsible.
- F. Shall permit no commercial or personal exploitation of his or her professional position.
- G. Shall use time on duty and leave time for the purpose for which intended.

### **Section 2 Evaluations**

Evaluations of teachers will be conducted in accordance with the District's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate teachers more frequently than required by policy on an as-needed basis. Teachers are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration. See [Board Policy 4150](#).

### **Section 3 Role Model**

At all times, teachers serve as role models for students and their actions and conduct reflect on the school as a whole. Teachers are in all respects to conduct themselves in a professional manner.

A. Notification of Arrest: [Board Policy 4023](#)

Teachers must notify Superintendent by the next business day after:

1. Arrest or Criminal Charges. The teacher is arrested, ticketed, or issued a criminal charge where:
  - a. The maximum penalty for the crime equals or exceeds six months incarceration.
  - b. The crime relates to abuse, neglect or endangerment of a minor, a minor was allegedly a victim or a witness, or the crime involves alleged sexual misconduct.
  - c. Conviction would impact performance of teacher's job responsibilities, including offenses that:
    - i. Would impact the responsibility to be a role model for students or relations with other employees of DC West Community Schools;
    - ii. Would impact the teacher's ability to operate a motor vehicle if the teacher at times needs to travel during duty time or the teacher at times drives students; or
    - iii. Would impact the teacher's Commercial Drivers License if the teacher's job requires that the employee have a CDL.
  - d. The arrest or the alleged criminal activity occurred while the teacher was on duty, on property of DC West Community Schools, or in a school owned or utilized vehicle, or at a school-supervised activity or school-sponsored function.

Teachers must also promptly report to the Superintendent whenever the teacher has been sentenced to be incarcerated for any period, even if the offense is not otherwise reportable.
2. Certificate or License. The teacher becomes aware that a complaint has been filed against the teacher that could affect a certificate or license required for the teacher's position. This includes proceedings of the Nebraska Department of Education related to an alleged violation of the NDE Standards of Conduct and Ethics, Chapter 27, and proceedings of the Health and Human Services related to an alleged violation of the professional standards of conduct for the teacher's position.
3. Child Abuse. The teacher becomes aware that a report of child abuse or neglect has been made against the teacher under the Child Protection Act.

Further, teachers must give full disclosure of any Child Protection Act investigation that resulted in an "inconclusive" determination that occurred at any time. Teachers must disclose such findings within ten days following the Teacher's notice of such determination.

Teachers must give full disclosure of the existence and nature of the above proceedings and must also promptly notify Superintendent of the disposition of the proceedings.

Legal documents relating to the proceedings shall be treated and maintained as part of the teacher's confidential criminal background file.

Failure to notify as required under this section may subject the teacher to disciplinary action, including termination.

#### B. Civility

Each teacher shall behave with civility, fairness, and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with DC West Community Schools. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, unprofessional, violent, or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, voice mail messages, face-to-face conversations, written communications, social media communications and email messages.

Any teacher aware of another teacher's uncivil behavior shall report the conduct to the teacher's immediate supervisor or to the Superintendent. There will be no retaliation against the person for making the report.

#### C. Tobacco

The use of tobacco products is prohibited on school grounds.

"Tobacco products" means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. This does not preclude adults from wearing non-visible nicotine patches, or using nicotine gum without displaying the product container, as part of a smoking cessation program.

### **Section 4 Relationships**

It is important for teachers to maintain an effective working relationship with the administration and all co-workers, including other teachers and support staff. Teachers must maintain appropriate relationships with students and the community, including parents and patrons. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being prompt and responsive to questions and concerns, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Professional Boundaries Between Employees and Students: [Board Policy 4025](#)

All teachers are expected to observe and maintain professional boundaries between themselves

and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that teachers are expected to maintain with a student:

Using e-mail, text messaging, instant messaging, or social networking sites to discuss with

- a student matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships or communications with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend, communicate with, or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topic that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).

- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco, or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A teacher seeking an exception must receive advance approval from his or her Principal. If a teacher is unable to communicate with their Principal in advance (such as in the event of an emergency), the teacher must notify the Principal as soon as possible, but not later than 24 hours immediately following the event.

A teacher who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline. A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

## **Section 5 Professional Attire**

It is important for teachers to project a professional image to students, parents, co-workers, and patrons. Appropriate attire and grooming are one of the means of projecting a professional image. Teachers are expected to maintain professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. As a minimal guide, teachers should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual teachers should that be necessary.

## **Section 6 Private Tutoring: [Board Policy 4131](#)**

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers who engage in private tutoring for pay (compensation of any kind from a source other than the District) are subject to the following rules:

1. The teacher may not arrange to provide private tutoring for any child enrolled in the teacher's class.
2. The teacher is not to provide private tutoring in a school building.
3. The teacher is not to provide private tutoring during duty time.
4. The teacher is not to advertise or promote the teacher's private tutoring services in the school or in the school's communications systems except with the express permission of the Superintendent or designee.

## **Section 7 Outside Employment**

Teachers shall not perform duties unrelated to District employment during duty hours without the prior permission of the Superintendent. In addition, teachers shall not engage in employment which conflicts with their school duties. Teachers are not required to notify the District of outside employment except: (1) teachers who are also employed by another Nebraska school district to comply with Nebraska State Retirement System regulations and (2) teachers who have a work-related injury in order to comply with workers' compensation requirements.

## **Section 8 Safe Transportation**

When driving a school vehicle or transporting students, teachers are to abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems must be utilized by all occupants.

When transporting students, teachers are not to use cell phones or otherwise engage in distractions. This rule applies to the driver regardless of whether the vehicle is in motion. The only exception is in the case of emergencies.

## **Article 6 – ACADEMIC MATTERS**

### **Section 1 Teaching to Student Understanding to Assure Learning**

Each teacher is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the District. Teachers will model classroom instruction on the educational model implemented by the District and reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument.

Special Populations: State and federal laws and regulations have been enacted which require that students with certain needs be provided instruction and services consistent with those special needs. Examples include students who have been determined eligible to receive special

education services, students with other disabilities entitled to Section 504 Accommodations, and students who are English learners. The District's policy is to comply with the state and federal laws and regulations in all respects. Teachers who are assigned special education, 504, or EL students are required to provide instruction and services consistent with legal requirements and the requirements of Board policy and regulation. Teachers should attend any individualized meeting involving students with whom they work. This provides teachers an opportunity to share important information about the student, an opportunity to help develop a plan for the student, and an opportunity to know what is expected of all teachers working with individual students on specific instructional or behavioral plans.

Homeless Students: [Board Policy 5418](#) The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths

Field Trips: [Board Policy 6270](#) Field trips shall be considered as instruction and planned as such with definite objectives determined in advance. Teachers or other certified personnel shall accompany pupils on all field trips and shall assume responsibility for their proper conduct. When a field trip is made to a place of business or industry, the teacher shall insist that an employee of the host company serve as conductor. Appropriate education experience and proper supervision shall be supplied for any pupils whose parents do not wish them to participate in a field trip.

#### MANAGEMENT OF FUNDS

All activity funds of each school, including class funds, organization funds and other funds into which any monies have been deposited in the name of the school, shall be accounted for by a system of receipts and disbursement authorizations. The principal is responsible for all such funds.

A system of accounting shall be prescribed by the Superintendent who shall provide for a system of internal audits for each school's account. A report showing receipts and expenditures shall be submitted annually to the Board of Education through the Superintendent.

#### MONIES IN SCHOOL BUILDINGS

Monies collected by District employees and by student treasurers shall be handled with good and prudent business procedures.

All monies must be deposited in the school office daily. All monies collected shall be receipted, accounted for, and directed without delay to the Board designated depository. Any District funds kept by an employee overnight are in violation of District expectations and are the sole liability of the employee.

### **Section 2      Measuring and Reporting Academic Achievement**

Grades and Grading. Measuring and accurately reporting the level of each student's academic achievement is of critical importance to students, parents, staff, the board of education and community. To this end, each teacher shall develop a variety of assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the

school district, record the results of such assessment, and report such results on report cards. Teachers should endeavor to measure student learning and understanding on a frequent basis during each quarter to provide an accurate evaluation of each student's academic achievement for that period.

Recording Grades. Each teacher shall record grades in the applicable electronic format. Enough grades must be recorded in the grade book to justify all quarter and semester grades for each student. Teachers must be able to support and justify the grades that each individual student earns.

#### Reconsideration of Grades/Marks

Questions raised concerning duly assigned grades should be resolved cooperatively in a conference which includes the teacher(s) involved and the Principal. In the event a grade is questioned by parents or students, the parents/guardians and/or student may be included in the conference.

Failure to resolve the issue may result in a second conference involving the Superintendent or designee and the participants in the initial conference described above. The grades designated by teachers will not be changed unilaterally by the Superintendent unless the Superintendent determines that the grade is not consistent with the requirements of law, Board policy, or the best interests of the District.

Reports to Parents. Grades and credit are assigned on a quarter or semester basis. Reports will be made available to parents at the close of each quarter during the school year.

### **Section 3 Parent-Teacher Conferences**

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, Parent-Teacher conferences will be scheduled and held during the school year. Teacher attendance at Parent-Teacher conferences is mandatory. A teacher may only be excused from attendance at Parent-Teacher conferences in writing by the Superintendent and in advance.

Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade books which include all student assignments, work or tests completed before the Parent-Teacher conference.

### **Section 4 Newspaper Releases**

Any information concerning school activities or events, which is to be released to the newspaper, must be approved by the building Principal. Public relations is everyone's job and it is important to let the community know about significant personal, professional, or educational achievements regarding staff or students.

### **Section Five PARENTAL INVOLVEMENT**

Parental involvement is key to student success. The district believes that parental involvement is a key factor in the education of children; that parents will be informed of the educational

practices affecting their children; and that public schools should foster and facilitate parental information about and involvement in educational practices affecting their children.

## **Section 6 OUTSIDE SPEAKERS**

Any outside speakers, who will be asked to present information in the school building, must be approved by the building Principal.

## **Article 7 – USE OF SCHOOL FACILITIES AND EQUIPMENT**

### **Section 1 Drug-Free Workplace: [Board Policy 4009](#)**

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of tobacco (including electronic nicotine delivery systems), alcohol or a controlled substance is prohibited in the workplace. The possession, use or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place on school grounds, in a school utilized vehicle or any location over which the District had control. The possession or distribution of a look-alike drug or look-alike-controlled substance is similarly prohibited. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on a teacher in the workplace or on duty time shall be a violation of the drug-free workplace. In addition, teachers are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the teacher commits a criminal drug or alcohol offense off the workplace or off duty time.

As a condition of employment teachers will abide by the District's drug-free workplace policies and notify the Superintendent of any criminal drug statute arrest, citation, or conviction for a violation occurring in the workplace no later than 5 days after such arrest, citation, or conviction. Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed for violations of the District's drug-free workplace policies.

### **Section 2 Weapon-Free Workplace: [Board Policy 6700](#)**

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any teacher found to be in violation of this policy shall be subject to disciplinary action, up to and including termination. Teachers shall refer to the District's Board Policies on weapons to determine what qualifies as a weapon. If a teacher remains uncertain whether an object constitutes a weapon, the teacher must consult the Superintendent in advance for a final determination.

### **Section 3 Use of District Computer Network and Internet**

Teachers have access to the District's computer network and the Internet for the enhancement and support of student instruction. It is important to remember that the equipment and the software are the property of the District.

As a condition of using the computers and the Internet, teachers agree to the following:

1. Since copyright laws protect software, teachers will not make unauthorized copies of software found on school computers by any means. Teachers will not give, lend, or sell copies of software to others unless the original software is clearly identified as shareware or in the public domain.
2. If a teacher downloads public domain programs for personal use or non-commercially redistributes a public domain program, the teacher assumes all risks regarding the determination of whether a program is in the public domain.
3. Teachers shall not access material that is obscene, child pornography or otherwise inappropriate matter for educational or work-related uses or contrary to the District's mission. Teachers are not permitted to knowingly access information that is profane, obscene, or offensive toward a group or individual based upon race (including skin color, hair texture and protective hairstyles), color, national origin, religion, disability, age, sex, or other protected category. Further, teachers are prohibited from placing such information on the Internet.
4. Teachers will protect the privacy of other computer users' areas by not accessing their passwords without written permission. Teachers will not copy, change, read, or use another person's files. Teachers will not engage in "hacking" or otherwise attempt to gain unauthorized access to system programs or computer equipment.
5. Teachers will not disclose their passwords and account names to anyone or attempt to ascertain or use anyone else's password and account name.
6. Teachers will not attempt to log in to the system as someone other than themselves without the other person's prior permission.
7. Teachers will not use the school network or computers for financial gain or for any commercial or illegal activity.
8. The District reserves the right to inspect a teacher's school computer and computer usage at any time. Teachers have no privacy rights or expectations of privacy regarding use of the District's computers or Internet system.
9. The computer system is not a public forum. It is provided for the limited purpose of advancing the District's mission.
10. Teachers shall not use or access the Internet for any reason that would violate the request that a teacher serve as a role model for students.

Any violation of any part of this agreement or any other activity which school administrators deem inappropriate will be subject to disciplinary action.

#### **Section 4 Use of School Facilities: [Board Policy 4016](#)**

A teacher who is issued school keys or fobs shall not lose their keys or fobs and shall not allow others to have access to or to use their keys or fobs. Teachers are permitted to have access to school facilities during non-school time provided such access is for work-related purposes or has been approved in advance by the Principal.

The school district has installed a security system in the school buildings to prevent vandalism and theft and monitor who is in the building when school is not in session. The system is monitored during evening hours and weekends. Staff members needing access to the building at

a time when school is not in session should follow the building security guidelines. The school district is not responsible for any personal property teachers may bring to school. Teachers are cautioned to bring items of significant value to school. Teachers should keep their rooms locked anytime they are not in their classroom.

Use of school supplies (paper, staples, etc.), school equipment (copiers, telephones, etc.) and school postage is to be for approved school-related purposes only. Excess or surplus supplies or equipment, including items which have been placed in the trash, must not be removed for non-school use without prior approval from the Principal.

### **Section 5 Care of School Property**

Teachers are responsible for the proper care of all books, equipment, computers, supplies, and furniture supplied by the school. If an item needs maintenance or repair, report it to the Principal. If a teacher learns that a student has damaged school property or equipment, or if a teacher is responsible for damage to school property, the teacher must promptly report it to the Principal so the item may be replaced or repaired (if possible) and appropriate responsibility for the cost of replacement or repair may be determined.

### **Section 6 Video Surveillance**

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

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

To ensure the privacy and confidentiality of student information, no person (including a teacher) is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted, (2) by authorized staff for purposes of child welfare (for example, to record images of injuries to students caused or believed to be caused by another person), or (3) the Principal or Principal's designee. This prohibition applies to all persons, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

### **Section 8 Copyright and Fair Use Policy**

It is the District's policy to follow the federal copyright law. Teachers are reminded that, when using school equipment and when performing school duties, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship.

The following criteria should be followed when considering copyright and fair use:

1. The purpose and character of the use of material(s) is for nonprofit educational purposes;

2. A single copy of the following copyrighted materials may be photocopied for use in teaching:
  - a. a chapter from a book
  - b. an article from a periodical or newspaper
  - c. a short story, essay or poem
  - d. a chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper;
3. Multiple copies (not to exceed one copy per student) may be photocopied if the copying meets the tests of brevity and spontaneity; each copy must include a notice of copyright.

Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

## **Article 8 – STATE AND FEDERAL PROGRAMS**

### **Section 1 Notice of Nondiscrimination: [Board Policy 4003](#)**

The School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected category in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Complaint and grievance procedures are provided for by the District and set forth in the Board of Education Policy. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, or national origin) or Section 504 (discrimination, harassment, or failure to accommodate a disability). Complaints are to be filed with the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race (including skin color, hair texture and protective hairstyles), color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights in the U.S. Department of Education (OCR)  
One Petticoat Lane  
1010 Walnut Street, 3rd Floor, Suite 320  
Kansas City, Missouri 64106  
(816) 268-0550; Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the

deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

The U.S. Equal Employment Opportunity Commission (EEOC)  
Gateway Tower II  
400 State Avenue, Suite 905  
Kansas City, KS 66101  
(800) 669-4000; TTY: (800) 669-6820; Fax (913) 551-6957

## Section 2 Designation of Coordinators

Any person having inquiries concerning the District's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies, or programs. The contact address for the coordinator is: Dr. Melissa Poloncic, Superintendent, 401 South Pine Street, PO Box 378, Valley, NE 68064, 402-359-2583, [mpoloncic@dcwest.org](mailto:mpoloncic@dcwest.org).

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

## Section 3 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and family members and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Further information about FERPA and the District's policies under FERPA are found in Board policy and in the student handbook.

**RECEIPT OF 2024-2025 TEACHER HANDBOOK  
OF DC West Community SCHOOLS**

This signed receipt acknowledges receipt of the 2024-2025 Teacher Handbook. This receipt acknowledges that it is understood that I will read and be familiar with the handbook, I will familiarize myself with Board Policies, and that I understand that the District's policies include specific complaint and grievance procedures that must be used for reporting harassment or discrimination.

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

\_\_\_\_\_  
Teacher's Signature

Personnel - Certificated EmployeesEvaluation of Teachers

These evaluation procedures are applicable to certificated staff (teachers). Administrators are not covered by this evaluation policy.

1. Communication of Evaluation Process.

Annual written communication of the evaluation process to those being evaluated shall be made by distributing a copy of the evaluation instrument to the certificated staff at the beginning of each school year.

2. Duration and frequency of observations, written evaluations, and walkthroughs

The duration and frequency of observations and written evaluations for appraisal (probationary) and continuous growth (tenured) teachers are to be as follows:

a. Appraisal (Probationary) Teachers.

- i. Formal observations of appraisal teachers shall be based upon actual classroom observations for an entire instructional period.
- ii. Appraisal teachers shall be formally observed and evaluated at least once each semester.
- iii. Two instructional walkthroughs per year are expected by the evaluator by May 15 each year.
- iv. The responsible evaluator is expected to complete the second semester evaluations and summative evaluation of appraisal teachers prior to April 15 of each year.
- v. A personalized goal fall and spring conference is expected by the appraisal teacher and evaluator by May 15 each year.

b. Continuous Growth (Tenured) Teachers.

- i. A personalized goal fall and spring conference is expected by the appraisal teacher and evaluator by May 15 each year.
- ii. Four instructional walkthroughs per year are expected by the evaluator by May 15 each year.
- iii. The responsible evaluator is expected to complete at least one formal observation, summative evaluation prior to April 15 every 3<sup>rd</sup> year of the continuous growth cycle.
- iv. Formal observations and evaluations of continuous growth teachers are to be based upon actual classroom observations for an entire instructional period.
- v. Three instructional walkthroughs per year are expected by the evaluator by May 15 each year.

c. Teachers' Responsibility. Teachers are expected to inform the responsible evaluator of instructional periods that would be conducive to an evaluation and to

make themselves readily available for evaluations. In the event the responsible evaluator has not initiated the evaluation process nearing the time within which an evaluation is required to be completed, the teacher has the responsibility to notify the responsible evaluator such that the evaluation can be completed when due.

- d. Failure to Complete Evaluations. For permanent teachers, a failure to complete evaluations with the designated duration and frequency shall not give the permanent teacher rights, but is to be considered in evaluating the responsible evaluator's performance.
- e. Informal Observations and Evaluations. Informal observations and evaluations may be conducted as the administration determines to be appropriate.
- f. Additional Observations and Evaluations. The duration and frequency of observations and written evaluations is specified as a minimum. Walkthroughs, observations and evaluations of greater frequency or number than required may be conducted and made at the request of the teacher or in the discretion of the evaluator.

### 3. Evaluation Criteria

Teachers shall be evaluated based upon the following district-defined evaluation criteria in the areas of:

Standard 1: Planning and Preparation  
Standard 2: Learning Environment  
Standard 3: Instructional Strategies  
Standard 4: Assessment  
Standard 5: Professionalism

The indicators and rating descriptors set forth in the evaluation instrument approved by the board of education set forth the specific district-defined criterion within each of the foregoing criteria areas.

In preparing summative evaluations, evaluators are to consider not only the formal observations conducted, but also informal observations and other relevant information concerning the performance of the teacher in each of the evaluation criteria.

### 4. Communication of Deficiencies

The evaluation process shall include written communication and documentation to the evaluated teacher specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement.

As professionals, teachers may be assigned responsibility to provide suggestions for improvement plans or job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, teachers

shall have the duty to comply with such plans. Teachers are expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the evaluator.

5. Teacher Responses to Evaluations

Teachers shall be provided seven calendar days from receipt of an evaluation in which to give a written response to the evaluation.

6. Plan for Training Evaluators

All evaluators shall possess a valid Nebraska Administrator's Certificate and be trained to use the evaluation system used in the District. Training sessions in the use of the District's teacher evaluation system will be provided by the Superintendent or designee to all evaluators prior to their participation in teacher evaluations. Refresher training is to be conducted as the Superintendent determines to be needed.

Legal Reference: Neb. Rev. Stat. Sec. 79-828 (Evaluation of Probationary Teachers)  
NDE Rule 10

Date of Adoption: July 8, 2024

# Douglas County West Community Schools



## Teacher Appraisal & Continuous Growth Handbook

Adopted by the DC West Board of Education, July 8, 2024



# DC WEST Community Schools

**Engage, Prepare, and Empower**

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### Participants

Dr. Melissa Polonic, Superintendent  
 Dr. Dawn Marten, Director of Learning  
 Mrs. Nicki Pechous, Director of Special Education  
 DC West Elementary, Middle, and High School Principals  
 DC West Teacher Evaluation Committee Teachers  
 DC West School Board Members

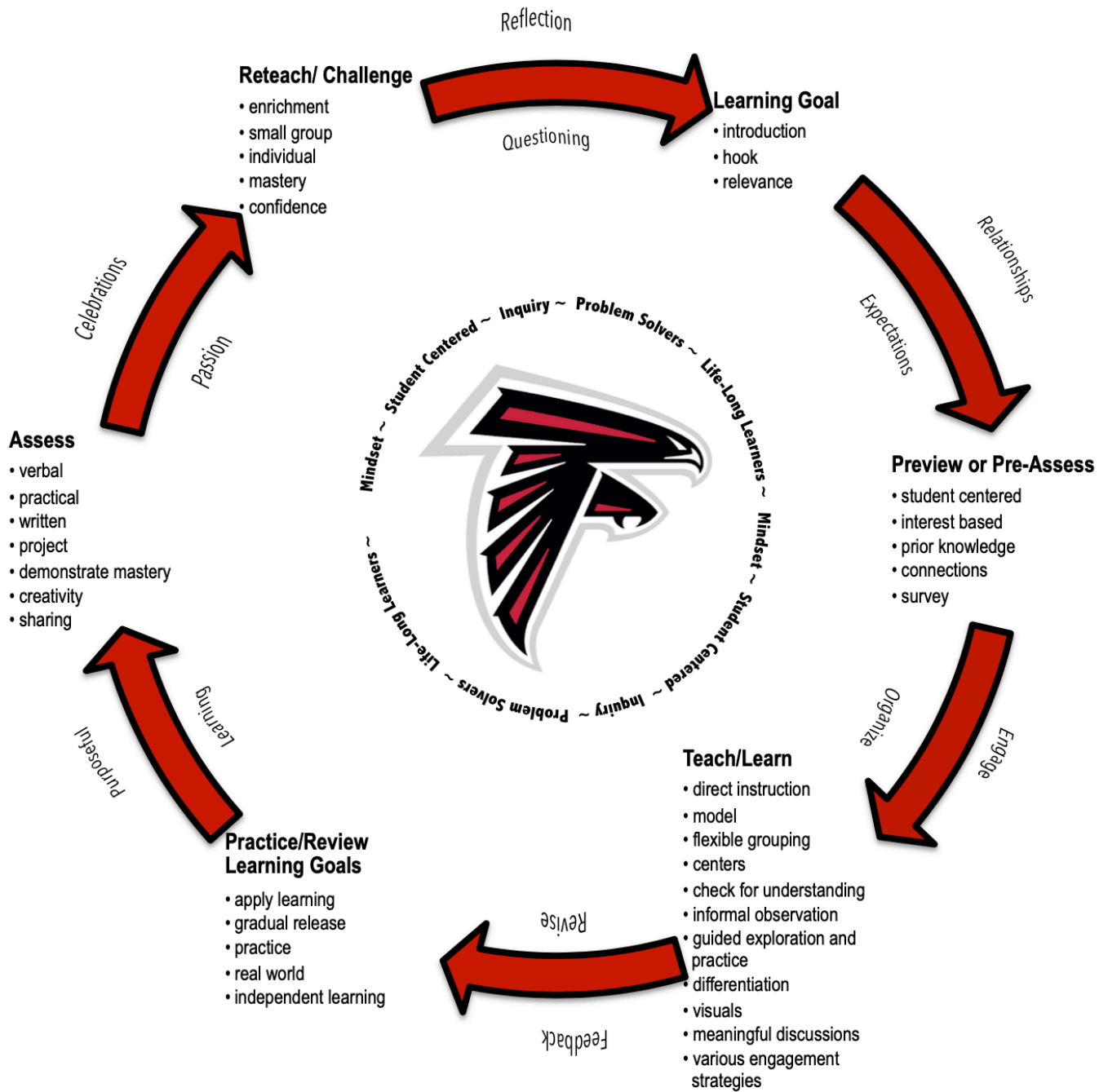
### DC West Mission & Beliefs

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

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

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

# DC West Instructional Model





## Teacher Performance Standards & Indicators

<p><b>Standard 1: Planning and Preparation</b></p>	<p><b>The teacher integrates pedagogy, content standards, content knowledge, instructional materials, student interest to develop rigorous instruction which aligns with the district curriculum to address the needs of each student.</b></p>
<p><b>Indicators</b></p>	<p>a. Develop coherent units, lessons, activities and assessments that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives. <i>DC West Instructional Model Alignment:</i> Learning Goal, Preview of Pre-Assess, Teach/Learn, Practice/Review Learning Goals, Assess, Reteach/Challenge, Expectations, Organize, Learning, Student Centered</p> <p>b. Use a variety of appropriate, research-based instructional strategies supported by student data. <i>DC West Instructional Model Alignment:</i> Teach/Learn, Practice/Review Learning Goals, Reteach/Challenge, Questioning</p> <p>c. Design and adapt lessons which considers students’ prior knowledge, abilities, and individual circumstances to ensure instruction is differentiated, relevant to students, and rigorous. <i>DC West Instructional Model Alignment:</i> Learning goal, Preview of Pre-Assess, Teach/Learn, Practice/Review Learning Goals, Assess, Reteach/Challenge, Expectations, Organize, Learning, Student Centered, Relationships, Mindset</p> <p>d. Integrate a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences. <i>DC West Instructional Model Alignment:</i> Learning Goal, Preview or Pre-Assess, Teach/Learn, Engage, Feedback, Passion, Purposeful, Practice/Review Learning Goals</p> <p>e. Design and modify lessons that reflect the intellectual, social, emotional, and physical development of students. <i>DC West Instructional Model Alignment:</i> Learning Goal, Relationships, Engage, Celebrations, Reflection, Student Centered</p>

<b>Standard 2: Learning Environment</b>	<b>The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.</b>
<b>Indicators</b>	a. Establish relationships resulting in positive learning. <i>DC West Instructional Model Alignment: Relationships, Teach/Learn</i>
	b. Ensure a safe and accessible environment. <i>DC West Instructional Model Alignment: Expectations</i>
	c. Establish, communicate, and maintain effective routines and procedures in an equitable manner. <i>DC West Instructional Model Alignment: Teach/Learn</i>
	d. Establish a collaborative learning community built on trust and teamwork. <i>DC West Instructional Model Alignment: Relationships, Expectations</i>
	e. Establish high expectations that cultivate each learner’s self-motivation and encourage pride in his/her genuine accomplishments. <i>DC West Instructional Model Alignment: Teach/Learn, Assess, Celebration , Passion</i>

<b>Standard 3: Instructional Strategies</b>	<b>The teacher uses effective instructional strategies to ensure growth in student achievement</b>
<b>Indicators</b>	a. Use a range of developmentally appropriate evidence based instructional strategies and district supported resources that are targeted to meet learning goals for all students. <i>DC West Instructional Model Alignment: Teach/Learn , Student Centered</i>
	b. Modify, adapt, and differentiate instruction and accommodations based on data analysis, observation, and student needs and student choice. <i>DC West Instructional Model Alignment: Teach/Learn, Assess Reteach/Challenge</i>
	c. Communicate effectively with students to promote and support high expectations for achievement. <i>DC West Instructional Model Alignment: Relationships Engagement, Learning Goal, Feedback</i>
	d. Use strategies that enable students to develop skills in critical thinking, creativity, and problem-solving. <i>DC West Instructional Model Alignment: Problem Solving, Inquiry, Teach/Learn, Engage</i>

	<p>e. Model cultural competence and responsiveness by implementing engaging learning experiences that draw upon family and community.  <i>DC West Instructional Model Alignment: Preview or Pre-Assess Learning Goal, Engage, Relationships</i></p>
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<b>Standard 4: Assessment</b>	<b>The teacher systematically uses multiple methods of formative, interim, and summative assessment to measure student progress and to inform ongoing planning, instruction and reporting.</b>
<b>Indicators</b>	<p>a. Develop and utilize assessments and accommodations based on instructional objectives, student needs, and state standards.  <i>DC West Instructional Model Alignment: Assess, Preview or Pre-Assess, Engage, Organize</i></p>
	<p>b. Use formative, interim, and summative assessments and data to inform and adjust instruction, monitor student progress, and provide meaningful feedback.  <i>DC West Instructional Model Alignment: Assess, Preview or Pre-Assess, Feedback</i></p>
	<p>c. Seek to ensure that assessment and procedures are effective, free of bias, appropriate to the developmental and linguistic capabilities of students, and ensure each student has the opportunity to demonstrate understanding.  <i>DC West Instructional Model Alignment: Student Centered, Assess, Practice/Review, Learning Goal, Preview or Pre-Assess</i></p>
	<p>d. Develop and select assessment and analyze data, both individually and with colleagues, before, during, and after instruction.  <i>DC West Instructional Model Alignment: Assess, Preview or Pre-Assess, Reflection, Reteach/Challenge, Practice/Review Learning</i></p>
	<p>e. Provide students with feedback that enable students to set high expectations for personal achievement and to reflect on their progress toward content standards.  <i>DC West Instructional Model Alignment: Assess, Reteach/Challenge, Student Centered, Teach/Learn, Engage, Organize, Celebrations, Reflection, Questioning, Mindset, Feedback</i></p>
	<p>f. Compile and report assessment data to accurately document student progress over time to relevant stakeholders.  <i>DC West Instructional Model Alignment: Assess, Teach/Learn, Reflection, Learning Goal</i></p>
	<p>g. Accepts responsibility for student growth, development, and achievement.  <i>DC West Instructional Model Alignment: Reflection, Questioning, Life-Long Learners, Mindset, Problem Solving, Revise, Reteach/Challenge</i></p>

<b>Standard 5: Professionalism</b>	<b>The teacher exhibits a commitment to professional ethics and the district’s mission and beliefs, and goals, participates in professional growth opportunities and contributes to the profession.</b>
<b>Indicators</b>	<p>a. Systematically reflect on professional practices that support the district’s mission and beliefs to support student learning. <i>DC West Instructional Model Alignment: Mindset</i></p> <p>b. Actively pursue opportunities for meaningful professional growth and leadership development. <i>DC West Instructional Model Alignment: Mindset, Student Centered</i></p> <p>c. Contribute to and advocate for the shared mission and continuous improvement of the school district and the profession. <i>DC West Instructional Model Alignment: Life Long Learners, Problem Solvers</i></p> <p>d. Protect the established rights and confidentiality of students, families, colleagues, and community. <i>DC West Instructional Model Alignment: Relationships</i></p> <p>e. Adhere to school policies, procedures, and regulations as established by the ethical behavior and integrity standards of the district. <i>DC West Instructional Model Alignment: Mindset, Student Centered</i></p> <p>f. Maintain accurate records, documentation, and data. <i>DC West Instructional Model Alignment: Preview or Pre Assess, Assess</i></p> <p>g. Contributes to a positive workplace. <i>DC West Instructional Model Alignment: Celebrations, Relationships</i></p> <p>h. Communicate professionally and routinely with stakeholders. <i>DC West Instructional Model Alignment: Feedback, Relationships</i></p>

<b>Standard 6: Vision and Collaboration</b>	<b>The teacher contributes and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.</b>
<b>Indicators</b>	<p>a. Actively participate in the development and implementation of the school’s vision, mission, and goals for teaching and learning. (e.g. district/school staff development, district/school committees, PLC teams, coaching, mentoring) <i>DC West Instructional Model Alignment: Mindset, Life-Long Learners, Relationships, Expectations</i></p> <p>b. Contribute to the continuous school improvement process. <i>DC West Instructional Model Alignment: Mindset, Lifelong Learners, Problem Solvers, Reflection</i></p>

	<p>c. Use effective communication strategies and technological resources, and take into account various factors that impact communication with students, families and community. <i>DC West Instructional Model Alignment: Problem Solver, Mindset, Inquiry, Student Centered</i></p>
	<p>d. Collaborate with students, families, and community to create meaningful relationships and enhance the learning process. <i>DC West Instructional Model Alignment: Relationships, Student Centered, Celebrations, Passion, Engage, Purposeful, Student-Centered</i></p>



## Appraisal Cycle & Continuous Growth Cycle

**Appraisal Cycle (Probationary):** For teachers in their first three years with DC West. Each component occurs annually for each of the three years.

- 2 Instructional Walkthroughs
- 2 Observations: Full Instructional Period
- Summative Evaluation
- Personalized Goal: Fall and Spring Conference

**Continuous Growth Cycle:** For teachers in their fourth or more years with DC West. This cycle rotates each year.

- Continuous Growth Year 1: 4 Instructional Walkthroughs, Personalized Goal: Fall and Spring Conference
- Continuous Growth Year 2: 4 Instructional Walkthroughs, Personalized Goal: Fall and Spring Conference
- Continuous Growth Year 3: 3 Instructional Walkthroughs, 1 Observation: Full Instructional Period, Summative Evaluation, Personalized Goal: Fall and Spring Conference

Cycle	Year	Components	Due
<b>Appraisal Cycle (Probationary)</b>	<b>1-3</b>	2 Instructional Walkthroughs	By May 15th
		2 Observations: Full Instructional Period	By April 15th
		Summative Evaluation	By April 15th
		Personalized Goal with Fall and Spring Conference	By May 15th
<b>Continuous Growth Cycle</b>	<b>1</b>	4 Instructional Walkthroughs	By May 15th
		Personalized Goal with Fall and Spring Conference	By May 15th
	<b>2</b>	4 Instructional Walkthroughs	By May 15th
		Personalized Goal with Fall and Spring Conference	By May 15th
	<b>3</b>	3 Instructional Walkthroughs	By May 15th
		1 Observation: Full Instructional Period	By April 15th
		Summative Evaluation	By April 15th
		Personalized Goal with Fall and Spring Conference	By May 15th



## Teacher Performance Standards Rubrics

Standard 1: Planning and Preparation		The teacher integrates pedagogy, content standards, content knowledge, instructional materials, student interest to develop rigorous instruction which aligns with the district curriculum to address the needs of each student.		
Indicators	Ineffective	Developing	Effective	Exemplary
<b>a. Develop coherent units, lessons, activities and assessments that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives.</b>	Plans lesson by lesson and has little familiarity with content standards.	Considers content standards and curriculum in development of lessons.	Plans with content standards and curriculum in development of lessons.	Leads and collaborates with colleagues to align content standards and curriculum to strengthen the development of lessons.
<b>b. Use a variety of appropriate, research-based instructional strategies supported by student data.</b>	Plans with little or no high quality instructional strategies and randomly implements content standards and learning goals.	Utilizes limited instructional strategies and some are aligned with the content.	Utilize high quality instructional strategies to implement lessons that meet content standards, learning goals, and instructional objectives.	Leads efforts to develop, test, model, or promote high quality instructional strategies to create challenging and creative lessons that meet content standards, learning goals, and instructional objectives.
<b>c. Design and adapt lessons which considers students' prior knowledge, abilities, and individual circumstances to ensure instruction is</b>	Utilizes little to no differentiation to support specific needs.	Aware of the different ability levels in the class but tends to the whole group with limited resources.	Evaluating and selecting resources to support specific student needs, while maintaining challenging, yet	Analyzes and promotes highly effective resources to support specific student needs, while maintaining challenging and

<b>differentiated, relevant to students, and rigorous.</b>			engaging learning experiences.	engaging learning experiences.
<b>d. Integrate a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences.</b>	Is not aware of students' interests or various abilities and takes little to no responsibility to understand students' learning needs.	Aware of the unique needs of each student but does not seek to understand the implications of that knowledge.	Integrates all students' experiences to prepare 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.
<b>e. Design and modify lessons that reflect the intellectual, social, emotional, and physical development of students.</b>	Plans randomly without use of data.	Uses some formative and summative data to guide planning.	Uses multiple sources of relevant data to create equitable opportunities and outcomes for all student groups.	Leads an understanding of how data can be used to equitably address students' academic, physical, social-emotional and mental health needs.

<b>Standard 2: Learning Environment</b>	<b>The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.</b>			
<b>Indicators</b>	<b>Ineffective</b> Little or no implementation or execution of indicator	<b>Developing</b> Inconsistent implementation or executions of indicators	<b>Effective</b> Consistent implementation and execution of indicators	<b>Exemplary</b> Consistent implementation and execution of indicators to the highest degree
<b>a. Establish relationships resulting in positive learning.</b>	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.	Builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support.	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.

<p><b>b. Ensure a safe and accessible environment.</b></p>	<p>Acts negatively toward students or insensitive to students' ages, cultural backgrounds, gender, and developmental levels.</p>	<p>Recognizes the importance of quality interactions between teacher and students, or among students. Makes connections with individual students, but student reactions indicate that is not entirely successful.</p>	<p>Builds and sustains a safe and accessible environment where interactions are uniformly respectful. Establish a classroom culture where students assist one another without fear of humiliation or degradation.</p>	<p>Monitors students as they respectfully correct one another which creates an environment where disruption of the learning process is unthinkable. Students are self disciplined, take responsibility for their actions, with a strong sense of efficacy.</p>
<p><b>c. Establish, communicate, and maintain effective routines and procedures in an equitable manner.</b></p>	<p>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. Does not seek out high quality resources for support in being responsive to students' needs.</p>	<p>Recognizes the importance of establishing and communicating effective routines, procedures, and clear standards of conduct, engages in purposeful collaboration, and occasionally seeks necessary access to high quality resources for support in being responsive to students needs.</p>	<p>Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct and consistently seeks necessary access to high quality resources for support in being responsive to student needs.</p>	<p>Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct and always seeks necessary access to high quality resources for support in being responsive to students needs.</p>
<p><b>d. Establish a collaborative learning community built on trust and teamwork.</b></p>	<p>Does not utilize collaborative classroom practices, resulting in barriers to meeting the academic, social-emotional, linguistic, physical strengths and needs of students.</p>	<p>Recognizes the importance of meeting students' academics, 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.</p>	<p>Creates and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, linguistic, and physical strengths and needs.</p>	<p>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.</p>

<p><b>e. Establish high expectations that cultivate each learner's self-motivation and encourage pride in his/her genuine accomplishments.</b></p>	<p>Is not responsive to students' diverse personal experiences, resulting in barriers to academic success.</p>	<p>Recognizes the importance of meeting students' academics, 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.</p>	<p>Promotes recognition of each student's diverse personal experiences and builds upon those experiences to increase academic success.</p>	<p>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.</p>
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<p><b>Standard 3: Instructional Strategies</b></p>		<p><b>The teacher uses effective instructional strategies to ensure growth in student achievement.</b></p>		
<p><b>Indicators</b></p>	<p><b>Ineffective</b> Little or no implementation or execution of indicator</p>	<p><b>Developing</b> Inconsistent implementation or executions of indicators</p>	<p><b>Effective</b> Consistent implementation and execution of indicators</p>	<p><b>Exemplary</b> Consistent implementation and execution of indicators to the highest degree</p>
<p><b>a. Use a range of developmentally appropriate evidence-based instructional strategies and district supported resources that are targeted to meet learning goals for all students.</b></p>	<p>Teacher rarely or does not use evidence-based instructional strategies and/or district supported resources resulting in a barrier that impacts student learning.</p>	<p>Teacher inconsistently uses multiple evidence-based instructional strategies and district supported resources that are targeted to meet the standards and learning goals for most students.</p>	<p>Teacher implements a range of multiple evidence-based instructional strategies utilizing district supported resources ensuring each student achieves district and state content standards and learning goals.</p>	<p>Teacher continues to explore, adapt and implement new, more effective evidence based instructional strategies based on student input and performance.</p>
<p><b>b. Modify, adapt, and differentiate instruction and accommodations based on data analysis, observation, and student needs and student choice.</b></p>	<p>Teacher does not or rarely uses resources that meet student learning goals, differentiate instruction, or allow student choice.</p>	<p>Teacher attempts to differentiate instruction based on student needs and inconsistently allows student choice to show proficiency of objectives.</p>	<p>Teacher uses resources that are targeted to meet learning goals for all students. Teacher implements data and observation of student needs to adapt, modify, and differentiate instruction. Teacher allows some student choice to show proficiency of objectives.</p>	<p>Teacher effectively communicates, inspires and motivates students to achieve at a high level. Teacher provides students with an abundance of choices in order to self-select strategies and tasks that allow them to show mastery of daily objectives.</p>

<b>c. Communicate effectively with students to promote and support high expectations for achievement.</b>	Teacher does not address or communicate expectations for student achievement.	Teacher inconsistently communicates expectations for student achievement.	Teacher effectively communicates high expectations for student achievement.	Teacher communicates and promotes high expectations for student achievement beyond their own classroom.
<b>d. Use strategies that enable students to develop skills in critical thinking, creativity, and problem-solving.</b>	Teacher does not create opportunities for students to think critically, creatively, or problem-solve.	Teacher creates few opportunities for students to think critically, creatively, or problem-solve.	Teacher creates opportunities for students to demonstrate critical thinking, creativity and problem-solving.	Leads effort to mentor colleagues in high quality strategies that support new meaningful learning that supports critical thinking, creativity, and problem-solving.
<b>e. Model cultural competence and responsiveness by implementing engaging learning experiences that draw upon family and community.</b>	Teacher does not engage students in diverse viewpoints.	Teacher at times attempts to infuse diverse viewpoints into lessons.	Teacher infuses diverse viewpoints into unit lessons.	Teacher engages students in relevant learning experiences that include research and discovery which reflect the diversity of family and community.

<b>Standard 4: Assessment</b>	<b>The teacher systematically uses multiple methods of formative, interim, and summative assessment to measure student progress and to inform ongoing planning, instruction and reporting.</b>			
<b>Indicators</b>	<b>Ineffective</b> Little or no implementation or execution of indicator	<b>Developing</b> Inconsistent implementation or executions of indicators	<b>Effective</b> Consistent implementation and execution of indicators	<b>Exemplary</b> Consistent implementation and execution of indicators to the highest degree
<b>a. Develop and utilize assessments and accommodations based on instructional objectives, student needs, and state standards.</b>	Provides assessments that do not align with learning goals.	Has limited alignment with content standards, learning goals, and instructional objectives.	Aligns with content standards, learning goals, and instructional objectives.	Leads efforts to develop test models and or promote balanced assessment.

<p><b>b. Use formative, interim, and summative assessments and data to inform and adjust instruction, monitor student progress, and provide meaningful feedback.</b></p>	<p>Does not adjust future plans based on assessment results and moves on to get through the curriculum.</p>	<p>Utilizes limited formative, interim, and summative assessments.</p>	<p>The teacher utilizes various formative, interim, and summative assessments.</p>	<p>Teacher provides students with an abundance of choices in order to self-select strategies and tasks that allow them to show mastery of daily objectives based upon previous formative, interim, and summative assessments.</p>
<p><b>c. Seek to ensure that assessment and procedures are effective, free of bias, appropriate to the developmental and linguistic capabilities of students, and ensure each student has the opportunity to demonstrate understanding.</b></p>	<p>Lacks adequate opportunities for demonstration of student learning.</p>	<p>Uses limited classroom based assessments. Limited opportunity for each student to demonstrate understanding.</p>	<p>Creates or uses assessments that are free of bias. Assessment ensures each student has opportunity to demonstrate understanding. Provides accommodations. modifications for students as needed.</p>	<p>Leads effort to reflect on assessment practices and assessment bias. Identifies opportunities when student voice will enhance learning. Encourages students to choose how to assess their own progress toward learning goals.</p>
<p><b>d. Develop and select assessment and analyze data, both individually and with colleagues, before, during, and after instruction.</b></p>	<p>Makes little or no effort to check for student understanding.</p>	<p>Recognizes the importance of checking for student understanding and inconsistently utilizes formative and summative data.</p>	<p>Analyzes formative and summative assessment data individually and/or with colleagues.</p>	<p>Analyze formative, summative, and interim data to ensure responsiveness to each student's strengths and needs.</p>
<p><b>e. Provide students with feedback that enable students to set high expectations for personal achievement and to reflect on their progress toward content standards.</b></p>	<p>Provides no feedback.</p>	<p>Provides limited constructive and specific feedback to each student.</p>	<p>Provides meaningful feedback to each student. Provides constructive, frequent, and specific feedback.</p>	<p>Provides substantive, specific information about student progress in order to enhance understanding of student learning.</p>
<p><b>f. Compile and report assessment data to accurately document student progress over time to relevant stakeholders.</b></p>	<p>Does not accurately document or communicate student progress.</p>	<p>Limited communication of assessment data.</p>	<p>Accurately documents and clearly communicates assessment data to relevant stakeholders and reports grades in a timely and accurate manner.</p>	<p>Collaborates with colleagues to assess learning in order to increase student success.</p>

<b>g. Accepts responsibility for student growth, development, and achievement.</b>	Does not use a variety of classroom based assessments.	Inconsistent use of evidence and student understanding before, during, and after instruction.	Elicits evidence of student understanding before, during, after instruction using multiple methods as appropriate. Utilizes assessment results to design instruction.	Develops a routine of working with struggling students that change regularly based on assessment data; students know this is just part of the learning process.
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<b>Standard 5: Professionalism</b>				
<b>The teacher exhibits a commitment to professional ethics and the district’s mission and beliefs, and goals, participates in professional growth opportunities and contributes to the profession.</b>				
<b>Indicators</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Effective</b>	<b>Exemplary</b>
	Little or no implementation or execution of indicator	Inconsistent implementation or executions of indicators	Consistent implementation and execution of indicators	Consistent implementation and execution of indicators to the highest degree
<b>a. Systematically reflect on professional practices that support the district’s mission and beliefs to support student learning.</b>	Does not reflect individually or with colleagues on professional practices to improve student learning.	Attempts instructional strategy from professional learning, abandoning it without reflection. Instruction mirrors the past, without evidence of reflection or adjustments.	Routinely collaborates with peers to plan and reflect upon lessons.	Solicits input from colleagues and administrators to identify areas of opportunity and acts on identified areas.
<b>b. Actively pursue opportunities for meaningful professional growth and leadership development.</b>	Fails to seek out professional development opportunities.	Attends a workshop, but struggles to integrate new learning into classroom practice.	Seeks workshops, book studies or professional growth opportunities to improve instruction.	Shares professional growth opportunities with others.
<b>c. Contribute to and advocate for the shared mission and continuous improvement of the school district and the profession.</b>	Does not contribute or incorporate the district’s mission into daily instruction.	Contributes to and advocates for the shared mission and continuous improvement of the district and profession only when directly impacted or asked.	Incorporates the district mission, beliefs, and goals for teaching and learning into daily instruction.	Presents ideas to administration and possibly staff about ways to further improve the district’s missions and goals.
<b>d. Protect the established rights and confidentiality of students, families, colleagues, and community.</b>	Established rights and confidentiality of students, families, colleagues, and the community are not protected.	Inconsistently maintains the rights and confidentiality of students, families, and colleagues.	Protects students, families, colleagues, and the community’s established rights and confidentiality.	Protects and advocates for all students, families, colleagues, and the community’s established rights and confidentiality.

<b>e. Adhere to school policies, procedures, and regulations as established by the ethical behavior and integrity standards of the district.</b>	Violates school policies, procedures, and regulations as established by the district.	Inconsistently adheres to the ethics and professionalism standards of the district.	Adheres to the ethics and professionalism standards of the district.	Takes the initiative to model and lead the ethics and professionalism standards of the district.
<b>f. Maintain accurate records, documentation, and data.</b>	Records, documentation, and data are not up to date and/or accurate.	Inconsistently updates and/or maintains accurate records, documentation, and data.	Records, documentation, and data are regularly updated and accurate.	Records, documentation, and data are always updated and accurate.
<b>g. Contribute to a positive workplace.</b>	Avoids solving problems or perpetuates negativity surrounding an issue. Does not advocate for students. Intentionally undermines the professionalism and relationships of the staff.	Frequently seeks outside support for conflict resolution.	Actively engaged throughout the school day, interacting with students and colleagues in formal and informal ways. Participates in school-wide informal events to build working relationships between adults in the building. When a conflict occurs, teacher is diplomatic and respectful.	Creates opportunities for relationship building to foster a positive environment with colleagues and students. Coordinates school wide events and encourages others to participate.
<b>h. Communicate professionally and routinely with stakeholders.</b>	Does not fulfill instructional hours. Absent from meetings or attends without making contributions.	Visible at school during instructional hours, no more, no less. Limited engagement with students and colleagues in formal and informal ways to build working relationships.	Arrives to work on time daily. (fulfills instructional hours) Arrives to meetings on time and is engaged.	Serves as a role model or mentor for students or colleagues. Takes a leadership role with teams, taking an active interest in all students, whether the individual is in his/her class or not. Acts as an active member of professional organizations. Demonstrates active communication with all stakeholders regularly.

<p><b>Standard 6: Vision and Collaboration</b></p>	<p><b>The teacher contributes and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development and achievement.</b></p> <p><i>*This standard is outside of the evaluation process but used as part of the reflection conversation about professional commitment.</i></p>			
<p><b>Indicators</b></p>	<p><b>Ineffective</b> Little or no implementation or execution of indicator</p>	<p><b>Developing</b> Inconsistent implementation or executions of indicators</p>	<p><b>Effective</b> Consistent implementation and execution of indicators</p>	<p><b>Exemplary</b> Consistent implementation and execution of indicators to the highest degree</p>
<p><b>a. Actively participate in the development and implementation of the school's vision, mission, and goals for teaching and learning. (e.g. district/school staff development, district/school committees, PLC teams, coaching, mentoring)</b></p>	<p>School district vision may be recognized but not enhanced via instruction or communication. Work is rarely completed with colleagues to support student learning.</p>	<p>Asks for assistance from colleagues as a last resort. Uses feedback from others sometimes. Willingness to try ideas as generated by colleagues.</p>	<p>Knows own role and the roles of colleagues to maximize collaboration to support student development.</p>	<p>Inspires and leads group members to work effectively toward goals. Effectively problem solves issues as they arise with team members. Keeps teams working together.</p>
<p><b>b. Contribute to the continuous school improvement process.</b></p>	<p>Unable to identify personal professional goals.</p>	<p>Involvement in the continuous improvement process is limited. Uses goals to help with personal professional growth.</p>	<p>Executes behaviors that contribute to continuous improvement. Thoughtfully sets professional goals.</p>	<p>Effectively sets goals, monitors and adjusts to meet and exceed expectations.</p>
<p><b>c. Use effective communication strategies and technological resources, and take into account various factors that impact communication with students, families and community.</b></p>	<p>Communication with stakeholders is limited.</p>	<p>Collaborates with stakeholders as necessary.</p>	<p>Regularly communicates with stakeholders regarding student performance. Gives useful feedback to stakeholders.</p>	<p>Utilizes effective communication strategies with all stakeholders in regard to important issues.</p>
<p><b>d. Collaborate with students, families, and community to create meaningful relationships and enhance the learning process.</b></p>	<p>Does not know the role in a collaborative task.</p>	<p>Acknowledges and respects other perspectives.</p>	<p>Values knowledge, opinion and skills of stakeholders and encourages collaboration. Makes discussions effective by sharing ideas, asking questions, making sure everyone is heard.</p>	<p>Always listens to, shares with and supports the efforts of others.</p>



**DC WEST** **Community Schools**  
**Engage, Prepare, and Empower**

# FORMS



# DC WEST Community Schools

**Engage, Prepare, and Empower**

## FORMAL OBSERVATION

### Pre-Observation Form

**Teacher:**

**Grade/Subject:**

**Observation Date:**

**Observation Time:**

#### Lesson Details

1. Learning Goal:
  - a. Lesson Aligned with Curriculum Map Course and Week:
  - b. Lesson District/State Standard:
2. Preview or Pre-Assess:
3. Teach/Learn:
4. Practice/Review Learning Goals:
5. Assess:
6. Reteach/Challenge:
7. As you reflect on your lesson, what are possible implications for your upcoming lesson?

## Observation Form

**Teacher:**

**Grade/Subject:**

**Observation Date:**

**Observation Time:**

*Based on the pre-observation planning, observation evidence, and post-observation reflection, the evaluator will use the rubric to provide feedback and record a summary of the teacher's strength(s) and area(s) of continued growth.*

<b>STANDARD 1: Planning and Preparation</b>					
a. Coherent Unit, Lesson, Activities	Ineffective	Developing	Effective	Exemplary	NA
B. Instructional Strategies	Ineffective	Developing	Effective	Exemplary	NA
c. Lesson Differentiation	Ineffective	Developing	Effective	Exemplary	NA
d. Resources and Engagement	Ineffective	Developing	Effective	Exemplary	NA
e. Design and Modification	Ineffective	Developing	Effective	Exemplary	NA
<b>STANDARD 2: Learning Environment</b>					
a. Relationships	Ineffective	Developing	Effective	Exemplary	NA
b. Safe & Accessible Environment	Ineffective	Developing	Effective	Exemplary	NA
c. Routines & Procedures	Ineffective	Developing	Effective	Exemplary	NA
d. Collaborative Learning Community	Ineffective	Developing	Effective	Exemplary	NA
e. High Expectations	Ineffective	Developing	Effective	Exemplary	NA
<b>STANDARD 3: Instructional Strategies</b>					
a. Evidence Based	Ineffective	Developing	Effective	Exemplary	NA

Instructional Strategies					
b. Differentiated Instruction Accommodating Students	Ineffective	Developing	Effective	Exemplary	NA
c. Communication of High Expectations	Ineffective	Developing	Effective	Exemplary	NA
d. Engaging Activities	Ineffective	Developing	Effective	Exemplary	NA
e. Strategies Develop Critical Thinking	Ineffective	Developing	Effective	Exemplary	NA
f. Model Cultural Competence	Ineffective	Developing	Effective	Exemplary	NA
<b>STANDARD 4: Assessment</b>					
a. Assessment Aligned to Learning Goal	Ineffective	Developing	Effective	Exemplary	NA
b. Assessment Data Informs Instruction	Ineffective	Developing	Effective	Exemplary	NA
c. Assessment Free of Bias	Ineffective	Developing	Effective	Exemplary	NA
d. Data Analysis Before, During, After Instruction	Ineffective	Developing	Effective	Exemplary	NA
e. Student Feedback	Ineffective	Developing	Effective	Exemplary	NA
f. Document & Report Student Progress	Ineffective	Developing	Effective	Exemplary	NA
g. Responsibility for Student Achievement	Ineffective	Developing	Effective	Exemplary	NA

## Post-Observation Form

**Teacher:**

**Grade/Subject:**

**Observation Date:**

**Observation Time:**

Reflection

1. How do you think the lesson went?
2. How do you know whether the students learned that you intended them to learn?
3. Were there students that did not meet the learning goal? What will you do to help these students meet the learning goal?
4. As you reflect on the lesson and evidence, what do you want to stay mindful of in the future planning, instruction, and/or assessment?



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## Summative Evaluation Form

Teacher:

Grade/Subject:

Summative Evaluation Conference Date:

Appraisal Cycle Year (Probationary): 1 2 3

Continuous Growth Cycle: 1 2 3

<b>Standard 1: Planning and Preparation</b>	<b>The teacher integrates pedagogy, content standards, content knowledge, instructional materials, student interest to develop rigorous instruction which aligns with the district curriculum to address the needs of each student.</b>			
<b>Overall Standard Rating: _____ Ineffective    _____ Developing    _____ Effective    _____ Exemplary</b>				
<b>Indicators</b>	<b>Ineffective</b> Little or no implementation or execution of indicator	<b>Developing</b> Inconsistent implementation or executions of indicators	<b>Effective</b> Consistent implementation and execution of indicators	<b>Exemplary</b> Consistent implementation and execution of indicators to the highest degree
<b>a. Develop coherent units, lessons, activities and assessments that reflect high expectations and enable each student to achieve standards, learning goals, and instructional objectives.</b>	Plans lesson by lesson and has little familiarity with content standards.	Considers content standards and curriculum in development of lessons.	Plans with content standards and curriculum in development of lessons.	Leads and collaborates with colleagues to align content standards and curriculum to strengthen the development of lessons.

<b>b. Use a variety of appropriate, research-based instructional strategies supported by student data.</b>	Plans with little or no high quality instructional strategies and randomly implements content standards and learning goals.	Utilizes limited instructional strategies and some are aligned with the content.	Utilize high quality instructional strategies to implement lessons that meet content standards, learning goals, and instructional objectives.	Leads efforts to develop, test, model, or promote high quality instructional strategies to create challenging and creative lessons that meet content standards, learning goals, and instructional objectives.
<b>c. Design and adapt lessons which considers students' prior knowledge, abilities, and individual circumstances to ensure instruction is differentiated, relevant to students, and rigorous.</b>	Utilizes little to no differentiation to support specific needs.	Aware of the different ability levels in the class but tends to the whole group with limited resources.	Evaluating and selecting resources to support specific student needs, while maintaining challenging, yet engaging learning experiences.	Analyzes and promotes highly effective resources to support specific student needs, while maintaining challenging and engaging learning experiences.
<b>d. Integrate a variety of resources, including technology, to provide challenging, motivating, and engaging learning experiences.</b>	Is not aware of students' interests or various abilities and takes little to no responsibility to understand students' learning needs.	Aware of the unique needs of each student but does not seek to understand the implications of that knowledge.	Integrates all students' experiences to prepare 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.
<b>e. Design and modify lessons that reflect the intellectual, social, emotional, and physical development of students.</b>	Plans randomly without use of data.	Uses some formative and summative data to guide planning.	Uses multiple sources of relevant data to create equitable opportunities and outcomes for all student groups.	Leads an understanding of how data can be used to equitably address students' academic, physical, social-emotional and mental health needs.

<b>Standard 2: Learning Environment</b>	<b>The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.</b>			
<b>Overall Standard Rating: _____ Ineffective    _____ Developing    _____ Effective    _____ Exemplary</b>				
<b>Indicators</b>	<b>Ineffective</b> Little or no implementation or execution of indicator	<b>Developing</b> Inconsistent implementation or executions of indicators	<b>Effective</b> Consistent implementation and execution of indicators	<b>Exemplary</b> Consistent implementation and execution of indicators to the highest degree

<p><b>a. Establish relationships resulting in positive learning.</b></p>	<p>Engages in relationships with students that result in barriers to a learning environment built on trust, mutual respect, and support.</p>	<p>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.</p>	<p>Builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support.</p>	<p>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.</p>
<p><b>b. Ensure a safe and accessible environment.</b></p>	<p>Acts negatively toward students or insensitive to students' ages, cultural backgrounds, gender, and developmental levels.</p>	<p>Recognizes the importance of quality interactions between teacher and students, or among students. Makes connections with individual students, but student reactions indicate that is not entirely successful.</p>	<p>Builds and sustains a safe and accessible environment where interactions are uniformly respectful. Establish a classroom culture where students assist one another without fear of humiliation or degradation.</p>	<p>Monitors students as they respectfully correct one another which creates an environment where disruption of the learning process is unthinkable. Students are self disciplined, take responsibility for their actions, with a strong sense of efficacy.</p>
<p><b>c. Establish, communicate, and maintain effective routines and procedures in an equitable manner.</b></p>	<p>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. Does not seek out high quality resources for support in being responsive to students' needs.</p>	<p>Recognizes the importance of establishing and communicating effective routines, procedures, and clear standards of conduct, engages in purposeful collaboration, and occasionally seeks necessary access to high quality resources for support in being responsive to students needs.</p>	<p>Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct and consistently seeks necessary access to high quality resources for support in being responsive to student needs.</p>	<p>Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct and always seeks necessary access to high quality resources for support in being responsive to students needs.</p>
<p><b>d. Establish a collaborative learning community built on trust and teamwork.</b></p>	<p>Does not utilize collaborative classroom practices, resulting in barriers to meeting the</p>	<p>Recognizes the importance of meeting students' academics, social-emotional,</p>	<p>Creates and maintains a collaborative learning environment that supports each</p>	<p>Prioritizes positive relationships, inclusivity, and social-emotional</p>

	academic, social-emotional linguistics, physical strengths and needs of students.	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.	student's diverse academic, social-emotional, linguistic, and physical strengths and needs.	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.
<b>e. Establish high expectations that cultivate each learner's self-motivation and encourage pride in his/her genuine accomplishments.</b>	Is not responsive to students' diverse personal experiences, resulting in barriers to academic success.	Recognizes the importance of meeting students' academics, 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.	Promotes recognition of each student's diverse personal experiences and builds upon those experiences to increase academic success.	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.

<b>Standard 3: Instructional Strategies</b>	<b>The teacher uses effective instructional strategies to ensure growth in student achievement.</b>			
<b>Overall Standard Rating: _____ Ineffective    _____ Developing    _____ Effective    _____ Exemplary</b>				
<b>Indicators</b>	<b>Ineffective</b> Little or no implementation or execution of indicator	<b>Developing</b> Inconsistent implementation or executions of indicators	<b>Effective</b> Consistent implementation and execution of indicators	<b>Exemplary</b> Consistent implementation and execution of indicators to the highest degree
<b>a. Use a range of developmentally appropriate evidence-based instructional strategies and district supported resources that are targeted to meet learning goals for all students.</b>	Teacher rarely or does not use evidence-based instructional strategies and/or district supported resources resulting in a barrier that impacts student learning.	Teacher inconsistently uses multiple evidence-based instructional strategies and district supported resources that are targeted to meet the standards and learning goals for most students.	Teacher implements a range of multiple evidence-based instructional strategies utilizing district supported resources ensuring each student achieves district and state content standards and learning goals.	Teacher continues to explore, adapt and implement new, more effective evidence based instructional strategies based on student input and performance.

<b>b. Modify, adapt, and differentiate instruction and accommodations based on data analysis, observation, and student needs and student choice.</b>	Teacher does not or rarely uses resources that meet student learning goals, differentiate instruction, or allow student choice.	Teacher attempts to differentiate instruction based on student needs and inconsistently allows student choice to show proficiency of objectives.	Teacher uses resources that are targeted to meet learning goals for all students. Teacher implements data and observation of student needs to adapt, modify, and differentiate instruction. Teacher allows some student choice to show proficiency of objectives.	Teacher effectively communicates, inspires and motivates students to achieve at a high level. Teacher provides students with an abundance of choices in order to self-select strategies and tasks that allow them to show mastery of daily objectives.
<b>c. Communicate effectively with students to promote and support high expectations for achievement.</b>	Teacher does not address or communicate expectations for student achievement.	Teacher inconsistently communicates expectations for student achievement.	Teacher effectively communicates high expectations for student achievement.	Teacher communicates and promotes high expectations for student achievement beyond their own classroom.
<b>d. Use strategies that enable students to develop skills in critical thinking, creativity, and problem-solving.</b>	Teacher does not create opportunities for students to think critically, creatively, or problem-solve.	Teacher creates few opportunities for students to think critically, creatively, or problem-solve.	Teacher creates opportunities for students to demonstrate critical thinking, creativity and problem-solving.	Leads effort to mentor colleagues in high quality strategies that support new meaningful learning that supports critical thinking, creativity, and problem-solving.
<b>e. Model cultural competence and responsiveness by implementing engaging learning experiences that draw upon family and community.</b>	Teacher does not engage students in diverse viewpoints.	Teacher at times attempts to infuse diverse viewpoints into lessons.	Teacher infuses diverse viewpoints into unit lessons.	Teacher engages students in relevant learning experiences that include research and discovery which reflect the diversity of family and community.

<b>Standard 4: Assessment</b>	<b>The teacher systematically uses multiple methods of formative, interim, and summative assessment to measure student progress and to inform ongoing planning, instruction and reporting.</b>			
<b>Overall Standard Rating: _____ Ineffective    _____ Developing    _____ Effective    _____ Exemplary</b>				
<b>Indicators</b>	<b>Ineffective</b> Little or no implementation or execution of indicator	<b>Developing</b> Inconsistent implementation or executions of indicators	<b>Effective</b> Consistent implementation and execution of indicators	<b>Exemplary</b> Consistent implementation and execution of indicators to the highest degree

<b>a. Develop and utilize assessments and accommodations based on instructional objectives, student needs, and state standards.</b>	Provides assessments that do not align with learning goals.	Has limited alignment with content standards, learning goals, and instructional objectives.	Aligns with content standards, learning goals, and instructional objectives.	Leads efforts to develop test models and or promote balanced assessment.
<b>b. Use formative, interim, and summative assessments and data to inform and adjust instruction, monitor student progress, and provide meaningful feedback.</b>	Does not adjust future plans based on assessment results and moves on to get through curriculum.	Utilizes limited formative, interim, and summative assessments.	The teacher utilizes various formative, interim, and summative assessments.	Teacher provides students with an abundance of choices in order to self-select strategies and tasks that allow them to show mastery of daily objectives based upon previous formative, interim, and summative assessments.
<b>c. Seek to ensure that assessment and procedures are effective, free of bias, appropriate to the developmental and linguistic capabilities of students, and ensure each student has the opportunity to demonstrate understanding.</b>	Lacks adequate opportunities for demonstration of student learning.	Uses limited classroom based assessments. Limited opportunity for each student to demonstrate understanding.	Creates or uses assessments that are free of bias. Assessment ensures each student has opportunity to demonstrate understanding. Provides accommodations. modifications for students as needed.	Leads effort to reflect on assessment practices and assessment bias. Identifies opportunities when student voice will enhance learning. Encourages students to choose how to assess their own progress toward learning goals.
<b>d. Develop and select assessment and analyze data, both individually and with colleagues, before, during, and after instruction.</b>	Makes little or no effort to check for student understanding.	Recognizes the importance of checking for student understanding and inconsistently utilizes formative and summative data.	Analyzes formative and summative assessment data individually and/or with colleagues.	Analyze formative, summative, and interim data to ensure responsiveness to each student's strengths and needs.
<b>e. Provide students with feedback that enable students to set high expectations for personal achievement and to reflect on their progress toward content standards.</b>	Provides no feedback.	Provides limited constructive and specific feedback to each student.	Provides meaningful feedback to each student. Provides constructive, frequent, and specific feedback.	Provides substantive, specific information about student progress in order to enhance understanding of student learning.
<b>f. Compile and report assessment data to accurately document student progress over</b>	Does not accurately document or communicate student progress.	Limited communication of assessment data.	Accurately documents and clearly communicates assessment data to relevant stakeholders	Collaborates with colleagues to assess learning in order to increase student success.

time to relevant stakeholders.			and reports grades in a timely and accurate manner.	
<b>g. Accepts responsibility for student growth, development, and achievement.</b>	Does not use a variety of classroom based assessments.	Inconsistent use of evidence and student understanding before, during, and after instruction.	Elicits evidence of student understanding before, during, after instruction using multiple methods as appropriate. Utilizes assessment results to design instruction.	Develops a routine of working with struggling students that change regularly based on assessment data; students know this is just part of the learning process.

<b>Standard 5: Professionalism</b>	<b>The teacher exhibits a commitment to professional ethics and the district’s mission and beliefs, and goals, participates in professional growth opportunities and contributes to the profession.</b>			
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**Overall Standard Rating: \_\_\_\_\_ Ineffective      \_\_\_\_\_ Developing      \_\_\_\_\_ Effective      \_\_\_\_\_ Exemplary**

<b>Indicators</b>	<b>Ineffective</b> Little or no implementation or execution of indicator	<b>Developing</b> Inconsistent implementation or executions of indicators	<b>Effective</b> Consistent implementation and execution of indicators	<b>Exemplary</b> Consistent implementation and execution of indicators to the highest degree
<b>a. Systematically reflect on professional practices that support the district’s mission and beliefs to support student learning.</b>	Does not reflect individually or with colleagues on professional practices to improve student learning.	Attempts instructional strategy from professional learning, abandoning it without reflection. Instruction mirrors the past, without evidence of reflection or adjustments.	Routinely collaborates with peers to plan and reflect upon lessons.	Solicits input from colleagues and administrators to identify areas of opportunity and acts on identified areas.
<b>b. Actively pursue opportunities for meaningful professional growth and leadership development.</b>	Fails to seek out professional development opportunities.	Attends a workshop, but struggles to integrate new learning into classroom practice.	Seeks workshops, book studies or professional growth opportunities to improve instruction.	Shares professional growth opportunities with others.
<b>c. Contribute to and advocate for the shared mission and continuous improvement of the school district and the profession.</b>	Does not contribute or incorporate the district’s mission into daily instruction.	Contributes to and advocates for the shared mission and continuous improvement of the district and profession only when directly impacted or asked.	Incorporates the district mission, beliefs, and goals for teaching and learning into daily instruction.	Presents ideas to administration and possibly staff about ways to further improve the district’s missions and goals.

<b>d. Protect the established rights and confidentiality of students, families, colleagues, and community.</b>	Established rights and confidentiality of students, families, colleagues, and the community are not protected.	Inconsistently maintains the rights and confidentiality of students, families, and colleagues.	Protects students, families, colleagues, and the community's established rights and confidentiality.	Protects and advocates for all students, families, colleagues, and the community's established rights and confidentiality.
<b>e. Adhere to school policies, procedures, and regulations as established by the ethical behavior and integrity standards of the district.</b>	Violates school policies, procedures, and regulations as established by the district.	Inconsistently adheres to the ethics and professionalism standards of the district.	Adheres to the ethics and professionalism standards of the district.	Takes the initiative to model and lead the ethics and professionalism standards of the district.
<b>f. Maintain accurate records, documentation, and data.</b>	Records, documentation, and data are not up to date and/or accurate.	Inconsistently updates and/or maintains accurate records, documentation, and data.	Records, documentation, and data are regularly updated and accurate.	Records, documentation, and data are always updated and accurate.
<b>g. Contribute to a positive workplace.</b>	Avoids solving problems or perpetuates negativity surrounding an issue. Does not advocate for students. Intentionally undermines the professionalism and relationships of the staff.	Frequently seeks outside support for conflict resolution.	Actively engaged throughout the school day, interacting with students and colleagues in formal and informal ways. Participates in school-wide informal events to build working relationships between adults in the building. When a conflict occurs, teacher is diplomatic and respectful.	Creates opportunities for relationship building to foster a positive environment with colleagues and students. Coordinates school wide events and encourages others to participate.
<b>h. Communicate professionally and routinely with stakeholders.</b>	Does not fulfill instructional hours. Absent from meetings or attends without making contributions.	Visible at school during instructional hours, no more, no less. Limited engagement with students and colleagues in formal and informal ways to build working relationships.	Arrives to work on time daily. (fulfills instructional hours) Arrives to meetings on time and is engaged.	Serves as a role model or mentor for students or colleagues. Takes a leadership role with teams, taking an active interest in all students, whether the individual is in his/her class or not. Acts as an active member of professional organizations. Demonstrates active communication with all stakeholders regularly.

Based on the year's collected evidence, conversations, and the Teacher Performance Standards & Rubrics, the evaluator will highlight strengths and areas of continued growth of the teacher's professional practices.

**Strength(s):**

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

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

**Evaluation Cycle for Next School Year:**  AP1  AP2  AP3  CG1  CG2  CG3

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

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

**Teacher Signature:**

**Date:**

**Evaluator Signature:**

**Date:**



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## Instructional Walkthrough Form

Instructional Walkthrough Form: Observed Indicators							
Teacher:		Grade:		Subject:	Date:	Time:	Evaluator:
Standard 1: Planning and Preparation	<b>Coherent Unit, Lesson, Activities</b> <input type="checkbox"/> All lesson components align & flow naturally <input type="checkbox"/> Strong anticipatory set	<b>Resources</b> <input type="checkbox"/> Uses engaging resources <input type="checkbox"/> Uses district approved materials	<b>Design and Modification</b> <input type="checkbox"/> Practice <input type="checkbox"/> Independent learning tasks	Comments:			
	<b>Relationships</b> <input type="checkbox"/> Respectful & positive relationships with students <input type="checkbox"/> Teacher manages calmly & proactively	<b>Safe &amp; Accessible Environment</b> <input type="checkbox"/> Students are comfortable sharing ideas, questions, concerns & needs <input type="checkbox"/> Use of positive tone <input type="checkbox"/> Evidence of celebrating success <input type="checkbox"/> Teacher proximity used	<b>Routines &amp; Procedures</b> <input type="checkbox"/> Routines and procedures are evident <input type="checkbox"/> Behavior procedures & expectations are explained	<b>Collaborative Learning Community</b> <input type="checkbox"/> Flexible grouping: individual, small group, whole group <input type="checkbox"/> Equitable student participation	<b>High Expectations</b> <input type="checkbox"/> Expectations are clearly explained & reviewed <input type="checkbox"/> Appropriate limits for behavior <input type="checkbox"/> Natural consequences are instilled	<b>Value Individual Students</b> <input type="checkbox"/> Positive behaviors are recognized & reinforced <input type="checkbox"/> Negative behavior addressed <input type="checkbox"/> Celebration of success <input type="checkbox"/> Builds student confidence	Comments:
Standard 3: Instructional Strategies	<b>Evidence Based Instructional Strategies</b> <input type="checkbox"/> Evident learning goal/objectives <input type="checkbox"/> Revisits learning goal/objectives <input type="checkbox"/> Provides scaffolding <input type="checkbox"/> Use of gradual release <input type="checkbox"/> Modeling <input type="checkbox"/> Visuals <input type="checkbox"/> Guided exploration & practice <input type="checkbox"/> Time is used effectively & efficiently <input type="checkbox"/> Provides tiered assignments	<b>Differentiated Instruction &amp; Accommodating Students</b> <input type="checkbox"/> Differentiation of instructional strategies <input type="checkbox"/> Differentiation by content <input type="checkbox"/> Various opportunities to apply & demonstrate learning <input type="checkbox"/> Reteaching <input type="checkbox"/> Enrichment <input type="checkbox"/> Responsive to all learning styles <input type="checkbox"/> Provides various participation techniques	<b>Communication of High Expectations</b> <input type="checkbox"/> Meaningful discussion <input type="checkbox"/> Encourages creativity <input type="checkbox"/> Encourages productive struggle	<b>Engaging Activities</b> <input type="checkbox"/> Various engagement strategies <input type="checkbox"/> Sharing opportunities <input type="checkbox"/> Student choice <input type="checkbox"/> Provides inquiry-based activities	<b>Strategies Develop Critical Thinking</b> <input type="checkbox"/> Learning extensions <input type="checkbox"/> Uses a variety of questioning techniques	Comments:	
	<b>Assessment Aligned to Learning Goal</b> <input type="checkbox"/> Preview/Pre-Assess	<b>Assessment Data Informs Instruction</b> <input type="checkbox"/> Check for understanding <input type="checkbox"/> Revise lesson as needed	<b>Data Analysis Before, During, After Instruction</b> <input type="checkbox"/> Monitors student work & practice during independent or group work time <input type="checkbox"/> Informal observation <input type="checkbox"/> Ongoing formative assessment	<b>Student Feedback</b> <input type="checkbox"/> Provide timely student feedback <input type="checkbox"/> Provide quality student feedback	<b>Document &amp; Report Student Progress</b> <input type="checkbox"/> Verbal <input type="checkbox"/> Written <input type="checkbox"/> Project	Comments:	
Standard 4: Assessment							



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## Personalized Goal Form - Fall

**Teacher:**

**Grade/Subject:**

**Fall Conference Date:**

**Personalized Goal:** To be completed prior to your Fall Conference. Your goal should align to the DC West Instructional Model and Teacher Performance Standards.

1. Personalized Goal: List your measurable goal (specific, relevant, realistic, challenging)
2. Why did you select this area to strengthen?
3. What is your action plan phase for professional development?
  - a. [Research](#)
  - b. [Integration](#)
  - c. [Reflection](#)
4. Identify your measurable indicators of success. Things to consider: What does your initial data tell you? What would success look like in terms of student learning? What would count as evidence of success?
5. What support or materials will you need from the administrator or district personnel to help you attain your goal?

## Personalized Goal Form - Spring

**Teacher:**

**Grade/Subject:**

**Spring Conference Date:**

**Personalized Goal Reflection:** To be completed prior to Spring Conference.

1. Reflect on your action plan, provide an explanation of your progress.
2. Reflect on your measurable indicators of success. What improvements or changes were attained and what is your reaction to the results?
3. Reflect on the overall impact of your professional practice, explain your insights and plans for the future.

Administrator or teacher feedback/comments based on Personalized Goal Fall and Spring Conferences, if desired:

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

**Teacher Signature:**

**Date:**

**Evaluator Signature:**

**Date:**



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## Notice of Professional Deficiency

At any time during the school year, when the evaluator decides that there is sufficient evidence that district standards are not being met, the Notice of Professional Deficiency form will be used. Employees will be notified as expeditiously as possible in order to create a plan to attempt to correct the professional deficiency.

## Intensive Assistance Plan of Action

When a change in the appraisal procedure is warranted due to a continued professional deficiency, the Intensive Assistance Plan of Action will be initiated by the evaluator, and facilitated by the mentor program director. The intent of the Intensive Assistance Plan of Action is to formally notify the employee of a deficiency and to provide formal assistance to concern(s) must be discussed in a conference with the employee.

Once a staff member is placed on Intensive Assistance, the employee may be terminated if further infractions occur. The Notice of Professional Deficiency will become part of the employee's official personnel file upon the placement in Intensive Assistance.

A teacher, if a member of the DC West Education Association (DCWEA), is encouraged to contact the DCWEA to properly involve the association early when professional problems arise. The immediate supervisor will discuss the specific situation and listen to any input should a contact be made to meet with the employee and a DCWEA representative.

The evaluator may use the Notice of Professional Deficiency and Intensive Assistance Plan of Action to substantiate dismissal if desired improvement or change has not taken place within the specified completion date of the Plan of Action. Administrators are required to place employees into Intensive Assistance when employees are being considered for contract amendment or dismissal.

The teacher, administrator, DCWEA representative and others as designated will work cooperatively to develop an Intensive Assistance Plan of Action for the teacher, as needed. The plan must be:

- Achievable
- Clearly Written
- Related to professional development, school district needs and be based upon the Teacher Performance Standards and Indicators
- Mutually determined by the teacher and administrator

Personnel - Certificated EmployeesEvaluation of Teachers

These evaluation procedures are applicable to certificated staff (teachers). Administrators are not covered by this evaluation policy.

1. Communication of Evaluation Process.

Annual written communication of the evaluation process to those being evaluated shall be made by distributing a copy of the evaluation instrument to the certificated staff at the beginning of each school year.

2. Duration and frequency of observations, written evaluations, and walkthroughs

The duration and frequency of observations and written evaluations for appraisal (probationary) and continuous growth (tenured) teachers are to be as follows:

a. Appraisal (Probationary) Teachers.

- i. Formal observations of appraisal teachers shall be based upon actual classroom observations for an entire instructional period.
- ii. Appraisal teachers shall be formally observed and evaluated at least once each semester.
- iii. Two instructional walkthroughs per year are expected by the evaluator by May 15 each year.
- iv. The responsible evaluator is expected to complete the second semester evaluations and summative evaluation of appraisal teachers prior to April 15 of each year.
- v. A personalized goal fall and spring conference is expected by the appraisal teacher and evaluator by May 15 each year.

b. Continuous Growth (Tenured) Teachers.

- i. A personalized goal fall and spring conference is expected by the appraisal teacher and evaluator by May 15 each year.
- ii. Four instructional walkthroughs per year are expected by the evaluator by May 15 each year.
- iii. The responsible evaluator is expected to complete at least one formal observation, summative evaluation prior to April 15 every 3<sup>rd</sup> year of the continuous growth cycle.
- iv. Formal observations and evaluations of continuous growth teachers are to be based upon actual classroom observations for an entire instructional period.
- v. Three instructional walkthroughs per year are expected by the evaluator by May 15 each year.

c. Teachers' Responsibility. Teachers are expected to inform the responsible evaluator of instructional periods that would be conducive to an evaluation and to make themselves readily available for evaluations. In the event the responsible evaluator has not initiated the evaluation process nearing the time within which an evaluation is required to be completed, the teacher has

the responsibility to notify the responsible evaluator such that the evaluation can be completed when due.

d. Failure to Complete Evaluations. For permanent teachers, a failure to complete evaluations with the designated duration and frequency shall not give the permanent teacher rights, but is to be considered in evaluating the responsible evaluator's performance.

e. Informal Observations and Evaluations. Informal observations and evaluations may be conducted as the administration determines to be appropriate.

f. Additional Observations and Evaluations. The duration and frequency of observations and written evaluations is specified as a minimum. Walkthroughs, observations and evaluations of greater frequency or number than required may be conducted and made at the request of the teacher or at the discretion of the evaluator.

### 3. Evaluation Criteria

Teachers shall be evaluated based upon the following district-defined evaluation criteria in the areas of:

Standard 1: Planning and Preparation

Standard 2: Learning Environment

Standard 3: Instructional Strategies

Standard 4: Assessment

Standard 5: Professionalism

The indicators and rating descriptors set forth in the evaluation instrument approved by the board of education set forth the specific district-defined criterion within each of the foregoing criteria areas.

In preparing summative evaluations, evaluators are to consider not only the formal observations conducted, but also informal observations and other relevant information concerning the performance of the teacher in each of the evaluation criteria.

### 4. Communication of Deficiencies

The evaluation process shall include written communication and documentation to the evaluated teacher specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement.

As professionals, teachers may be assigned responsibility to provide suggestions for improvement plans or job growth strategies and shall have the duty of complying with such requests. Further, in the event improvement plans or other similar performance measures are implemented, teachers shall have the duty to comply with such plans. Teachers are expected to be cooperative, professional, and to exhibit a willingness to improve performance and to accept the constructive criticisms and suggestions of the evaluator.

### 5. Teacher Responses to Evaluations

Teachers shall be provided seven calendar days from receipt of an evaluation in which to give a written response to the evaluation.

6. Plan for Training Evaluators

All evaluators shall possess a valid Nebraska Administrator's Certificate and be trained to use the evaluation system used in the District. Training sessions in the use of the District's teacher evaluation system will be provided by the Superintendent or designee to all evaluators prior to their participation in teacher evaluations. Refresher training is to be conducted as the Superintendent determines to be needed.

Legal Reference: Neb. Rev. Stat. Sec. 79-828 (Evaluation of Probationary Teachers)  
NDE Rule 10

Date of Adoption: July 8, 2024



# DC WEST Community Schools

Engage, Prepare, and Empower

## DC West Teacher Job Description

- A. **Job Title:** Teacher
- B. **Department:** Instruction
- C. **Education Level and Certification:** Bachelors degree required. Must possess at all times during employment a Nebraska Teaching Certificate with such endorsements as required by NDE Rule 10.
- D. **Reports To:** Principal
- E. **Performance Responsibilities**
  - 1. Teach assigned classes and perform related duties as set forth under Job Tasks.
  - 2. Provide for the reasonable care and safety of students under the teacher's supervision.
  - 3. Supervise students in out-of-classroom activities as assigned.
  - 4. Provide reasonable care for students, including reporting suspected child abuse or neglect to supervisor and provide medication administration as assigned.
  - 5. Participate in team meetings for the development of IEPs and 504 Plans and implement provisions of IEPs and 504 Plan accommodations for the teacher's students.
  - 6. Participate in faculty committees and the sponsorship of activities as assigned.
  - 7. Participate in professional activities and staff development as assigned and as needed to maintain professional competence and to perform duties.
  - 8. Develop and maintain a positive rapport with students and parents.
  - 9. Develop and maintain a positive and professional working relationship with other staff and administration.
  - 10. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District rules.
  - 11. Provide for proper care, maintenance and reasonable security of all District property in the teacher's custody.
  - 12. Utilize instructional materials and other resources in a competent and effective manner, including computer, e-mail, electronic student information systems, and other technology to perform assigned duties.
  - 13. Adhere to all district policies, rules, regulations, and supervisor directives.
  - 14. Adhere to the code of ethics of the District and the code of ethics set forth in NDE Rule 27. The teacher must serve as a positive role model for other staff and students.
  - 15. Perform other tasks as assigned.

## F. Job Tasks

1. Establish and enforce rules for behavior and procedures for maintaining order among the students for whom they are responsible.
2. Observe and evaluate students' performance, behavior, social development, and physical health.
3. Confer with parents or guardians, teachers, counselors, and administrators in order to resolve students' behavioral and academic problems.
4. Enforce all administration policies and rules governing students.
5. Perform supervision duties such as assisting in school libraries, hall and cafeteria monitoring, and bus loading and unloading.
6. Establish clear objectives for all lessons, units, and projects, and communicate those objectives to students.
7. Prepare objectives and outlines for courses of study, following curriculum guidelines or requirements of the State and the school district.
8. Prepare for assigned classes and show written evidence of preparation upon request of immediate supervisors.
9. Prepare materials and classrooms for class activities.
10. Adapt teaching methods and instructional materials to meet students' varying needs and interests.
11. Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
12. Instruct students individually and in groups, using various teaching methods such as lectures, discussions, and demonstrations.
13. Assign and grade class work and homework.
14. Prepare, administer, and grade tests and assignments in order to evaluate students' progress.
15. Prepare students for later grades by encouraging them to explore learning opportunities and to persevere with challenging tasks.
16. Guide and counsel students with adjustment or academic problems, or special academic interests.
17. Prepare and implement remedial programs for students requiring extra help.
18. Provide a variety of materials and resources for children to explore, manipulate, and use, both in learning activities and in imaginative play.
19. Use computers, audio-visual aids, and other equipment and materials to supplement presentations.
20. Instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage.
21. Organize and lead activities designed to promote physical, mental, and social development, such as games, arts and crafts, music, and storytelling.
22. Plan and supervise class projects, field trips, visits by guest speakers or other experiential activities, and guide students in learning from those activities.
23. Administer standardized ability and achievement tests and interpret results to determine student strengths and areas of need.
24. Supervise, evaluate, and plan assignments for teacher assistants and volunteers.
25. Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
26. Meet with parents and guardians to discuss their children's progress and to determine priorities for their children and their resource needs.
27. Meet with other professionals to discuss individual students' needs and progress.
28. Collaborate with other teachers and administrators in the development, evaluation, and revision of elementary school programs.

29. Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
30. Attend staff meetings and serve on committees, as required.
31. Involve parent volunteers and older students in children's activities to facilitate involvement in focused, complex play.
32. Maintain accurate and complete student records as required by laws, district policies, and administrative regulations.
33. Prepare reports on students and activities as required by administration.
34. Organize and label materials and display students' work.
35. Select, store, order, issue, and inventory classroom equipment, materials, and supplies.

**K. Working Conditions**

1. Inside offices and classrooms.
2. Outside for activities with students and student supervision.

**L. FLSA Status:** Exempt.

Professional exemption: The employee has a primary duty of performing work requiring knowledge of an advanced type in a field of science or learning customarily acquired by a prolonged course of specialized intellectual instruction and study or has a primary duty of teaching, tutoring, instructing, or lecturing in the activity of imparting knowledge and is employed and engaged in this activity as a teacher.

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

<b>Physical Requirements Teacher</b>		NE	NE	E	E	E
E = Essential NE = Non-Essential						
<b>Stamina</b>						
1.	Sitting				X	
2.	Walking				X	
3.	Standing			X		
4.	Sprinting/Running	X				
<b>Flexibility</b>						
5.	Bending or twisting at the neck more than the average person			X		
6.	Bending or twisting at the trunk more than the average person			X		
7.	Squatting/Stooping/Kneeling			X		
8.	Reaching above the head		X			
9.	Reaching forward		X			
10.	Repeating the same hand, arm or finger motion many times (For example: typing, data entry, etc.)		X			
<b>Activities</b>						
11.	Climbing (on ladders, into large trucks/vehicles, etc.)		X			
12.	Hand/grip strength		X			
13.	Driving on the job			X		
14.	Typing non-stop		X			
<b>Use of Arms and Hands</b>						
15.	Manual dexterity (using a wrench or screwing a lid on a jar)		X			
16.	Finger dexterity (typing or putting a nut on a bolt)		X			
<b>Lifting Requirements</b>						
17.	Lifting up to 10 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead		X			
18.	Lifting 11 to 25 pounds (Mark all that apply)					
	Floor to waist			X		
	Waist to shoulder			X		
	Shoulder to overhead	X				
19.	Lifting 26 to 50 pounds (Mark all that apply)					
	Floor to waist		X			
	Waist to shoulder		X			
	Shoulder to overhead	X				
20.	Lifting 51 to 75 pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
21.	Lifting 76 plus pounds (Mark all that apply)					
	Floor to waist	X				
	Waist to shoulder	X				
	Shoulder to overhead	X				
22.	Can load/items weighing over 50 pounds that are lifted or carried be shared, or reduced into smaller loads?	X				
<b>Pushing/Pulling</b>						
23.	25 to 50 pounds			X		
24.	51 to 75 pounds		X			
25.	76 to 90 pounds	X				
26.	Over 90 pounds	X				
<b>Carrying</b>						
27.	10 to 25 pounds			X		
28.	26 to 50 pounds		X			
29.	51 to 75 pounds	X				
30.	76 to 90 pounds	X				
31.	Over 90 pounds	X				

**Article 5 STUDENTS Appendix to Policy 5416  
Appendix "1" to 2024-2025 Student Fees Policy of  
Douglas County West Community Schools**

**Additional Specification of Required Materials and Fees<sup>1</sup>**

<b>Program</b>	<b>General Description of Fee or Material</b>	<b>\$ Amount of Fee (Anticipated or Maximum)<sup>2</sup> or Specific Material Required</b>
<b>Elementary Program</b>		
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes, socks, shorts, T-shirt
Art classes and special projects or events	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged
Music-Optional band Courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, drum sticks, lyres, flip folders, slide grease, reed guards, cleaning swabs, mouthpiece brushes, pad savers, ligatures, and a "gig bag", etc.) Limited instruments available for use by any student.
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists.
Field Trips	Transportation and admission costs of field trips	Parents may be encouraged but not required to pay for field trip costs per student for each field trip to defray costs. Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-reduced lunch eligible students.
Summer school courses	Classes offered during the summer, or at night, if any	No Charge

<sup>1</sup> This listing is a part of the Student Fees Policy and is intended to provide supplemental information. For additional specifications, refer to the Policy.

<sup>2</sup> Generally, dollar amounts are stated in terms of "maximums." The actual fee or charge may be less during the school year.

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Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge).	Five cents (.5) for black and twenty-five cents (.25) for color per page when charges apply.
School Meals		Breakfast--\$1.90 Lunch~ PK-EL \$3.00 Milk--\$ .40 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
<b>Secondary Program</b>	<b>General Description of Fee or Material</b>	<b>\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required</b>
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes, socks, shorts, T-shirt
Art and shop classes and special projects, science classes	Appropriate clothing (non-specialized attire) Goggles-1 pair provided per year. If lost or damaged students are required to purchase a new pair.	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged; protective clothing for shop classes; approved protective goggles for science classes.
Music-Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student.
Classroom Supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.
Classroom Projects, i.e., Family & Consumer Science, Industrial Technology	Project Cost	Student pays cost that is beyond the standard project provided by the school. Material (wood, metal, etc) for Industrial Technology classes.

Article 5 **STUDENTS** Appendix to Policy 5416

Advanced math or science classes	Specialized calculators	Some calculators will be available at school. If lost or damaged a replacement fee will be assessed at a rate paid by the school. Students are encouraged but not required to purchase such equipment for their personal use.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Five cents (.5) for black and twenty-five cents (.25) for color per page when charges apply.
School Meals		Breakfast--\$1.90 Lunch, MS-HS \$3.25 Milk--\$.40 Prices are maximums based on one meal per day, will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Post-secondary education and advanced placement classes	Tuition and fees for college courses taken for credit.	Any postsecondary education costs are to be paid directly by students to the college. Additional costs may be assessed to students per credit hour to cover books and instructions fees (up to \$50 per credit hour).
End of year lost or damaged books	Damage fee or replacement cost	Fees and fines up to \$5.00 for damaged books. Lost books or ruined books are charged replacement cost, at a maximum of \$150.00
Yearbooks - Optional	School Book	Yearbooks are published and made available for purchase every year. Cost is generally between \$20-\$50.
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved. ACT Prep Class: Cost up to \$125.00.
Summer school courses	Classes offered during the summer, or at night, if any	Grades 9-12 up to \$150 per class Drivers education class: \$175 to \$275

Article 5 **STUDENTS** Appendix to Policy 5416

Locker usage	Use of school padlock	\$5.00 fee if damaged or not returned at the end of the year.
Student Activity Fee	Fee for admission and participation in ALL DC West home events and activities	\$35 fee required from all students grades 7-12. For District and Conference events hosted by the School, admission to be set by NSAA.
iPad Insurance Fee	Fee for student insurance on one to one device grades 7-12	\$20 fee required from all students grades 6-12. Cord Replacement \$10 Adapter Replacement \$10
Robotics Tuition	Tuition for materials and participation in the Robotics Program	Tuition not to exceed \$500 per year

<b>Extracurricular and other programs</b>	<b>General Description of Fee or Material</b>	<b>\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required</b>	
Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to student's physician or clinic.	
Equipment and Attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity. Uniform items are checked out to students. If lost or damaged students will be assessed fees in the amount of replacement cost.	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non required gloves, swim goggles, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include:	
		Basketball	No additional
		Football	Mouthpiece
		Golf	Golf bag & clubs

Article 5 STUDENTS Appendix to Policy 5416

		Speech	Dress attire; copies of research
		Track	No additional
		Volleyball	Volleyball knee pads
		Wrestling	Wrestling head gear
		Cheerleading and Flag Team Squads	Shoes, approved uniforms (top & skirt; jacket), poms and other accessories
Travel meals	Meals	Students are responsible for their own meals while traveling.	
Locker use	Padlock for locker	\$5.00 fee if damaged or not returned at the end of the year.	
Camps and clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased shall be at the student's expense.	
Marching Band and Musical Groups	Equipment and attire.	Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms.	
Vocal Music Group	Coordinating group attire	Students will pay for outfits selected by the group. Cost will be based on selection at a maximum of \$150.00	
<b>Clubs/Organizations</b>			
Future Business Leaders (FBLA)	State & national dues, meals and activities	Annual dues not to exceed \$50.00 per club.	
National Honor Society	State & national dues, meals and activities	Currently no dues required. Annual dues not to exceed \$50.00 per club.	
Swing Choir	Attire	Students are responsible for purchasing outfits and accessories. Not to exceed \$150.00.	

Article 5 **STUDENTS** Appendix to Policy 5416

Student Council	State & national dues, meals and activities	Currently no dues required. Annual dues not to exceed \$50.00 per club.
Dance Team	Uniforms	Uniforms range up to \$250.00. Camp attendance is optional.
Cheerleading	Uniforms	Uniforms range up to \$500.00. Camp attendance is optional.
<b>Social &amp; Recognition Activities</b>		
School plays, musicals and social activities	Admission to events	Up to \$10.00 per play or activity
School dances	Admission to homecoming, etc.	Up to \$10.00 per event
Class dues		Currently no dues are assessed. Each of the six secondary classes may assess its members an amount not to exceed \$50.00 annually for rental and decoration of dance facilities, punch and snacks at social activities, memorials and recognition plaques, flowers, and cards, and similar class activities. The payment of such an assessment shall be strictly voluntary, but students who do not pay may be denied admission to extracurricular activities supported by the class dues.
Picture Packets	Optional - Pictures are still taken for use in school yearbook.	Students purchase packets as desired and pay directly to photo company.

Article 5 **STUDENTS** Appendix to Policy 5416

<p>5. Senior recognition assessment</p>	<p>Optional graduation activities</p>	<p>Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the rental or purchase of graduation robes, caps, tassels, and class flowers. Expenses for above mentioned items will be paid out of the "Class Activity" account until funds are depleted. After this fund is empty, students will be responsible for all optional graduation activity costs.</p>
<p>6. Prom</p>	<p>Optional</p>	<p>Participation in Prom is optional. Each student may be required to pay up to \$150.00 for attending Prom activities.</p>

## 2020 TOYOTA Sienna SIENNA MINIVAN 6 Passenger (+1 WC) Used Wheelchair Van w/ Luggage



**\$46,900**

This used SIENNA MINIVAN wheelchair van for sale at Master's Transportation is built on the TOYOTA Sienna chassis, and features a maximum seating capacity for 6 passengers (+1 WC) plus the driver. A 3.5L Gas engine and transmission provide the SIENNA MINIVAN with reliable performance - even when traveling at maximum capacity. Safely transport passengers and cargo with a long list of modern safety features and equipment including seat belts, and more. If you are interested in purchasing this 2020 TOYOTA Sienna SIENNA MINIVAN, simply reference stock #5TDZZ3DC0LS087600 when requesting your personalized quote. Availability is subject to prior sale. Some images may be used for illustration purposes only and may not be of the actual unit portrayed. Stock units advertised on this site have a quantity of (1) available unless otherwise specified. The following are not included in the advertised price: local and state tax, tags, registration and title fees, delivery, and cost of optional equipment selected by the purchaser.

### Vehicle Features

- AC: Front-Yes, Rear-Yes



<b>Stock Number</b>	5TDZZ3DC0LS087600
<b>Model Year</b>	2020
<b>Chassis Make</b>	TOYOTA
<b>Chassis Model</b>	Sienna
<b>Body Make</b>	SIENNA
<b>Body Model</b>	Minivan
<b>Condition</b>	Used
<b>Location</b>	Masters KC
<b>Wheelchair Accessible</b>	Yes
<b>Seated Capacity</b>	6
<b>Wheelchair Capacity</b>	1
<b>Mileage</b>	76124
<b>Brake Type</b>	Hydraulic
<b>Fuel Type</b>	Gas
<b>Engine</b>	3.5L
<b>Exterior Color</b>	White
<b>Interior Color</b>	Gray
<b>Upholstery Type</b>	Cloth Driver's Seat, Cloth Seats
<b>Luggage</b>	Rear, Other
<b>CDL Required</b>	No
<b>Availability</b>	Available Now
<b>Vehicle Categories</b>	Wheelchair Vans
<b>Bus Type</b>	Van



Vehicle Sale Price:

\$46,900

## NOTES

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Price is good for 30 days.

*Pricing does not include taxes, tags or titling fees. If any of the items are not listed as discussed, please advise us immediately. This proposal shall remain valid for (30) thirty days from the issue date, subject to availability. Pricing includes pre-delivery inspection and destination charges to our facility. For delivery to final destination, additional delivery charges may apply. Our supplied pricing includes rebates, discounts, credits and any other incentives.*

## PROPOSAL

PROPOSAL SUBMITTED TO		TODAY'S DATE	Estimate request #
DC West Community Schools		6/24/2024	Inquiry
PHONE NUMBER	EMAIL	JOB NAME	
531-459-2645	Mpoloncic@dcwest.com	Wheelchair van	
ADDRESS, CITY, STATE, ZIP		JOB LOCATION	
401 South Pine Street Valley, NE 68064		2017 Chrysler Pacifica	

We propose hereby to furnish material and labor for:

Rear Entry Van.....\$45,000.00

Miles 50,038  
8' Deep  
4'-7" Height  
Widest point 34' Wide

Installation to be done by Kohlls Pharmacy and Homecare, Federal ID # 83-166-2616  
Start date of project: within 5 weeks of acceptance of proposal.

For additional information contact: John Streit 402-973-1941 \*\*\*3% service fee on all credit card transactions\*\*\*

We propose hereby to furnish material and labor - complete in accordance with above specifications for the sum of:  
----- Forty Five Thousand dollars ( \$45,000.00 )

Payment as follows: Due

All material is guaranteed to be as specified. All work to be completed in a substantial workmanlike manner according to specifications submitted, per standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance. If either party commences legal action to enforce its rights pursuant to this agreement, the prevailing party in said legal action shall be entitled to recover its reasonable attorney's fees and costs of litigation relating to said legal action, as determined by a court of competent jurisdiction. Credit Card transactions will be charged an additional 3% convenience fee.

**Authorized Signature** \_\_\_\_\_

Note: this proposal may be withdrawn by us if not accepted within 30 days.

**ACCEPTANCE OF PROPOSAL** The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature \_\_\_\_\_  
Signature \_\_\_\_\_  
Date of Acceptance \_\_\_\_\_



## PROPOSAL

PROPOSAL SUBMITTED TO <b>DC West Community Schools</b>		TODAY'S DATE <b>6/24/2024</b>	Estimate request # <b>Inquiry</b>
PHONE NUMBER <b>531-459-2645</b>	EMAIL <b>Mpoloncic@dcwest.com</b>	JOB NAME <b>Wheelchair van</b>	
ADDRESS, CITY, STATE, ZIP <b>401 South Pine Street Valley, NE 68064</b>		JOB LOCATION <b>2020 Buick Enclave</b>	

We propose hereby to furnish material and labor for:

Rear Entry Van.....\$55,000.00

Miles 26,865  
29.5 Narrow Point  
7'6" Deep  
4'7" Height  
Widest point 23" by 4'-6"

Installation to be done by Kohlls Pharmacy and Homecare, Federal ID # 83-166-2616  
Start date of project: within 5 weeks of acceptance of proposal.

For additional information contact: John Streit 402-973-1941 \*\*\*3% service fee on all credit card transactions\*\*\*

We propose hereby to furnish material and labor – complete in accordance with above specifications for the sum of:  
----- Fifty Five Thousand dollars ( \$55,000.00 )

Payment as follows: Due

All material is guaranteed to be as specified. All work to be completed in a substantial workmanlike manner according to specifications submitted, per standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance. If either party commences legal action to enforce its rights pursuant to this agreement, the prevailing party in said legal action shall be entitled to recover its reasonable attorney's fees and costs of litigation relating to said legal action, as determined by a court of competent jurisdiction. Credit Card transactions will be charged an additional 3% convenience fee.

**Authorized Signature** \_\_\_\_\_

Note: this proposal may be withdrawn by us if not accepted within 30 days.

**ACCEPTANCE OF PROPOSAL** The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature \_\_\_\_\_  
Signature \_\_\_\_\_  
Date of Acceptance \_\_\_\_\_





ADDITIONAL TERMS AND CONDITIONS

1. As used in this order the items (a) "Dealer" shall mean the authorized Dealer whom this Order is addressed and who shall become a party hereto by its acceptance hereof, (b) "Purchaser" shall mean the party executing this Order as such on the face hereof, and (c) "Manufacturer" shall mean the corporation that manufactured the vehicle or chassis, it being understood by Purchaser and Dealer that Dealer is in no respect the agent of the Manufacturer, that "Dealer" and "Purchaser" are sole parties to this Order.
2. Manufacturer has reserved the right to change the price to Dealer of new motor vehicles without notice. In the event the price to the Dealer of new motor vehicles of the series and body type ordered hereunder is changed by Manufacturer prior to delivery of the new motor vehicle ordered hereunder to Purchaser, Dealer reserves the right to change the cash delivered price of such motor vehicle to Purchaser accordingly. If such cash delivered price is increased by Dealer, Purchaser may, if dissatisfied therewith, cancel this Order, in which event if a used motor vehicle has been traded in as a part of the consideration for such new vehicle, such used motor vehicle shall be returned to Purchaser upon payment of a reasonable charge for storage and repairs (if any) or, if such used motor vehicle has been previously sold by Dealer, the amount received therefore, less a selling commission of 15% and any expense incurred in storing, insuring, conditioning or advertising said used motor vehicle for sale, shall be returned to Purchaser.
3. If the used motor vehicle which has been traded in as a part of the consideration for the motor vehicle ordered hereunder is not to be delivered to Dealer until delivery to Purchaser of such motor vehicle, the used motor vehicle shall be reappraised at that time and such reappraised value shall determine the allowance made for such used motor vehicle. If such reappraised value is lower than the original allowance therefore shown on the front of this Order, Purchaser may, if dissatisfied therewith, cancel this Order, provided, however, that such right to cancel is exercised prior to the delivery of the motor vehicle ordered hereunder to the Purchaser and surrender of the used motor vehicle to Dealer.
4. Purchaser agrees to deliver to Dealer satisfactory evidence of title to any used motor vehicle traded in as a part of the consideration for the motor vehicle ordered hereunder at the time of delivery to such used motor vehicle to Dealer. Purchaser warrants any such motor vehicle to be his/her property free and clear of all liens and encumbrances except as otherwise noted herein.
5. Unless this Order shall have been cancelled by Purchaser under and in accordance with the provisions of paragraph 2 or 3 above, Dealer shall have the right, upon failure or refusal of Purchaser to accept delivery of the motor vehicle ordered hereunder and to comply with the terms of this Order, to retain as liquidated damages any cash deposit made by Purchaser, and, in the event a used motor vehicle has been traded in as a part of the consideration for the motor vehicle ordered hereunder, to sell such used motor vehicle itself out of the proceeds of such sale for the expenses specified in paragraph 2 above and for such other expense and losses as Dealer may incur or suffer as a result of such failure or refusal by Purchaser.
6. Verbal promises by salesman are not valid. Any promises or understandings not herein specified in writing are hereby expressly waived by the Buyer. Said motor vehicle, accessories and extras to be delivered on the date specified or as soon thereafter as practicable subject to delays on account of fires, strikes, riot war, shutdowns at the factory, Dealer's inability to procure delivery from the factory, or to other casualties or circumstances beyond Dealer's control, time of delivery in any event to be deemed extended correspondingly.
7. The price for the motor vehicle specified on the face of this Order includes reimbursement for Federal Excise taxes, but does not include sales taxes, use taxes of occupational taxes based on sales volume, (Federal, State, or Local) unless expressly so stated Purchaser assumes and agrees to pay, unless prohibited by law, any such sales, use or occupational taxes imposed on or applicable to the transaction covered by this Order, regardless of which party may have primary tax liability therefore.
8. If the contract balance on the used vehicle traded in should be more than the amount indicated on this Order, the Buyer agrees to pay the Dealer such excess in cash immediately upon demand or, at its option, the Dealer may cancel this Order. Should the amount of such payoff be less than indicated on the Order, such difference shall be applied to the Buyer's conditional sale contract, if any, or otherwise paid to the Buyer in cash.
9. The Buyer warrants that all taxes of every kind levied against the used vehicle, the Dealer may, at its option, pay the same and the Buyer agrees to pay the amount thereof immediately upon demand. If the used vehicle traded in is registered or licensed in any place other than the State of this sale, the Buyer agrees to immediately secure registration for such vehicle and to pay any and all expenses or registration fees incidental thereto. Should the Dealer assume or be put to any expenses in connection with such registration, the Buyer will pay the Dealer the amount thereof on demand.
10. Title to the motor vehicle ordered herein and right to possession of the same, shall remain in the Dealer until the entire purchase price is fully paid in cash. No check shall constitute payment unless and until it is paid by the bank on which it is drawn when first presented.
11. *It is expressly agreed that there are no warranties, express or implied, made either by the Dealer or the Manufacturer on the motor vehicle, chassis, parts or accessories furnished hereunder, unless a separate written warranty is given by the Dealer to the Buyer at the time of sale. This applies to new motor vehicles as well as used motor vehicles. The Buyer must have a written guarantee in his/her possession to secure an adjustment.*
12. In case the motor vehicle covered by this Order is a used motor vehicle, no warranty or representation is made by the Dealer as to the extent such motor vehicle has been used, regardless of the mileage shown on the speedometer of said motor vehicle. The Dealer does not warrant the correctness of the year of manufacture or model of motor vehicle. The Buyer hereby agrees that he/she has verified the description of the motor vehicle of his/her own satisfaction, and that it is the motor vehicle he/she desires to purchase, regardless of the extent to which such motor vehicle has been used or regardless of whether the description contained in the Ordered is correct or not. There is no warranty or representation as to the correctness of the description used.
13. This Order is not assignable or transferable without the written consent of the Dealer. No change in the terms or conditions of this Order after execution by the Buyer can be made without the written consent of the Dealer.
14. The Purchaser, before or at the time of deliver of the motor vehicle covered by this Order, will execute such other forms of agreement or documents as may be required by the terms and conditions of payment indicated on the front of this Order.
15. Price quoted and/or stated on the reverse side hereof may be the cash price, and if so, Purchaser at the time of the purchase may elect to purchase at said cash price or at the time price, time price being payable in installments. Purchaser's execution of the promissory note and/or security agreement and/or financing statement or conditional sales contract, or Automobile Retail Installment contract shall be his/her election to purchase at the total time sales price.
16. The price quoted in this Order is for immediate delivery, but if the price of motor vehicle or accessories or the tax imposed by any governmental authority should be changed by the manufacturer or the governmental authority before the motor vehicle has been delivered to the Dealer, then this ordered shall be construed as if the changed price was originally inserted herein. The Buyer agrees that the Dealer shall in no way be held liable for any changes in design or models, even though they do not meet the approval of the Buyer. The Buyer hereby agrees to take the motor vehicle as produced by the Manufacturer. Buyer, agrees to take delivery and pay balance due within twenty-four (24) hours after being notified that the motor vehicle is ready for delivery.
17. A processing charge is not an official fee and is not required by law, but may be charged to a buyer for the handling of documents and the performing of services related to the closing of the sale. A Buyer may avoid payment of the charge by handling these documents and performing these services.
18. If this is a credit sale and the disclosure statement has not been completely filled in, this Order is not binding on the Buyer, and the Buyer may cancel it and recover his/her deposit.
19. If the vehicle is a used vehicle, the information you see on the window form for this vehicle is part of this contract. Information on the window form overrides any contrary provisions in the contract of sale.
20. Unless otherwise expressly provided, the purchase price or the ordered vehicle specified on the reverse side hereof is net of any factory or dealer rebates.
21. Purchaser authorizes Superior Van & Mobility, LLC or any Credit Bureau or other investigative agency employed by Superior Van & Mobility, LLC to investigate purchaser's credit and financial responsibility.
22. Purchaser hereby submits to the jurisdiction of the Kentucky State or Federal court in any action arising out of or retaining to this agreement and all claims shall be heard and determined in Jefferson County, Kentucky. The parties agree that this Agreement shall be construed and interpreted according to the laws of the Commonwealth of Kentucky.

Initial Acceptance: \_\_\_\_\_



ADDITIONAL TERMS AND CONDITIONS

1. As used in this order the items (a) "Dealer" shall mean the authorized Dealer whom this Order is addressed and who shall become a party hereto by its acceptance hereof, (b) "Purchaser" shall mean the party executing this Order as such on the face hereof, and (c) "Manufacturer" shall mean the corporation that manufactured the vehicle or chassis, it being understood by Purchaser and Dealer that Dealer is in no respect the agent of the Manufacturer, that "Dealer" and "Purchaser" are sole parties to this Order.
2. Manufacturer has reserved the right to change the price to Dealer of new motor vehicles without notice. In the event the price to the Dealer of new motor vehicles of the series and body type ordered hereunder is changed by Manufacturer prior to delivery of the new motor vehicle ordered hereunder to Purchaser, Dealer reserves the right to change the cash delivered price of such motor vehicle to Purchaser accordingly. If such cash delivered price is increased by Dealer, Purchaser may, if dissatisfied therewith, cancel this Order, in which event if a used motor vehicle has been traded in as a part of the consideration for such new vehicle, such used motor vehicle shall be returned to Purchaser upon payment of a reasonable charge for storage and repairs (if any) or, if such used motor vehicle has been previously sold by Dealer, the amount received therefore, less a selling commission of 15% and any expense incurred in storing, insuring, conditioning or advertising said used motor vehicle for sale, shall be returned to Purchaser.
3. If the used motor vehicle which has been traded in as a part of the consideration for the motor vehicle ordered hereunder is not to be delivered to Dealer until delivery to Purchaser of such motor vehicle, the used motor vehicle shall be reappraised at that time and such reappraised value shall determine the allowance made for such used motor vehicle. If such reappraised value is lower than the original allowance therefore shown on the front of this Order, Purchaser may, if dissatisfied therewith, cancel this Order, provided, however, that such right to cancel is exercised prior to the delivery of the motor vehicle ordered hereunder to the Purchaser and surrender of the used motor vehicle to Dealer.
4. Purchaser agrees to deliver to Dealer satisfactory evidence of title to any used motor vehicle traded in as a part of the consideration for the motor vehicle ordered hereunder at the time of delivery to such used motor vehicle to Dealer. Purchaser warrants any such motor vehicle to be his/her property free and clear of all liens and encumbrances except as otherwise noted herein.
5. Unless this Order shall have been cancelled by Purchaser under and in accordance with the provisions of paragraph 2 or 3 above, Dealer shall have the right, upon failure or refusal of Purchaser to accept delivery of the motor vehicle ordered hereunder and to comply with the terms of this Order, to retain as liquidated damages any cash deposit made by Purchaser, and, in the event a used motor vehicle has been traded in as a part of the consideration for the motor vehicle ordered hereunder, to sell such used motor vehicle itself out of the proceeds of such sale for the expenses specified in paragraph 2 above and for such other expense and losses as Dealer may incur or suffer as a result of such failure or refusal by Purchaser.
6. Verbal promises by salesman are not valid. Any promises or understandings not herein specified in writing are hereby expressly waived by the Buyer. Said motor vehicle, accessories and extras to be delivered on the date specified or as soon thereafter as practicable subject to delays on account of fires, strikes, riot war, shutdowns at the factory, Dealer's inability to procure delivery from the factory, or to other casualties or circumstances beyond Dealer's control, time of delivery in any event to be deemed extended correspondingly.
7. The price for the motor vehicle specified on the face of this Order includes reimbursement for Federal Excise taxes, but does not include sales taxes, use taxes of occupational taxes based on sales volume, (Federal, State, or Local) unless expressly so stated Purchaser assumes and agrees to pay, unless prohibited by law, any such sales, use or occupational taxes imposed on or applicable to the transaction covered by this Order, regardless of which party may have primary tax liability therefore.
8. If the contract balance on the used vehicle traded in should be more than the amount indicated on this Order, the Buyer agrees to pay the Dealer such excess in cash immediately upon demand or, at its option, the Dealer may cancel this Order. Should the amount of such payoff be less than indicated on the Order, such difference shall be applied to the Buyer's conditional sale contract, if any, or otherwise paid to the Buyer in cash.
9. The Buyer warrants that all taxes of every kind levied against the used vehicle, the Dealer may, at its option, pay the same and the Buyer agrees to pay the amount thereof immediately upon demand. If the used vehicle traded in is registered or licensed in any place other than the State of this sale, the Buyer agrees to immediately secure registration for such vehicle and to pay any and all expenses or registration fees incidental thereto. Should the Dealer assume or be put to any expenses in connection with such registration, the Buyer will pay the Dealer the amount thereof on demand.
10. Title to the motor vehicle ordered herein and right to possession of the same, shall remain in the Dealer until the entire purchase price is fully paid in cash. No check shall constitute payment unless and until it is paid by the bank on which it is drawn when first presented.
11. *It is expressly agreed that there are no warranties, express or implied, made either by the Dealer or the Manufacturer on the motor vehicle, chassis, parts or accessories furnished hereunder, unless a separate written warranty is given by the Dealer to the Buyer at the time of sale. This applies to new motor vehicles as well as used motor vehicles. The Buyer must have a written guarantee in his/her possession to secure an adjustment.*
12. In case the motor vehicle covered by this Order is a used motor vehicle, no warranty or representation is made by the Dealer as to the extent such motor vehicle has been used, regardless of the mileage shown on the speedometer of said motor vehicle. The Dealer does not warrant the correctness of the year of manufacture or model of motor vehicle. The Buyer hereby agrees that he/she has verified the description of the motor vehicle of his/her own satisfaction, and that it is the motor vehicle he/she desires to purchase, regardless of the extent to which such motor vehicle has been used or regardless of whether the description contained in the Ordered is correct or not. There is no warranty or representation as to the correctness of the description used.
13. This Order is not assignable or transferable without the written consent of the Dealer. No change in the terms or conditions of this Order after execution by the Buyer can be made without the written consent of the Dealer.
14. The Purchaser, before or at the time of deliver of the motor vehicle covered by this Order, will execute such other forms of agreement or documents as may be required by the terms and conditions of payment indicated on the front of this Order.
15. Price quoted and/or stated on the reverse side hereof may be the cash price, and if so, Purchaser at the time of the purchase may elect to purchase at said cash price or at the time price, time price being payable in installments. Purchaser's execution of the promissory note and/or security agreement and/or financing statement or conditional sales contract, or Automobile Retail Installment contract shall be his/her election to purchase at the total time sales price.
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17. A processing charge is not an official fee and is not required by law, but may be charged to a buyer for the handling of documents and the performing of services related to the closing of the sale. A Buyer may avoid payment of the charge by handling these documents and performing these services.
18. If this is a credit sale and the disclosure statement has not been completely filled in, this Order is not binding on the Buyer, and the Buyer may cancel it and recover his/her deposit.
19. If the vehicle is a used vehicle, the information you see on the window form for this vehicle is part of this contract. Information on the window form overrides any contrary provisions in the contract of sale.
20. Unless otherwise expressly provided, the purchase price or the ordered vehicle specified on the reverse side hereof is net of any factory or dealer rebates.
21. Purchaser authorizes Superior Van & Mobility, LLC or any Credit Bureau or other investigative agency employed by Superior Van & Mobility, LLC to investigate purchaser's credit and financial responsibility.
22. Purchaser hereby submits to the jurisdiction of the Kentucky State or Federal court in any action arising out of or retaining to this agreement and all claims shall be heard and determined in Jefferson County, Kentucky. The parties agree that this Agreement shall be construed and interpreted according to the laws of the Commonwealth of Kentucky.

Initial Acceptance: \_\_\_\_\_