

Board of Education Regular Meeting  
Wednesday, July 13, 2022 6:30 PM  
East Butler School  
212 South Madison Street  
Brainard, NE 68626-0036

1. Call Meeting To Order
2. Roll Call
3. Flag Salute
4. Approve Agenda
5. Patron's Comments
6. Informational Items
  - 6.1. 2022-2023 Projected Budget Update
  - 6.2. Summer Work Update
7. Consent Agenda
  - 7.1. Approval of Minutes
  - 7.2. Treasurer's Report
  - 7.3. Approval of Resignations and Hires
  - 7.4. Appoint two new foundation board members.
8. Regular Agenda
  - 8.1. Discuss, consider, and take any necessary action on the proposed Before & After School Program (Tiger Kids Club).
  - 8.2. Discuss, consider, and take any necessary action on the proposed evaluation model for Classified, certified, and administrative staff.
  - 8.3. Discuss, consider, and take any necessary action on the proposed Parent/Student Handbook.

8.4. Discuss, consider, and take any necessary action on the proposed Staff Handbook.

8.5. Discuss, consider, and take any necessary action on the proposed policy updates outlined by KSB School Law.

8.6. Discuss, consider, and take any necessary action on the proposed security camera system replacement for the Dwight Elementary School.

9. Administrative Comments

10. Items for next Meeting

11. Adjournment

## Summer Projects 2022

### Boyd Jones Projects

Project	Estimated Cost	Start Date
Kitchen Freezer/Cooler	Warranty Issue	Done

### School Projects

Project	Estimated Cost	Start Date
Brainard - Library Carpet	\$10,992	Done
Brainard - Library Paint	\$4,050	Done
Dwight Gym Roof Repair	\$45,000	Done
Heating & Air - Dwight Gym	\$27,550	Done
Replace carpet in 2 & 3 classroom - B.	\$4500	Done
Brainard Concrete Work - Bus Entrance	\$2590	Done
Dwight - Concrete Work - Southeast door	\$1350	Done
Gym & MPR Floor	\$4144	Done
Commons/Ag Room Stripping/Waxing	\$3890	Done
Dwight Floor Waxing	\$2000	Done
Stripe parking spaces at both buildings	\$150	Doug & Taylor
Paint in front of Brainard building.	\$3450	Heine's Painting
Split Air Unit - STS Classroom	\$8500	Neb. Heating
Paint STS Classroom	\$2750	Heine's Painting
Dwight Football Fence	\$6880	Done
Rock Brainard Parking Lot (Just Add)	\$2500	TBD
Brainard Marquee Sign	\$27,000	August 1
Brainard Gym Sound System		August 1

## Summer Projects 2022

Dwight Preschool Playground	\$90,000	September 1
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### Possible Future Projects

Project	Estimated Cost
Ag/Music hallway - restroom renov. (Summer 2023)	\$150,000-\$200,000
Ag/Music hallway retile (Summer 2023)	\$5,000
Rubber Roof Restoration - Brainard (Summer 2023)	\$160,000
Rubber Roof Replacement - Brainard (Summer 2024)	\$170,000
Pave the high school Parking Lot	\$209,000 - \$357,000
Gym roof venting - DONE	\$5,000 - DONE
Room 204 hallway glass removal (drywall) - SAFETY	\$2,000
Sand, repaint, and reseal the MPR	\$20,000
Gutters for Dwight Elementary	

Board of Education Regular Meeting  
Wednesday, June 8, 2022  
East Butler School - Brainard, NE

1. Call Meeting To Order at 6:30 p.m.

2. Roll Call - Present: Brandon Jisa, Megan Kozisek, Ryan Pekarek, Dylan Spatz, and Sarah Strizek. Absent: Kim TePoel. Also present: Mr. Michael Eldridge, Superintendent, Mr. Mark Cidlik, Secondary Principal, and Mr. Shawn Biltoft, Elementary Principal. Kim TePoel's absence was excused.

3. Flag Salute

4. Approve Agenda

Motion to approve the agenda as presented passed with a motion by Ryan Pekarek and a second by Dylan Spatz.

Kim TePoel: Absent, Brandon Jisa: Yea, Megan Kozisek: Yea, Ryan Pekarek: Yea, Dylan Spatz: Yea, Sarah Strizek: Yea

5. Patron's Comments - Dan Schmid continued discussion regarding board transparency.

6. Informational Items included: Summer Work Update which included new carpet and paint in Brainard library; enclosing and tiling shop classroom; HVAC system in Dwight gym; general cleaning of buildings. and Before & After School Program update on times and cost.

7. Consent Agenda

Motion to approve the consent agenda items 7.1 Approval of Minutes and 7.2 Treasurer's Report as presented and to take out item 7.3 for discussion passed with a motion by Megan Kozisek and a second by Ryan Pekarek.

Kim TePoel: Absent, Brandon Jisa: Yea, Megan Kozisek: Yea, Ryan Pekarek: Yea, Dylan Spatz: Yea, Sarah Strizek: Yea

7.3. Approval of Resignations and Hires

Approve resignations of Jeanette Rezac and Dawn Grooms and the hire of Tracy Patocka and not to release Jalynn Brase from her 2022-23 contract passed with a motion by Brandon Jisa and a second by Dylan Spatz.

Kim TePoel: Absent, Brandon Jisa: Yea, Megan Kozisek: Yea, Ryan Pekarek: Yea, Dylan Spatz: Yea, Sarah Strizek: Yea

## 8. Regular Agenda

### 8.1. Discuss, consider, and take any necessary action on the purchase of a HUDL Focus Camera.

Approved purchase of HUDL focus camera passed with a motion by Sarah Strizek and a second by Ryan Pekarek.

Kim TePoel: Absent, Brandon Jisa: Yea, Megan Kozisek: Yea, Ryan Pekarek: Yea, Dylan Spatz: Yea, Sarah Strizek: Yea

### 8.2. Discuss, consider, and take any necessary action on the split HVAC unit for the Skilled and Technical Sciences (STS) classroom.

Approved Nebraska Heating & Cooling Bid for split HVAC unit for \$8,500.00 for the STS classroom passed with a motion by Dylan Spatz and a second by Ryan Pekarek.

Kim TePoel: Absent, Brandon Jisa: Yea, Megan Kozisek: Yea, Ryan Pekarek: Yea, Dylan Spatz: Yea, Sarah Strizek: Yea

### 8.3. Discuss, consider, and take any necessary action on the KSB School Law policy resolution.

KSB School Law Policies resolution passed with a motion by Ryan Pekarek and a second by Brandon Jisa. Kim TePoel: Absent, Brandon Jisa: Yea, Megan Kozisek: Yea, Ryan Pekarek: Yea, Dylan Spatz: Yea, Sarah Strizek: Yea

### 8.4. Discuss, consider, and take any necessary action on the Superintendent's evaluation and contract.

Enter closed session at 7:20 p.m. for the evaluation of the job performance of the Superintendent when necessary to prevent needless injury to the reputation of the Superintendent passed with a motion by Sarah Strizek and a second by Dylan Spatz.

Kim TePoel: Absent, Brandon Jisa: Yea, Megan Kozisek: Yea, Ryan Pekarek: Yea, Dylan Spatz: Yea, Sarah Strizek: Yea

Exit closed session at 7:33 p.m. passed with a motion by Sarah Strizek and a second by Ryan Pekarek.

Kim TePoel: Absent, Brandon Jisa: Yea, Megan Kozisek: Yea, Ryan Pekarek: Yea, Dylan Spatz: Yea, Sarah Strizek: Yea

Approved the 2% increase of current wage for Superintendent for 2022-23 passed with a motion by Sarah Strizek and a second by Dylan Spatz.

Kim TePoel: Absent, Brandon Jisa: Yea, Megan Kozisek: Yea, Ryan Pekarek: Yea,  
Dylan Spatz: Yea, Sarah Strizek: Yea

9. Administrative Comments plus Mr. Eldridge reviewed the budget.

10. Items for next Meeting: 6:15 p.m. Student Fee Hearing prior to meeting; 2022-23 Student/Parent Handbook; 2022-23 Budget; Appoint two new East Butler Foundation members; and Evaluation Model for Certified and Classified contracts.

11. Adjournment

Motion to adjourn at 7:52 p.m. passed with a motion by Dylan Spatz and a second by Ryan Pekarek.

Kim TePoel: Absent, Brandon Jisa: Yea, Megan Kozisek: Yea, Ryan Pekarek: Yea,  
Dylan Spatz: Yea, Sarah Strizek: Yea

Kim Fuehrer  
Recording Secretary

PAID IN JUNE 2022				
<b>PRE-APPROVED BILLS (GENERAL FUND)</b>				
<b>6/6/22</b>				
First National Bank CC		Chk# 41384	Ice Cream Toppings	\$26.05
First National Bank CC		Chk# 41385	Title I & Senior Class Trip Lunches, etc	\$69.76
Guitar Center		Chk# 41386	Guitars & supplies	\$2,013.91
<b>6/14/22</b>				
Butler Public Power Distict		Chk# 41387	Dwight Electricity	\$546.99
Home Depot Credit Services		Chk# 41388	Ag Shop supplies	\$859.91
Home Depot Pro		Chk# 41389	Cleaning supplies	\$2,430.13
US Postal Service		Chk# 41390	#10 Envelopes pre-stamped	\$1,382.45
<b>6/27/22</b>				
Cash - First Nebraska Bank		Chk# 41391	Petty Cash for Postage	\$20.05
			<b>TOTAL</b>	<b>\$7,349.25</b>

July 13, 2022				
<b>SPECIAL BUILDING FUND BILLS</b>				
Truist Governmental Finance		Chk# 1217		
		\$183,543.75		
First National Bank CC		Chk# 1218		
		\$578.06		
Menard's - 27th St		Chk# 1219		
		\$241.99		
Menard's - Columbus		Chk# 1220		
		\$102.17		
Heine's Painting & Decorative Concrete		Chk# 1221		
		\$4,050.00		
Mahoney Fire Sprinkler, Inc		Chk# 1222		
		\$450.00		
Riverside Construction		Chk# 1223		
		\$332.50		
Don Ingwersen		Chk# 1224		
		\$8,249.75		
Elkhorn Fence, LLC		Chk# 1225		
		\$6,880.00		
Sack Lumber Company		Chk# 1226		
		\$860.40		
Carpet Land		Chk# 1227		
		\$1,369.75		
Wood Masters		Chk# 1228		
		\$1,675.00		
TOTAL		\$208,333.37		

<b>DEPRECIATION FUND BILLS</b>				
No Depreciation Bills in June				
TOTAL		\$0.00		
<b>QUALIFIED CAPITAL IMPROVEMENT PURPOSE UNDERTAKING FUND (QCPUF)</b>				
No QCPUF Bills in June				
TOTAL		\$0.00		

**Treasurer's Report for the Board of Education  
July 13, 2022  
Month of June 2022**

**General Fund**

Beginning of the Month Balance	\$ 2,141,098.04
Receipts	\$ 586,402.64
Interest	\$ 92.33
Expenditures	\$ 554,413.71
End of Month Balance	<b>\$ 2,173,179.30</b>
<b>MCAULIFFE PRIZE 12 MONTH</b> (due 04/5/21)	<b>\$ 533.55</b>
<b>BANK OF PRAGUE 24 MONTH</b> (due 10/1/22)	<b>\$ 406,511.06</b>

**Special Building Fund**

Beginning of the Month Balance	<b>\$ 560,511.32</b>
Butler County Taxes	\$ 43,881.71
Saunders County Taxes	\$ 17,985.64
Seward County Taxes	\$ 3,732.97
Receipts	\$ 65,600.32
Interest	\$ 20.50
Expenditures	\$ 194,601.71
End of Month Balance	<b>\$ 431,530.43</b>
<b>FIRST NEBRASKA BANK 12 MONTH FLEX</b> (due 06/10/21)	<b>\$ 0.00</b>

**Qualified Capital Purpose Undertaking Fund**

Beginning of the Month Balance	<b>\$ 321,241.45</b>
Receipts	\$ 16,169.35
Interest	\$ 13.51
Expenditures	\$ 0.00
End of Month Balance	<b>\$ 337,424.31</b>

**Student Fees Fund**

Beginning of the Month Balance	<b>\$ 22,373.79</b>
Receipts	\$ 0.00
Service Charge	\$ 3.00
Expenditure	\$ 165.00
End of Month Balance	<b>\$ 22,205.79</b>

**Depreciation Fund**

Beginning of the Month Balance	<b>\$ 111,643.18</b>
Receipts	\$ 0.00
Transfer	\$ 0.00
Interest	\$ 9.18
Expenditures	\$ 0.00
End of Month Balance	<b>\$ 111,652.36</b>

**Employee Benefit Fund**

Beginning of the Month Balance	\$ 6,095.93
Receipts	\$ 0.00
Transfer	\$ 0.00
Interest	\$ .25
Expenditures	\$ 0.00
End of Month Balance	\$ 6,096.18

**Nebraska Liquid Asset Fund**

Beginning of the Month Balance	\$ 0.06
Receipts	\$ 0.00
Interest	\$ 0.00
Expenditures	\$ 0.00
End of Month Balance	\$ 0.06

**Activity Fund**

Beginning of the Month Balance	\$ 109,981.22
Receipts	\$ 5,655.19
Interest	\$ 4.37
Expenditures	\$ 13,536.18
End of Month Balance	\$ 102,104.60
<b>First Nebraska Bank - 18 mo (Close Up CD #1017)</b>	<b>\$ 2,410.04</b>
<b>First Nebraska Bank - 18 mo (Close Up CD #1248)</b>	<b>\$ 2,406.42</b>
<b>First Nebraska Bank - 18 mo (Close Up CD #1353)</b>	<b>\$ 2,581.12</b>
<b>First Nebraska Bank - 12 mo (Close UP CD# 1514)</b>	<b>\$ 2,402.82</b>

**Lunch Fund**

Beginning of the Month Balance	\$ 92,880.54
Receipts	\$ 20,849.53
Interest	\$ 3.85
Expenditures	\$ 16,378.71
End of Month Balance	\$ 97,355.21

Vendor Name	Vendor Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
ADVANCED FIRE & SAFETY		1,316.44
AMAZON		212.41
APPLE INC		34,196.00
ARE PEST CONTROL		400.00
B.J. HARDWARE		80.40
BALE COMPANY		301.60
BOYS TOWN		2,080.00
BRAIN POP LLC		2,812.00
BURESH LAWN CARE		4,900.00
BUTLER COUNTY CLINIC		150.00
BUTLER COUNTY HEALTH CARE CENTER		1,525.77
CANON FINANCIAL SERVICES		2,440.07
CANON SOLUTIONS AMERICA INC		162.38
CENTRAL NEBRASKA REHABILITATION SERVICES		262.98
COMMITTEE FOR CHILDREN		192.00
CTF SERVICE INC		20,959.05
CULLIGAN OF COLUMBUS		219.50
DALE'S FOOD PRIDE		27.02
DAVID CITY ACE HARDWARE		322.31
DECKER EQUIPMENT		1,721.30
DIDIER'S GROCERY		82.94
EAST BUTLER ACTIVITIES		1,000.00
EGAN SUPPLY COMPANY		840.30
ELECTRONIC ENGINEERING COMPANY		517.50
EMANUEL PRINTING, INC		253.84
ESU #7		33,931.41
FES		2,000.00
FLINN SCIENTIFIC INC		81.22
FRONTIER COOPERATIVE CO		2,761.38
FUCHS RESEARCH GROUP		185.00
GOPHER SPORTS		420.29
HAMPTON INN KEARNEY		966.06
INNOVATIVE OFFICE SOLUTIONS LLC		1,613.02
JOURNEYED.COM, INC.		29.80
LAKESHORE LEARNING MATERIALS		1,326.97
LEGO EDUCATION		359.95
LINCOLN JOURNAL STAR		115.76
LINCOLN JOURNAL STAR		531.00
LONE STAR PERCUSSION		109.46
MADISON NATIONAL LIFE INS CO		717.08
MCGRAW HILL SCHOOL EDUC HOLDINGS, LLC		4,033.49
MUSIC IN MOTION		3,186.00
NATIONWIDE		100.00
NEBRASKA ASSOCAITION FOR CURRICULUM, INSTRUCTION & ASSESSMENT		25.00
NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS		1,575.00
NWEA		1,940.00
OMAHA WORLD HERALD		1,637.00
PAPER TIGER SHREDDING		75.00
PITSCO EDUCATION, LLC		477.35
POWERSCHOOL GROUP LLC		4,702.83
PRESTWICK HOUSE INC.		252.44
QUALITY SOUND & COMMUNICATIONS		294.00
ROSE, BRANDY		520.63
SACK LUMBER CO		1,044.36

Vendor Name	Vendor Description	Amount
SADDLEBACK EDUCATIONAL PUBLISHING		434.47
SCHMITT MUSIC		177.00
SCHOLASTIC INC		53.96
SCHOOL SPECIALTY LLC		4,753.31
SEWARD COUNTY INDEPENDENT		132.00
SUNBELT RENTALS, INC		1,395.55
SUPREME SCHOOL SUPPLY CO		169.42
TECH MASTERS		380.00
TIME MANAGEMENT SYSTEMS		221.90
UNITED STATES ACADEMIC DECATHLON		795.00
US GAMES		362.48
VILLAGE OF BRAINARD		4,024.54
VILLAGE OF PRAGUE		16.00
WAHOO-WAVERLY-ASHLAND NEWSPAPERS		90.21
WASTE CONNECTIONS OF NEBRASKA		736.89
WINDSTREAM NEBRASKA, INC.		1,846.31
WOODWIND AND BRASSWIND		54.99
Fund Number 01		<u>157,631.34</u>
Checking Account ID 1		<u>157,631.34</u>

Regular; Processing Month 07/2022; Accounts to Include Accounts with Activity; Fund Number 01

Fund: 01 GENERAL FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 1100	PROPERTY TAXES	5,735,174.00	0.00	5,625,735.68	98.09	109,438.32
01 1115	CARLINE	2,500.00	0.00	2,552.77	102.11	(52.77)
01 1120	PUBLIC POWER DISTRICT-SALES TAX	8,000.00	0.00	6,121.50	76.52	1,878.50
01 1125	MOTOR VEHICLE TAXES	235,000.00	0.00	241,769.30	102.88	(6,769.30)
01 1370	PRE-SCHOOL TUITION	10,000.00	0.00	5,890.00	58.90	4,110.00
01 1510	INTEREST	1,000.00	0.00	660.46	66.05	339.54
01 1911	LOCAL LICENSE FEES	2,000.00	0.00	1,560.00	78.00	440.00
01 1960	MISC REVENUES FROM OTHER LOCAL	1,600.00	0.00	0.00	0.00	1,600.00
01 1990	MISC LOCAL REV	2,500.00	0.00	25.00	1.00	2,475.00
Subtotal: LOCAL RECIEPTS		5,997,774.00	0.00	5,884,314.71	98.11	113,459.29
01 2110	COUNTY FINES/LICENSES	20,000.00	0.00	19,011.25	95.06	988.75
01 2130	OTHER COUNTY RECEIPTS	0.00	0.00	43.02	0.00	(43.02)
01 2210	ESU RECEIPTS	23,000.00	0.00	25,476.92	110.77	(2,476.92)
Subtotal: 2000		43,000.00	0.00	44,531.19	103.56	(1,531.19)
01 3110	STATE AID	49,965.00	0.00	49,965.00	100.00	0.00
01 3120	SPED PROGRAMS/SCHOOL AGE	365,000.00	0.00	423,442.00	116.01	(58,442.00)
01 3125	SPED TRANSPORTATION/SCHOOL AGE	10,000.00	0.00	7,902.00	79.02	2,098.00
01 3130	HOMESTEAD EXEMPTION	55,000.00	0.00	44,393.28	80.72	10,606.72
01 3400	STATE APPORTIONMENT	57,000.00	0.00	49,393.04	86.65	7,606.96
01 3535	ST OF NE - HI ABILITY LEARNER	0.00	0.00	2,959.00	0.00	(2,959.00)
Subtotal: 3000		536,965.00	0.00	578,054.32	107.65	(41,089.32)
01 4105	UNIVERSAL SERVICES E-RATE	7,000.00	0.00	2,088.00	29.83	4,912.00
01 4310	REAP	0.00	0.00	24,769.00	0.00	(24,769.00)
01 4505	TITLE I	0.00	0.00	11,330.00	0.00	(11,330.00)
01 4509	TITLE II PART A	0.00	0.00	1,195.30	0.00	(1,195.30)
01 4511	TITLE VI (REAP)	22,412.00	0.00	0.00	0.00	22,412.00
01 4516	IDEA	1,600.00	0.00	1,513.00	94.56	87.00
01 4518	SPED IDEA Part B	70,000.00	0.00	55,989.00	79.98	14,011.00
01 4519	SPED IDEA	140,000.00	0.00	0.00	0.00	140,000.00
01 4708	MEDICAID IN PUBLIC SCHOOLS	5,000.00	0.00	9,343.07	186.86	(4,343.07)
01 4998	ESSER III	180,534.00	0.00	0.00	0.00	180,534.00
Subtotal: 4000		426,546.00	0.00	106,227.37	24.90	320,318.63
01 5200	TRANSFERS	0.00	0.00	134,109.14	0.00	(134,109.14)
01 5690	OTHER NON-REVENUE RECEIPTS	55,000.00	0.00	12,214.54	22.21	42,785.46
Subtotal: 5000		55,000.00	0.00	146,323.68	266.04	(91,323.68)
01 6100	CAPITAL CONTRIBUTIONS	0.00	0.00	12,429.36	0.00	(12,429.36)
Subtotal: 6000		0.00	0.00	12,429.36	0.00	(12,429.36)
01 9000	NON-PROGRAM RECEIPTS	650,000.00	0.00	0.00	0.00	650,000.00
Subtotal: NON-PROGRAM RECEIPTS		650,000.00	0.00	0.00	0.00	650,000.00
Fund Total:		7,709,285.00	0.00	6,771,880.63	87.84	937,404.37

Regular; Beginning Month 07/2022; Processing Month 07/2022; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>		<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704	FUND BALANCE	*Previous Balance				146.40
		*Ending Balance:	0.00	0.00	0.00	146.40
05 704 2001	ACADEMIC DECATHALON	*Previous Balance				1,080.80
		*Ending Balance:	0.00	0.00	0.00	1,080.80
05 704 2002	AG PROJECTS	*Previous Balance				1,206.35
		*Ending Balance:	0.00	0.00	0.00	1,206.35
05 704 2003	ANNUAL	*Previous Balance				144.09
		*Ending Balance:	0.00	0.00	0.00	144.09
05 704 2004	ATHLETIC	*Previous Balance				4,462.42
		*Ending Balance:	0.00	0.00	0.00	4,462.42
05 704 2005	BOX TOPS/ PPT	*Previous Balance				6,167.36
		*Ending Balance:	0.00	0.00	0.00	6,167.36
05 704 2006	CHEERLEADERS	*Previous Balance				298.64
		*Ending Balance:	0.00	0.00	0.00	298.64
05 704 2007	CLOSE UP	*Previous Balance				10,611.82
		*Ending Balance:	0.00	0.00	0.00	10,611.82
05 704 2008	COLLEGE ACCESS GRANT	*Previous Balance				2,171.05
		*Ending Balance:	0.00	0.00	0.00	2,171.05
05 704 2009	CONCESSIONS	*Previous Balance				1,923.99
		*Ending Balance:	0.00	0.00	0.00	1,923.99
05 704 2010	DANCE TEAM	*Previous Balance				279.51
		*Ending Balance:	0.00	0.00	0.00	279.51
05 704 2011	DRAMA	*Previous Balance				456.78
		*Ending Balance:	0.00	0.00	0.00	456.78
05 704 2012	DRUG FREE PROGRAM	*Previous Balance				395.49
		*Ending Balance:	0.00	0.00	0.00	395.49
05 704 2013	EDIVATE	*Previous Balance				431.17
		*Ending Balance:	0.00	0.00	0.00	431.17
05 704 2014	FBLA	*Previous Balance				1,238.12
		*Ending Balance:	0.00	0.00	0.00	1,238.12
05 704 2015	FCCLA	*Previous Balance				2,353.46
		*Ending Balance:	0.00	0.00	0.00	2,353.46

Regular; Beginning Month 07/2022; Processing Month 07/2022; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>		<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 2016	FFA	*Previous Balance				14,986.56
		*Ending Balance:	0.00	0.00	0.00	14,986.56
05 704 2017	FFA GREENHOUSE	*Previous Balance				7,302.52
		*Ending Balance:	0.00	0.00	0.00	7,302.52
05 704 2018	CLASS OF 2018	*Previous Balance				0.00
		*Ending Balance:	0.00	0.00	0.00	0.00
05 704 2019	CLASS OF 2019	*Previous Balance				0.00
		*Ending Balance:	0.00	0.00	0.00	0.00
05 704 2021	CLASS OF 2021	*Previous Balance				0.00
		*Ending Balance:	0.00	0.00	0.00	0.00
05 704 2022	CLASS OF 2022	*Previous Balance				803.52
		*Ending Balance:	0.00	0.00	0.00	803.52
05 704 2023	CLASS OF 2023	*Previous Balance				3,144.42
		*Ending Balance:	0.00	0.00	0.00	3,144.42
05 704 2024	CLASS OF 2024	*Previous Balance				5,570.85
		*Ending Balance:	0.00	0.00	0.00	5,570.85
05 704 2025	CLASS OF 2025	*Previous Balance				490.00
		*Ending Balance:	0.00	0.00	0.00	490.00
05 704 3001	LAPTOP INITIATIVE	*Previous Balance				23,300.08
		*Ending Balance:	0.00	0.00	0.00	23,300.08
05 704 3002	LETTERCLUB	*Previous Balance				1,459.94
		*Ending Balance:	0.00	0.00	0.00	1,459.94
05 704 3004	MUSIC	*Previous Balance				404.73
		*Ending Balance:	0.00	0.00	0.00	404.73
05 704 3005	NATIONAL HONOR SOCIETY	*Previous Balance				302.91
		*Ending Balance:	0.00	0.00	0.00	302.91
05 704 3006	SPEECH	*Previous Balance				17.76
		*Ending Balance:	0.00	0.00	0.00	17.76
05 704 3007	STUDENT COUNCIL	*Previous Balance				2,175.75
		*Ending Balance:	0.00	0.00	0.00	2,175.75
05 704 3009	WR SPIRIT LEADERS	*Previous Balance				298.69
		*Ending Balance:	0.00	0.00	0.00	298.69

**Activity Fund Balance Report - Account - Exclude Encumbrances**  
07/2022 - 07/2022

Regular; Beginning Month 07/2022; Processing Month 07/2022; Accounts to Include Accounts with Activity; Fund Number 05

**Fund: 05      ACTIVITY FUND**

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>		<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 3010	SKILLS USA	*Previous Balance				2,110.80
		*Ending Balance:	0.00	0.00	0.00	2,110.80
05 704 3011	CAREER TECHNICAL EDUCATION	*Previous Balance				8,194.67
		*Ending Balance:	0.00	0.00	0.00	8,194.67
05 704 3012	ESPORTS	*Previous Balance				14.02
		*Ending Balance:	0.00	0.00	0.00	14.02
		Fund Total: 05	0.00	0.00	0.00	103,944.67

<u>PIK/Gross</u>	<u>Amount</u>	<u>Expense/ Employer</u>	<u>Adjustment Amount</u>	<u>Check Total</u>	<u>Payee ID</u>	<u>Payee Name</u>
<b>Check Date: 07/20/2022</b>						
<b>Processing Month: 07/2022</b>						
<b>Checking Account ID: 1</b>						
<b>ADD</b>						
ACTIVITYTR Activity trips		48.29				
BEREAVE Bereavement Leave		250.56				
BOARDSECRE BOARD SECRETARY		2,204.93				
BOARDTREAS BOARD TREASURER		1,248.11				
CENSUS Census		1,225.46				
HOURLY Hourly Pay		26,479.93				
MISCSTIPE MISC STIPEND		82.50				
PARASUB ParaEducator Substitute		100.00				
PERSONAL Personal Time		723.08				
SICK Sick Time Used		723.38				
VACATION Vacation Time		1,372.08				
		<u>34,458.32</u>				
<b>CONTRACT</b>						
C01 Contract 1		216,547.55				
C02 Contract 2		12,919.40				
C03 Deduct		(2,155.47)				
C04 Title 1		2,075.52				
		<u>229,387.00</u>				
<b>DEDUCTION</b>						
ACCIDENT ACCIDENT	197.99			197.99	AFLACREMI	AFLAC REMITTANCE SERVICES
ACCIDENTCO ACCIDENT-COLONI	150.65			150.65	COLONIAL	COLONIAL LIFE & ACCIDENT INS. CO
CANCER CANCER	75.98			75.98	AFLACREMI	AFLAC REMITTANCE SERVICES
CANCERCOLO CANCER-COLONIAL	44.20			44.20	COLONIAL	COLONIAL LIFE & ACCIDENT INS. CO
DENTALPOST FAMILY DENTAL	792.52	1,812.06		2,604.58	BLUECROSS	BLUE CROSS BLUE SHIELD OF NE
DENTALPRE DENTAL	291.09	236.32		527.41	BLUECROSS	BLUE CROSS BLUE SHIELD OF NE
DEPCARE DEPENDENT CARE	250.00			250.00	EASTBTLR2R	EAST BUTLER SCHOOL DIST 2R
GARNISH Garnishment			365.47	365.47	ARLCREDIT	ARL CREDIT SERVICES
GARNISHKLA Garnishment			261.52	261.52	CREDITMANA	CREDIT MANAGEMENT SERVICES
HEALTH HEALTH INSURANC		72,289.35		72,289.35	BLUECROSS	BLUE CROSS BLUE SHIELD OF NE
HORACEMANN HORACE MANN ANN	100.00			100.00	HORACEMAN	HORACE MANN LIFE INS CO
URM URM	1,047.67			1,047.67	EASTBTLR2R	EAST BUTLER SCHOOL DIST 2R
VISION VISION	446.71			446.71	VISION	VISION SERVICE PLAN
WADREED WADDELL & REED	933.57			933.57	WADDELLAN	FTC
	<u>4,330.38</u>	<u>74,337.73</u>	<u>626.99</u>	<u>79,295.10</u>		
<b>INDIVIDUAL BANK ACCOUNT DEDUCTION</b>						
HSA HSA	465.35	2,830.23		3,295.58		D
	<u>465.35</u>	<u>2,830.23</u>	<u>0.00</u>	<u>3,295.58</u>		
<b>RET DEDUCTION</b>						
NPERS RETIREMENT	263,494.76	25,769.78	26,027.45	51,797.23	RET	NEBRASKA SCHOOL RETIREMENT A SYS
		<u>25,769.78</u>	<u>26,027.45</u>	<u>51,797.23</u>		
<b>TAX</b>						
FIT FIT	234,519.04	20,523.49		20,523.49	EFTPS	ELECTRONIC FEDERAL TAX PAYMENT SYSTEM A
FUTA FUTA	263,678.65					
MEDICARE MEDICARE	261,322.39	3,789.16	3,789.16	7,578.32	EFTPS	ELECTRONIC FEDERAL TAX PAYMENT SYSTEM A
SITNE SIT NE	234,519.04	9,426.34		9,426.34	SITNE	NEBRASKA DEPARTMENT OF REVENUE A
SOCSEC SOC SEC	261,322.39	16,202.01	16,202.01	32,404.02	EFTPS	ELECTRONIC FEDERAL TAX PAYMENT SYSTEM A
SUTANE SUTA NE	263,845.32					
WCNE WORK COMP NE	263,845.32					
	<u>49,941.00</u>	<u>19,991.17</u>	<u>0.00</u>	<u>69,932.17</u>		

**Payroll Register - Totals**  
Unposted; Payroll Type Extra, Pay Off Contracts, Regular, Void

<u>PIK/Gross</u>	<u>Amount</u>	<u>Expense/ Employer</u>	<u>Adjustment Amount</u>	<u>Check Total</u>	<u>Payee ID</u>	<u>Payee Name</u>
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Checking Account ID: 1

Net Pay:	183,338.81
Cash Total:	387,658.89

Non - FIT Taxable Deductions	29,326.28
Non - SIT Taxable Deductions	29,326.28
Non - SOC SEC Taxable Deductions	2,522.93
Non - MEDICARE Taxable Deductions	2,522.93
Direct Deposits	186,634.39
Automatic Payments	121,729.40
Adds + Contracts + Deduction Adds	263,845.32

# **Tiger Kids Club**



**East Butler Public School  
Before and After School Program  
Parent Handbook  
2022-2023**

## **LOCATIONS:**

### **Brainard Elementary School**

212 South Madison St  
Brainard, NE 68626  
Phone: 402-525-2081

### **Dwight Elementary School**

292 N. 1st St.  
Dwight, NE 68635  
Phone: 402-566-2445

## **PROGRAM DIRECTOR:**

Lisa Bohaty  
[lbohaty@ebutler.esu7.org](mailto:lbohaty@ebutler.esu7.org)  
402-545-2081 cell: 402-660-9939

## **AGES:**

This program was developed to enrich students' educational experience for students at East Butler in preschool through 6th grade.

## **TIMES:**

Morning Session: 7:00-8:00 a.m. Monday - Friday

Afternoon Session: 3:26-6:00 p.m. Monday-Thursday &  
2:30-6:00 p.m. Friday

## **DAYS OF OPERATION:**

We will be open when school is in session. We will NOT be open on snow days. If there is a late start and early out due to weather conditions, we will be CLOSED. If there is an early dismissal scheduled in the calendar, we will be open.

## **COST:**

\$100.00 monthly per child

\$200.00 monthly per family (2 or more children)

## **PAYMENTS:**

\*The first payment will be due **August 12th**. August and May will be combined as one payment. September through April payments will be due the **first day of the month**. Payments should be written to East Butler Public Schools and must be returned to the school office.

## **RETURN PAYMENT:**

The following fees will be assessed to your account if East Butler Public Schools receives notification of a return payment from your financial institution: - ACH (checking/savings accounts) - \$15.00 per transaction - Upon notification that your payment has been returned/declined, the office will notify you of the return. If the office receives more than three (3) consecutive returned payments within in one school year, your child(ren) may be removed from the Tiger Kids Club. If a child(ren) is removed from the program, and the account is then paid in full, the child(ren) may be eligible for enrollment into the program provided the school does not have a wait list.

## **LATE PICK-UP FEES:**

All children are to be picked up by 6:00 pm. Families will be charged for late pick-up at a rate of \$15.00 per child for the first 15 minutes, and \$15.00 per child for each additional 15 minutes of care provided. The clock located in the commons at your site is the clock used to determine drop-off and pick-up times. The Program Director will complete and supply families with a form indicating all late pick-up fees assessed and the late fees must be paid with the next month's payment. Late fees begin at 6:01 pm: 6:01 pm – 6:15 pm an initial \$15.00 late fee per child is imposed; 6:16 pm – 6:30 pm an additional \$15.00 late fee per child fees is imposed; At 6:31 pm, if we have been unable to contact parents, guardians or other persons authorized to pick-up, authorities will be notified and we will report child(ren) as abandoned.

## **STATUS CHANGES:**

Any change in registration status for your child, such as changing days or unenrolling from the program must be explained in writing. Either a **written note or email** to the Program Director, Lisa Bohaty. Status Changes must be given a two week notice. The changes will go into effect at the end of the month. We can not issue refunds.

## **REMOVAL FROM THE PROGRAM:**

Reasonable steps will be taken to avoid termination; however, if we can no longer provide care we will give a two-week notice. The two-week notice is null and void if the child is being removed for disciplinary reasons (please see “Disciplinary Policy”). You are responsible for payment for those two weeks even if your child does not attend. East Butler may terminate services for any of the following reasons (but are not limited to):

- Failure to honor obligations listed in the Tiger Kids Club Parent Handbook, or in any other written policies provided.
- Any offensive actions or language by parents or children that adversely affect the program.
- Staff harassment.
- Lack of parental cooperation.
- Failure to complete required forms.
- Inability to meet the child’s needs without additional staff.
- Failure to maintain a current account balance.

## **Your Child's Day:**

**PROGRAM PLANNING:** Program Directors and staff at each site are responsible for planning their weekly activities. Program Directors and their staff try to plan activities that are age-appropriate. Tiger Kids Club offers a variety of structured and unstructured activities for the children.

The following areas will be a part of the daily schedule:

*Gross Motor activities:* Children will have an opportunity to participate in organized games led by staff and/or freeplay activities either indoors or \*outdoors. \*Weather permitting the children will play outdoors.

All children who are well enough to be at Tiger Kids Club will be expected to participate in this activity. Your child should be dressed for the existing weather conditions. If your child is unable to participate in outdoor play, please notify the Program Director.

*Fine Motor skills:* Children will have an opportunity to participate in a variety of age appropriate table games, arts, and crafts.

*Free Choice Time:* There may be times when children are able to select their activity and engage with peers independently. This allows children to make decisions and learn to interact with others.

*Supplies and Materials:* Each site has a variety of developmentally appropriate supplies and materials for each child to be engaged in an activity. Supplies and materials are inspected on a regular basis to ensure that they are in good condition.

*Items from home:* Children are **discouraged** from bringing ANY items from home. Tiger Kids Club has ample equipment and supplies to meet the needs of the children while they are in attendance. If a child brings an item from home, we will not assume any responsibility if the item is lost, stolen, or broken. Please do not send your child to Tiger Kids Club with a cell phone. They will not be allowed to use it. In the event that you need to contact your child, please call the Program Director. Electronic/technological devices are prohibited unless permission is otherwise granted.

**LOST AND FOUND:** If your child is missing articles of clothing or personal property, please inquire at the site as soon as possible. Unclaimed items will be put in the school's lost and found.

# TIGER KIDS CLUB DAILY SCHEDULE:

## Morning Schedule:

Site Opens 7:00

Table Activities 7:00-7:30

Breakfast / Restroom / Hand washing 7:30

Walking in the gym 7:45-7:55

Dismissed to classrooms 7:55

## Afternoon Schedule

3:26-3:45- Attendance and Afternoon Snack

3:45-4:15 Homework/Spelling/Reading

4:15-4:30 Gross Motor Activity; Outside or Gym Time

4:30-5:30 Planned activities for the day

5:30-until dismissal Free Choice Time in Brainard commons area or Dwight Library

6:00 Site Closes

Tiger Kids Club will only show movies with a G or PG rating. If you prefer your child not view a movie, please let your Program Director know.

## ATTENDANCE:

***SIGN IN & OUT SHEET:*** EVERY child in attendance for Tiger Kids Club **MUST** be signed in and out every day.

***Arrival:*** Your child(ren) **MUST** be walked into the building and checked in at the parent table for the morning program by a parent/guardian. Tiger Kids Club is not held responsible for your child(ren) until they are walked into the building and checked into the program.

***PM Attendance:*** Your child(ren) will be checked into the Tiger Kids Club within 4 minutes of the dismissal bell ringing in the school. Any child who is scheduled to attend in the afternoon and is not accounted for, the parents will be called. It is requested that any changes to your child's dismissal attendance be made known to your Program Director by 2:00 P.M., if possible. If your child is to be absent from school please inform the school office that they are enrolled in the Tiger Kids Club.

## **MISSING CHILD PROCEDURE/POLICY:**

If a child is scheduled to attend Tiger Kids Club after school, and the child does not arrive, and a parent/guardian has not notified the school, the following procedure will be followed:

1. Check with the school Secretary and Nurse to see if the child left school or has gone home ill.
2. Check classroom and with classroom teacher.
3. Call parent or emergency numbers on enrollment form.
4. If unable to reach parent or emergency number, the East Butler Public Schools Administration Building will be called for assistance.

## **DEPARTURE:**

Children leaving the Tiger Kids Club site must be signed out by a parent, guardian, or a person specified on the child's authorization list. There will be a sign in/sign out sheet at each location. This must be signed daily. Parents cannot call and request their child to be signed out by another individual who is not on the authorized pick up list or walk home.

## **BREAKFAST:**

Breakfast will not be provided. Kids Club members are welcome to eat the school breakfast when it is served after 7:30 or bring their own breakfast.

## **SUPERVISION & SAFETY**

### **APPROPRIATE CARE AND SUPERVISION:**

Staff members of a childcare program are the most important element in successful operation of the program. It is the staff that is responsible for creating and maintaining a safe, healthy environment. The staff shall assume responsibilities for providing adequate and appropriate supervision at all times children are in attendance. Every situation will differ; however, it is expected that childcare staff will use good judgment in assessing proper supervision while children are in our care.

Appropriate supervision is provided by adhering to the following guidelines:

- Children shall never be left unattended.
- Staff will try to eliminate distractions and interruptions.
- An accountability plan will be in place for children who need to use the bathroom or drinking fountain during outdoor play.
- If during Tiger Kids Club time, the child needs to go to their classroom, a staff member will escort them.
- Staff will be visible and available at all times.

## **HEALTH & SAFETY**

### **ILLNESS POLICY:**

Tiger Kids Club cannot accept any child(ren) who has a contagious illness.

The list below is the EXCLUSION Policy:

In an effort to keep our entire student body and staff healthy, conditions requiring a student to be sent home include the following: temperature at or above 100.0°F, vomiting, diarrhea, unexplained rashes, or at the discretion of the school nurse that the child's condition presents a health risk to the child or others, prevents meaningful participation in the educational program, or that medical consultation is warranted unless the condition resolves.

If any of the above occurs at Tiger Kids Club, parents will be called to pick up their child. The child must be picked up within **1 hour** of being notified. If we cannot reach the parents, we will contact the authorized individuals you have provided.. Please let the Program Director know if your child(ren) has been diagnosed with a contagious illness. Notice will be posted/emailed to all families within the site, letting them know that their child has been exposed to a contagious illness/disease. For confidentiality reasons, the name of the child with the confirmed illness will never be released. Common colds and allergies should not, unless causing the child to feel too uncomfortable, prohibit attendance. It is our policy to have conditions that encourage cleanliness and good health practices among both staff and children.

### **CHRONIC AND SPECIAL HEALTH NEEDS:**

At the time of registration, parents are expected to indicate on their child's registration form if their child has chronic or special health needs that require special attention. Parents will be required to have a meeting with the Program Director to discuss if procedures or accommodations can be met to meet the needs of the child.

### **FIRST AID KIT:**

A first aid kit must be available on the premises. It must be inaccessible to children. If any poisons or any medications are stored in the kit, it must be in locked storage.

The kit must contain:

1. Fever thermometer and covers
2. Soap
3. Bandages
4. Sterile gauze pads

5. First aid tape
6. Scissors
7. Disposable gloves (non-latex)

### **EPI-PEN:**

If your child has an allergy that may require the use of an Epi-pen, Tiger Kids Club will require his or her own Epi-pen kept on site which will be provided by the parent or guardian.

If your child would require the use of the Epi-pen while in attendance the following steps will be taken:

1. The Epi-pen would be injected by a staff member.
2. 911 would be called after the Epi-pen is injected.
3. The parent or guardian would then be contacted and given further information.

### **MEDICATION:**

Medication will not be administered during Tiger Kids Club. If your child needs medication after school please make arrangements with the school nurse to ensure they get it at the proper time.

### **MINOR AND SERIOUS ACCIDENTS:**

#### **MINOR ACCIDENT:**

If a child has a minor accident or injury while in attendance at Tiger Kids Club, first aid will be administered and parents or guardians will be notified.

#### **SERIOUS ACCIDENT:**

If a child has a serious accident at Tiger Kids Club, emergency first aid will be administered and parents or guardians will be notified. If the Program Director is unable to reach the parent or guardian, emergency phone numbers will be used. An emergency unit will be called only in extreme cases. These units are dispatched according to the location of the school usually patients are required be transported to the nearest hospital. An adult staff member would accompany any child being transported to a local hospital, and remain with the child until the parent or guardian has arrived. At the time of enrollment parents give the Tiger Kids Club program permission to transport and treat in the event a medical emergency arises. A copy of the child's emergency contact information will be brought to the hospital with the adult staff member.

#### **General Guidelines Used for Administering First Aid:**

1. Staff will not move the child until we determine the extent of the injury.
2. Any mild cut or abrasion will be washed with warm water and a Band-aid will be applied. Salves, ointments, or creams will NOT be applied or kept on site, unless a prescription is provided by a licensed health care professional and the parent or guardian has supplied

the medication.

3. In case of deeper cuts possibly requiring sutures, staff will call the parent or guardian immediately. If we are unable to reach the parent or guardian, we will contact another authorized person on the child's registration form, or notify the child's listed physician for medical advice.
4. If a limb is visibly distorted we will contact the parent or guardian immediately. The parent or guardian can then make the recommendation as to having 911 dispatched, or if the parent would prefer to transport. If we are unable to get in contact with the parent or guardian, staff will call 911 immediately. If a child is transported to a local hospital, an adult staff member will accompany the child to the hospital, and remain with the child until the parent or guardian has arrived.
5. If a child becomes unconscious, 911 will be called immediately.
6. In case of a head injury of any kind, staff will apply a cold compress to the injured area, and notify the parent or guardian.

**CPR/FIRST AID:** ALL staff member are CPR/First Aid certified.

**MANDATED REPORTING:** According to law, all Tiger Kids Club staff are required to notify Child Protective Services and law enforcement officials if they suspect a child has been subjected to abuse or neglect.

**FIRE AND TORNADO DRILLS:** Fire drills are conducted once a month and tornado drills are conducted 4 times during the months of March through September. Fire and tornado drills are completed during Tiger Kids Club hours, so all children are familiar with evacuation procedures. A written record of fire and tornado drills, along with a map showing proper evacuation routes, is posted at each Tiger Kids Club site.

### **HOLD/SECURE/LOCKDOWN/EVACUATE/SHELTER:**

**Hold** – In your room or area. Clear the halls. Students – Clear the hallways and remain in room or area until the “All Clear” is announced. Do business as usual. Staff – Close and lock the door. Account for students and adults. Do business as usual

**Secure** – Get inside. Lock outside doors. Students – Return inside, business as usual Staff – Bring everyone indoors. Lock outside doors. Increase situational awareness. Account for students and adults. Do business as usual.

**Lockdown** – Locks, lights, out of sight. Students- Move away from sight. Maintain silence. Do not open the door. Staff- Recover students from hallway if possible. Lock the classroom door. Turn out the lights. Move away from sight. Maintain silence. Do not open the door. Prepare to evade or defend.

**Evacuate-** (A location may be specified) Students – leave stuff behind, follow instructions Staff – lead safety strategy, account for students and adults, take Emergency bag and

Information, notify if missing, extra or injured students or adults.

**Shelter-** Hazard and Safety strategy.

**Tornado-** Evacuate to shelter area.

## **BEHAVIOR MANAGEMENT DISCIPLINE GUIDELINE:**

Abusive language, signs or expressions, talking back, disrespect, not listening and obeying the rules, hurting another child or staff by fighting, biting, hitting, and/or kicking, self-harm, and repetitive negative behaviors will **NOT** be tolerated.

If any of the above behaviors occur, the discipline guidelines below will be followed:

- The child will be immediately separated from the situation and given a thinking or calming down period (generally 3-5 minutes, but some children may require more time) The goal is for the child to regain enough self-control to rejoin the group or activity.
- Isolating the child in any area where the child cannot be seen and supervised by an adult staff member is prohibited.
- Depending on the behavior, it may be necessary for the Program Director to complete *A Note Home* or a *Child Disciplinary Report*.
  - o **A Note Home** will be used to communicate to the parent(s) when their child does not listen and obey the rules, talks back, is disrespectful, or uses any abusive language, signs or expressions.
  - o **A Child Disciplinary Report** will be used to communicate to the parent(s) if a child physically hurts another child or staff by fighting, biting, hitting, kicking, any selfharm, or repetitive negative behaviors.
- In some situations, it may be necessary to contact the parents or guardians to come pick up their child because the child is unable to get their behavior under control. If a parent or guardian is called due to their child's behavior, the child will need to be picked up within one hour.

## **DISCIPLINE POLICY:**

If an inappropriate behavior does occur, we will use a positive approach by encouraging the child's good behavior and redirecting his/her activity. If the behavior continues, the child will be removed from the situation for a thinking or calming down period. After the thinking or calming down period, the Program Director or Staff member will discuss the situation with the child and determine if A Note Home or Child Disciplinary Report is needed. If A Note Home or Child Disciplinary Report are necessary for the situation that has occurred, the parent(s) will be notified and given a copy of the Note or Report.

## **A NOTE HOME:**

• After a child receives (3) *A Note Home* as a disciplinary action for non-physical behavior (as stated above) during a school year, the child will receive a Child Disciplinary Report.

Child Disciplinary Report: • Once a child receives their first Child Disciplinary Report due to receiving (3) *A Note Home*, the parents will be requested for a sit-down meeting with the Program Director and Program Director to discuss the child's behavior.

• If a child receives their first Child Disciplinary Report as a result of physical behavior (as stated above) during the school year or summer program, the parents will be requested for a sit-down meeting with the Program Director and Program Director to discuss the child's behavior.

• After a child receives (3) Child Disciplinary Reports, the child will be suspended from the Tiger Kids Club program for (3) school days.

• Upon returning to the program after the suspension, the parents will be required to have a meeting with the Program Director to discuss the expectations of the child's return.

• Depending upon the severity of the behavior, it is at the discretion of the Program Director and Tiger Kids Club Staff to terminate care without going through the above stated guidelines.

## **BEHAVIOR MANAGEMENT:**

The above discipline guideline and policy has been established to provide consistency throughout the Tiger Kids Club program. The lists below are other appropriate procedures that the Tiger Kids Club program has in place to aid in behavior management:

- Children within the program will have a clear understanding of the rules and expectations of the program.
- A variety of daily activities and routines are established that allow children to make choices.
- Praising acceptable and appropriate behaviors.
- Actively listening to children about their feelings and frustrations.
- Redirecting negative behaviors and suggest appropriate behavior.
- Employ staff that model appropriate behavior to the children.
- Allow children to resolve conflicts with staff supervision.

## **STANDARDS OF BEHAVIOR:**

We find it helpful to provide an outline of the expected standards of behavior for families enrolled in Tiger Kids Club.

Please take a few minutes to review these statements with your child:

1. The rights, property and dignity of each person in and around the school are to be safeguarded at all times. - No abusive language, signs or expressions will be allowed. -

No theft of any kind will be tolerated.

2. Authority in the program is established for the health, safety and well being of all members of the program. No child will be allowed to undermine that authority. - Conditions do not exist which allow for continued “back talk” from students when reasonable requests are made. Abusive language or signs will not be acceptable.
3. School facilities are the property of all residents in the East Butler School District. Damage to any part of the school property will not be tolerated.
4. Each child needs a few minutes to “cool down” after an exciting day in school. Children should put belongings in designated areas, take attendance and be served after school snack.
5. Children are expected to demonstrate a responsibility of respect for: themselves, other children, Tiger Kids Club staff, parents, and for the space and materials we utilize for operations.

## **Partnership with Families PARENTAL INVOLVEMENT:**

Parental involvement is a very important part of our program. Parents and children working together with staff members is an important element in a quality childcare program. A solid relationship with the Tiger Kids Club employees, built on mutual trust and respect, is key in making your child care arrangement work well for everyone. Keep these tips in mind as you begin to build your relationship:

- Keep the lines of communication open at all times. Let your Program Director know if there is something going on in your child’s life that may be affecting behavior.
- Be aware of program policies and honor them. Respect drop-off and pick-up times, and call if you are going to be late for any reason.
- There are bound to be certain topics or situations that may arise that are difficult to discuss. Our goal is to developed an honest, open way of communicating with our families. Discussing issues with parents as they arise will make the communication less difficult.

The Tiger Kids Club staff want to make sure that all students feel comfortable and have fun while in our care. If you ever have any questions please contact Lisa Bohaty at [lbohaty@ebutler.esu7.org](mailto:lbohaty@ebutler.esu7.org) or 402-660-9939.



**EAST BUTLER** *Public School*

# **East Butler Public School Evaluation Process**

*CERTIFICATED AND/OR PROFESSIONAL*

Revised 7/13/22



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## 4032

### Professional Growth Process

Professional Growth Every six years, permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit shall be accepted as evidence of professional growth. The board of education believes the goal of professional self improvement to be inherent in the responsibilities of each certificated district employee. Other professional growth activities which may count toward the six-year requirement include non-credit courses, lecture series, workshops, conferences, study groups, local in-service courses, committee service, supervising a student teacher, serving with professional groups, travel of significant educational value, and membership in professional organizations. The employee must receive prior approval from the building principal for any of these activities to count toward professional growth. No professional growth units will be awarded if the applicant has been paid for a non-college activity either by released time or by an additional amount paid by the school district. One unit of professional growth credit will generally be equivalent to ten hours of personal time spent on an educational activity.

Adopted on: June 8, 2022

Revised on: \_\_\_\_\_

Reviewed on: 2021-2022 School Year



## Evaluation Process at a Glance - Certificated and Professional

### **Employee - Complete Pre-Observation Planning (Required)**

Employee completes this form **prior** to the Observation. Employee will provide artifacts for the rubric areas more difficult to observe.



### **Employee / Supervisor - Planning Conference (Supervisor Discretion/Track III)**

Conference to be completed prior to Observation.



### **Employee / Supervisor - Observation (Required)**

Observation to be completed as per the Timelines. The employee shall receive a PDF of the observation evidence following the observation.



### **Employee - Complete Post Observation Reflection (Required)**

Employee completes Self-Reflection **prior to** Reflection Conference.



### **Employee - Evaluation Tool Self-Assessment (Required)**

Employee completes Self-Assessment **prior to** the Reflection Conference.



### **Supervisor - Evaluation Tool (Required)**

View access is available to the employee after the Supervisor submits the document.



### **Employee / Supervisor - Reflection Conference (Required)**

Review and finalize the Observation Evaluation Tool. After supervisor submits Observation Evaluation Tool, employee Acknowledge the Observation form



### **Employee - Goals and Progress - (Required)**

Review any existing goals in Reflection Conference. Share progress about goal at end of the year progress.



## Timeline - Certificated and Professional

### Timeline

**September 1** - Evaluation purposes and procedures must be reviewed with all employees. In the event the employee is absent when the policy is reviewed with all employees, it is the responsibility of the evaluator to review the evaluation policy with the employee.

**September 30** – With input from the employee, the Supervisor shall schedule a planning conference (at Supervisor discretion) with any employees requiring evaluation and will schedule an Observation for employees in track I.

**November 30** - First Observation must be completed (on or before this date) for employees in track I.

**December 30** – Reflection Conference must be completed for employees in track I..

**February 1** – With input from the employee, the Supervisor shall schedule a planning conference (at Supervisor discretion) with any employees requiring evaluation and will schedule an Observation for employees in track I.

**April 1** - Observation must be completed (on or before this date) for permanent employees.

**May 1** - Reflection Conference must be completed (on or before this date) for permanent employees.

**July 15** – Observation must be completed (on or before this date) for permanent employees working a 12 month contract.

**July 20** - Reflection Conference must be completed (on or before this date) for permanent employees working a 12 month contract.

**August 1** - System rolls over to new year.



## 4030

### Evaluation of Certificated Employees

All certificated employees to be evaluated shall be notified annually in writing of the evaluation process. A certificated administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certificated employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only. The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing. The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent. For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows: Entire Instructional Period. For certificated employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes. Actual Classroom Observation. Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position. This policy and the



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evaluation instrument shall be included in the teacher handbook which will be distributed to staff members upon their employment and annually thereafter.

Adopted on: June 8, 2022

Revised on: \_\_\_\_\_

Reviewed on: 2021-2022 School Year

**4031**



## Evaluation of Probationary Certified Employees

A certificated administrator will observe and evaluate each probationary certified employee for a full instructional period once each semester. The administrator will provide each employee with a written list of deficiencies, concrete suggestions for improvement, and sufficient time to improve. For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows: Entire Instructional Period. For certified employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes. Actual Classroom Observation. Actual classroom observation consists of observing the certified employee in any activities in a classroom setting. When a certified employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certified employee performing activities that are typical of his or her position.

Adopted on: June 8, 2022

Revised on: \_\_\_\_\_

Reviewed on: 2021-2022 School Year

## Terminology and Definitions



# EAST BUTLER Public School

<b>Certificated Employee</b>	Certificated employees for purposes of this evaluation process means any teacher in a position or assignment that requires a certificate issued by the Commissioner of Education.
<b>Contract</b>	A year-to-year agreement between East Butler District and the employee.
<b>Designee</b>	The person the Administrator designates to perform a duty.
<b>Domain</b>	Four areas, or over-arching categories, of effective instructional delivery.
<b>Evaluation Rubric</b>	Tool with Components and Levels of Performance.
<b>Evaluation Tool</b>	Evaluation summary indicating a rating scale of unsatisfactory, basic, proficient, or distinguished.
<b>Evaluator</b>	Individual designated by Superintendent to evaluate employees.
<b>Formal Evaluation</b>	Evaluation of certificated/professional employees following specific process, using required forms, and following East Butler Butler board approved policy.
<b>Formal Observation</b>	A scheduled observation by the Administrator/Designee to collect evidence.
<b>Framework</b>	Document with four quadrants.
<b>Permanent Employees</b>	For the purposes of this evaluation process, permanent employees are those who have been employed by East Butler School for more than 3 consecutive years.
<b>Planning Conference</b>	A meeting between supervisor with employee prior to observation.
<b>Professional Goal and Progress Plan</b>	A goal, and methods of achieving and measuring the goal. This is an on-going process.



<b>Professional Employee</b>	Professional employee for purposes this evaluation process also include employees in a position or assignment which may or may not require a special service certificate issued by the Commissioner of Education or a professional license issued by the Nebraska Health and Human Services.
<b>Reflection Conference</b>	Post-observation conference between the evaluator and the employee.
<b>Track I</b>	Evaluation process used with an employee who is in their first <b>three</b> years of employment at East Butler despite previous experience at another school district. After three years in <b>Track I</b> , the employee will be considered for movement to <b>Track II</b> .
<b>Track II</b>	The evaluation process used with an employee who has completed three successful years of employment with East Butler and has been moved from <b>Track I</b> .
<b>Track III</b>	The evaluation process used with professional growth and development plan. <b>Track III</b> is comprised of three phases: <b>Awareness, Assistance,</b> and <b>Disciplinary</b> .

## Responsibilities of the Evaluator and Employee

EVALUATOR SHALL:



1. Be trained with respect to evaluation procedures, evaluation forms, and indicators of effectiveness, which are to be used.
2. Provide positive supportive assistance and resources that are available.
3. Provide for the demonstration of theories, techniques, and methodology for the employee if necessary and/or appropriate, or the resources to access such demonstration.
4. Collaborate with the employee to schedule Planning Conference (optional) and Formal Observation.
5. Prepare for Formal Observation by reviewing the Pre-Observation Planning Form. The Pre-Observation Planning Conference is optional.
6. Furnish the employee with Observation Evidence Form no later than 5 working days after a Formal Observation.
7. Conduct observations openly and with the full knowledge of the employee.
8. Follow the timelines of the evaluation process.

**EMPLOYEE SHALL:**

1. Follow timelines of the evaluation process.
2. Collaborate with the evaluator to schedule Planning Conference (optional) and Formal Observation.
3. Be familiar with the evaluation process and its components.
4. Provide the evaluator with Pre-Observation Planning Form at the Pre-Observation Planning Conference (optional). If no conference, provide the Pre-Observation Planning Form to the Evaluator prior to Formal Observation.
5. Complete the requirements of the assigned evaluation cycle.
6. Provide additional data, if requested or desired.
7. Implement all improvement suggestions after the Reflection Conference.
8. Ask questions throughout the process for clarification.

## Track I

<b>Who:</b>	Certificated and/or Professional employees who have been employed for three contract years or less.
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# EAST BUTLER Public School

<b>Purpose:</b>	<p>To ensure East Butler Danielson Instructional Domains are understood, accepted and demonstrated.</p> <p>To impact student achievement and growth.</p> <p>To enhance professional growth.</p> <p>To receive feedback on professional goals.</p>
<b>Process:</b>	<ol style="list-style-type: none"><li>1. Complete Pre-Observation Planning Form and submit to Evaluator prior to Formal Observation</li><li>2. Planning Conference (optional) with Administrator/Designee before Formal Observation</li><li>3. Formal and Informal Observations by Administrator/Designee submitted to Employee prior to Reflection Conference</li><li>4. Complete Self-Reflection Form and submit to Evaluator prior to Reflection Conference</li><li>5. Employee completes Evaluation Tool as a self-assessment prior to Reflection Conference and submits to evaluator.</li><li>6. Reflection Conference with Administrator/Designee<ol style="list-style-type: none"><li>a. Evaluation Rubric</li><li>b. Evaluation Tool as Self-Assessment</li><li>c. Evaluation Tool</li><li>d. Professional Growth Plan (developed in 2 weeks, notify Evaluator)</li></ol></li></ol> <p>Repeat process 2 times per year while in Track I.</p>
<b>Forms:</b>	<ul style="list-style-type: none"><li>● Pre-Observation Planning Form</li><li>● Observation Evidence Form (for Administrator/Designee)</li><li>● Informal Observation Evidence Form (Optional)</li><li>● Self-Reflection Form</li><li>● Observer Reflection Form</li><li>● Evaluation Rubric</li><li>● Evaluation Tool as a Self-Assessment</li><li>● Evaluation Tool</li><li>● Professional Goal and Progress Plan</li></ul>



## Track II

<b>Who:</b>	Certificated and/or professional employees who have been employed for more than 3 contract years.
<b>Purpose:</b>	To ensure East Butler Danielson Instructional Domains are understood, accepted and demonstrated. To impact student achievement and growth. To enhance professional growth. To receive feedback on professional goals.
<b>Process:</b>	<ol style="list-style-type: none"><li>1. Complete Pre-Observation Planning Form and submit to Evaluator prior to Formal Observation</li><li>2. Planning Conference (optional) with Administrator/Designee before Formal Observation</li><li>3. Formal and Informal Observations by Administrator/Designee submitted to Employee before Reflection Conference</li><li>4. Complete Self-Reflection Form and submit to Evaluator prior to Reflection Conference</li><li>5. Employee completes Evaluation Tool as a self-assessment prior to Reflection Conference and submits to evaluator.</li><li>6. Reflection Conference with Administrator/Designee<ol style="list-style-type: none"><li>a. Evaluation Rubric</li><li>b. Evaluation Tool as a Self-Assessment</li><li>c. Evaluation Tool</li><li>d. Professional Growth Plan (developed in 2 weeks, notify Evaluator)</li><li>e. Professional Growth Plan Log and Summary</li></ol></li></ol>
<b>Forms:</b>	<ul style="list-style-type: none"><li>● Pre-Observation Planning Form</li><li>● Observation Evidence Form (for Administrator/Designee)</li><li>● Self-Reflection Form</li><li>● Observer Reflection Form</li><li>● Evaluation Rubric</li><li>● Evaluation Tool as a Self-Assessment</li><li>● Evaluation Tool</li><li>● Professional Growth Plan Log and Summary</li><li>● Professional Growth Summary</li></ul>

## Track III



<b>Who:</b>	Certificated and/or professional employees who are in need of a specific improvement plan.
<b>Purpose:</b>	<p><b>AWARENESS PHASE:</b> Identify concern and share with employee.</p> <p><b>ASSISTANCE PHASE:</b> Provide direct assistance through plan of action.</p> <p><b>DISCIPLINARY PHASE:</b> Document the specific action(s), event(s), East Butler rule(s) or policy(ies) in violation requiring administrative action.</p>
<b>Process:</b>	<ol style="list-style-type: none"> <li>1. <b>AWARENESS PHASE</b> Area of concern is communicated with employee in writing. Employee is advised to self-correct the issue by the designated date. Should area of concern not get corrected by determined date, move directly to <b>ASSISTANCE PHASE</b> or <b>DISCIPLINARY PHASE</b>. If concern is corrected, return to Track I or II.</li> <li>2. <b>ASSISTANCE PHASE</b> <i>Goal Development</i> Meet with Administrator/Designee and develop specific plan             <ol style="list-style-type: none"> <li>a. Goals for correcting issue(s)</li> <li>b. Strategies for resolution of the issue(s)</li> <li>c. Timelines for correcting the issue(s)                 <ul style="list-style-type: none"> <li>- Indicators of progress</li> <li>- Resources and support needed</li> <li>- Set a follow up conference to review what progress has been made.</li> </ul> </li> </ol>  <i>Follow Up</i> Meet with Administrator/Designee to review progress and make one of the following determinations             <ol style="list-style-type: none"> <li>a. Remain in the <b>ASSISTANCE PHASE</b> with revised interventions and timelines, OR</li> <li>b. Return to Track I or II, OR</li> <li>c. Move directly to the <b>DISCIPLINARY PHASE</b></li> </ol> </li> <li>d. <b>DISCIPLINARY PHASE</b> Administrator and Designee document the specific action, event, East Butler rule or policy in violation and summarize assistance plan prior to making one of the following administrative actions             <ol style="list-style-type: none"> <li>a. Paid leave</li> <li>b. Unpaid leave</li> <li>c. Termination</li> <li>d. Other action specifically identified if different from a, b, or c</li> </ol> </li> </ol>
<b>Forms:</b>	<ul style="list-style-type: none"> <li>• <b>Awareness – Identification of Concern</b></li> <li>• <b>Assistance Summary/Assistance Plan</b></li> <li>• <b>Disciplinary Action</b></li> </ul>

## Pre-Observation Planning Form

Track I \_\_\_\_\_ Track II \_\_\_\_\_ Track III \_\_\_\_\_



<b>Name:</b>	<b>Observer:</b>
<b>Grade Level/Course:</b>	
<b>Observation Date:</b>	<b>Planning Conference Date</b> (Conference Optional):
Share with Observer Prior to Planning Conference or Observation	
1. To which area of the Danielson Instructional Model does this lesson relate?	
2. What objectives will be covered in this lesson? What standards will be covered in this lesson?	
3. What are your outcomes for this lesson? What do you want the student(s) to accomplish?	
4. How will you engage the student(s) in the learning? What instructional strategies will you use? Will the students work in groups, or individually, or as a large group?	
5. How will you differentiate instruction for different individuals or groups?	
6. How and when will you know whether the students have met the desired outcome?	
7. Is there anything that you would like me to specifically observe during the lesson?	

## Post Observation Reflection Form

Track I \_\_\_\_ Track II \_\_\_\_ Track III \_\_\_\_



<b>Name:</b>	<b>Observer:</b>
<b>Grade Level/Course:</b>	
<b>Observation Date:</b>	<b>Reflection Conference Date:</b>
Share with Observer Prior to Reflection Conference	
1. In general, how successful was the lesson? Did the student(s) learn what you intended for them to learn? How do you know?	
2. To what extent were students productively engaged? Explain.	
3. Comment on your classroom procedures, student conduct, and instructional technology. To what extent did these contribute to the outcomes?	
4. Did you depart from your plan? If so, how and why?	
5. Comment on different aspects of your instructional delivery (e.g., instructional strategies, activities, grouping, materials, and resources). To what extent were they effective?	
6. If you had an opportunity to do this lesson again to the same student(s), what would you do differently?	

## Professional Goal and Progress Plan

Track I \_\_\_\_ Track II \_\_\_\_ Track III \_\_\_\_



<b>Name:</b>		<b>Administrator/Designee:</b>	
<b>Date Goal was Established:</b>		<b>Danielson Domain Area:</b>	
<b>GOAL:</b> Based on the Danielson Instructional Model, what goal have you identified?		<b>GOAL</b> (specific, measurable):	
<b>OBJECTIVES:</b> Describe the activities you will do to work toward your goal. These are the steps along the way to meeting your goal.		<b>OBJECTIVES:</b>	
<b>EVIDENCE:</b> What would success on this goal look like? How will you know when you have achieved it? What would count as evidence of success?		<b>EVIDENCE:</b>	
<b>TIMELINE:</b> Indicate dates/timeline for objectives and when will you reach your overall goal?		<b>TIMELINE:</b>	
<b>NEEDS:</b> What resources will you need to better achieve your goal?		<b>NEEDS:</b>	
<b>End of Year Reflection</b>		<b>End of Year Reflection</b>	

## Awareness – Identification of Concern

Track III \_\_\_\_\_

<b>Name:</b>	<b>Date of Conference:</b>
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<b>Administrator/Designee:</b>			
Specific Concerns:			
Administrator/ Designee Comments:			
Administrator/Designee Recommendations:			
<input type="checkbox"/> Continue without Administrator/Designee assistance Date to review:			
Administrator/Designee Signature & Date		Employee Signature & Date	
<input type="checkbox"/> Move to Assistance Plan in Assistance Phase Date Moved:	<input type="checkbox"/> Return to Track I or II Date Returned:	<input type="checkbox"/> Move immediately to Disciplinary Phase Date Moved:	
Administrator/Designee Signature & Date		Employee Signature & Date	

*Signature indicates Employee has been provided explanation of and received a copy of this document.*

## Assistance Plan

Track III \_\_\_\_\_

<b>Name:</b>	<b>Administrator/Designee:</b>
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# EAST BUTLER Public School

<b>Date Goal(s) were Established:</b>		<b>Goal</b> <i>(1, 2, 3, etc.)</i>	<b>of</b> <i>(1, 2, 3, etc.)</i>
<b>GOAL:</b> Based on identified concern(s)		<b>GOAL</b> (specific, measurable):	
<b>ACTIVITIES/STRATEGIES:</b> The activities/strategies to do in working toward the goal		<b>ACTIVITIES/STRATEGIES:</b>	
<b>EVIDENCE:</b> What would success on this goal look like?		<b>EVIDENCE:</b>	
<b>TIMELINE:</b> Indicate dates/timeline for activities/strategies		<b>TIMELINE:</b>	
<b>NEEDS:</b> What resources are needed?		<b>NEEDS:</b>	
<b>REVIEW DATE:</b> Designated date to review Assistance Plan		<b>REVIEW DATE:</b>	
<b>ADDITIONAL COMMENTS:</b>		<b>ADDITIONAL COMMENTS:</b>	
Administrator/Designee Signature & Date		Employee Signature & Date	

*Signature of Administrator/Designee (1) indicates he/she described the area(s) of concern(s), (2) elements of the Assistance Plan, and (3) provided a copy of this document. Signature of the Employee indicates he/she has (1) an explanation of the area(s) of concern, (2) an understanding of the Assistance Plan and (3) has received a copy of this document.*

## Assistance Plan Summary

Track III \_\_\_\_\_

<b>Name:</b>	<b>Administrator/Designee:</b>
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# EAST BUTLER Public School

<b>Date of Summary Discussion:</b>		<b>Goal</b>	<b>of</b>
		(1, 2, 3, etc.)	(1, 2, 3, etc.)
Completed prior to meeting date			
GOAL: Describe/state goal		GOAL:	
1. To what extent did the employee achieve the goal?		MET or NOT MET, explain:	
2. Which activities were done that were not initially planned?			
3. Comments from Administrator/ Designee			
4. Comments from Employee			
Administrator/Designee select one of the following:			
Continue with Goal ____	Return to Track I or II ____	Move to Disciplinary Phase ____	
Administrator/Designee Signature & Date:		Employee Signature & Date:	

*Signature indicates Employee has been provided explanation of and received a copy of this document.*

## Disciplinary Action Form

Track III \_\_\_\_

<b>Name:</b>	<b>Date of Conference:</b>



# EAST BUTLER Public School

<b>Administrator/Designee:</b>			
Specific action, event, East Butler rule or policy in violation and summary of Assistance.			
<b>Administrator and Designee Recommendations:</b>			
____ Paid Leave Comments:	____ Unpaid Leave Comments:	____ Termination or Cancellation Comments:	____ Other:
Administrator Signature & Date		Employee Signature & Date	

*Signature indicates Employee has been provided explanation of and received a copy of this document.*



# East Butler Public School District Certified Evaluation



<b>Employee Name</b>	<b>Department</b>	<b>Position Title</b>
<b>Review Period/Subject</b>	<b>Supervisor Name</b>	<b>Date</b>

## DOMAIN 1: PLANNING & PREPARATION

### 1a Demonstrating Knowledge of Content and Pedagogy

	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<b>R u b r i c</b>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
<b>A t t r i b u t e s</b>	<p>Teacher makes content errors.</p> <p>Teacher does not consider prerequisite relationships when planning.</p> <p>Teacher's plans use inappropriate strategies for the discipline</p>	<p>Teacher is familiar with the discipline but does not see conceptual relationships.</p> <p>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</p>	<p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher consistently provides clear explanations of the content.</p> <p>The teacher answers student questions accurately and provides feedback that furthers their learning.</p> <p>The teacher seeks out content-related professional development.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher cites intra- and interdisciplinary content relationships.</p> <p>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</p>
	<b>Evidence:</b>			

## 1b Demonstrating Knowledge of Students

	❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
<b>R u b r i c</b>	Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students.  The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
<b>A t t r i b u t e s</b>	Teacher does not understand child development characteristics and has unrealistic expectations for students.  Teacher does not try to ascertain varied ability levels among students in the class.  Teacher is not aware of student interests or cultural heritages.  Teacher takes no responsibility to learn about students' medical or learning disabilities.	Teacher cites developmental theory but does not seek to integrate it into lesson planning.  Teacher is aware of the different ability levels in the class but tends to teach to the "whole group."  The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.  The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	The teacher knows, for groups of students, their levels of cognitive development.  The teacher is aware of the different cultural groups in the class.  The teacher has a good idea of the range of interests of students in the class.  The teacher has identified "high," "medium," and "low" groups of students within the class.  The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.  The teacher is aware of the special needs represented by students in the class.	In addition to the characteristics of "proficient":  The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.  The teacher seeks out information about their cultural heritage from all students.  The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
	<b>Evidence:</b>			

## 1c Setting Instructional Outcomes

	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<b>R u b r i c</b>	<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>
<b>A t t r i b u t e s</b>	<p>Outcomes lack rigor.</p> <p>Outcomes do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities.</p> <p>Outcomes are not suitable for many students in the class.</p>	<p>Outcomes represent a mixture of low expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline.</p> <p>Outcomes are suitable for most of the class.</p>	<p>Outcomes represent high expectations and rigor.</p> <p>Outcomes are related to the "big ideas" of the discipline.</p> <p>Outcomes are written in terms of what students will learn rather than do.</p> <p>Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication.</p> <p>Outcomes are suitable to groups of students in the class and are differentiated where necessary.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.</p> <p>Teacher connects outcomes to previous and future learning.</p> <p>Outcomes are differentiated to encourage individual students to take educational risks.</p>
	<b>Evidence:</b>			

## 1d Demonstrating Knowledge of Resources

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
<b>A t t r i b u t e s</b>	<p>The teacher uses only district-provided materials, even when more variety would assist some students.</p> <p>The teacher does not seek out resources available to expand his or her own skill.</p> <p>Although aware of some student needs, the teacher does not inquire about possible resources.</p>	<p>The teacher uses materials in the school library but does not search beyond the school for resources.</p> <p>The teacher participates in content-area workshops offered by the school but does not pursue other professional development.</p> <p>The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</p>	<p>Texts are at varied levels.</p> <p>Texts are supplemented by guest speakers and field experiences.</p> <p>Teacher facilitates Internet resources.</p> <p>Resources are multidisciplinary.</p> <p>Teacher expands knowledge with professional learning groups and organizations.</p> <p>Teacher pursues options offered by universities.</p> <p>Teacher provides lists of resources outside the class for students to draw on.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Texts are matched to student skill level.</p> <p>The teacher has ongoing relationship with colleges and universities that support student learning.</p> <p>The teacher maintains log of resources for student reference.</p> <p>The teacher pursues apprenticeships to increase discipline knowledge</p> <p>The teacher facilitates student contact with resources outside the classroom.</p>
	<b>Evidence:</b>			

## 1e Designing Coherent Instruction

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice.</p> <p>The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
<b>A t t r i b u t e s</b>	<p>Learning activities are boring and/or not well aligned to the instructional goals.</p> <p>Materials are not engaging or do not meet instructional outcomes.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable, but there is limited variety.</p> <p>Instructional groups are random or only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic in terms of time expectations.</p>	<p>Learning activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higher-level thinking.</p> <p>Teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</p> <p>The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Activities permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p>Lesson plans differentiate for individual student needs.</p>
	<b>Evidence:</b>			

## 1f Designing Student Assessments

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>
<b>A t t r i b u t e s</b>	<p>Assessments do not match instructional outcomes.</p> <p>Assessments have no criteria.</p> <p>No formative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p>	<p>Only some of the instructional outcomes are addressed in the planned assessments.</p> <p>Assessment criteria are vague.</p> <p>Plans refer to the use of formative assessments, but they are not fully developed.</p> <p>Assessment results are used to design lesson plans for the whole class, not individual students.</p>	<p>All the learning outcomes have a method for assessment.</p> <p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments for some students as needed.</p> <p>Assessment criteria are clearly written.</p> <p>Plans include formative assessments to use during instruction.</p> <p>Lesson plans indicate possible adjustments based on formative assessment data.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Assessments provide opportunities for student choice.</p> <p>Students participate in designing assessments for their own work.</p> <p>Teacher-designed assessments are authentic with real-world application, as appropriate.</p> <p>Students develop rubrics according to teacher-specified learning objectives.</p> <p>Students are actively involved in collecting information from formative assessments and provide input.</p>
	<b>Evidence:</b>			

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### 2a Creating an Environment of Respect and Rapport

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>
<b>A t t r i b u t e s</b>	<p>Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity.</p> <p>Students use disrespectful talk towards one another with no response from the teacher.</p> <p>Teacher displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p> <p>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>	<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>Teacher responds to disrespectful behavior among students.</p> <p>Teacher makes superficial connections with individual students.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</p> <p>When necessary, students correct one another in their conduct toward classmates.</p> <p>There is no disrespectful behavior among students.</p> <p>The teacher's response to a student's incorrect response respects the student's dignity.</p>
	<b>Evidence:</b>			

## 2b Establishing a Culture for Learning

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
<b>A t t r i b u t e s</b>	<p>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p> <p>Class time is devoted more to socializing than to learning.</p>	<p>Teacher's energy for the work is neutral, indicating neither indicating a high level of commitment nor "blowing it off."</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work.</p> <p>Many students indicate that they are looking for an "easy path."</p>	<p>The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it.</p> <p>The teacher demonstrates a high regard for student abilities.</p> <p>Teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher communicates a genuine passion for the subject.</p> <p>Students indicate that they are not satisfied unless they have complete understanding.</p> <p>Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer.</p> <p>Students recognize the efforts of their classmates.</p> <p>Students take initiative in improving the quality of their work.</p>
	<b>Evidence:</b>			

## 2c Managing Classroom Procedures

	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<b>R u b r i c</b>	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>
<b>A t t r i b u t e s</b>	<p>Students not working with the teacher are not productively engaged or are disruptive to the class.</p> <p>There are no established procedures for distributing and collecting materials.</p> <p>Procedures for other activities are confused or chaotic.</p>	<p>Small groups are only partially engaged while not working directly with the teacher.</p> <p>Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough.</p> <p>Classroom routines function unevenly.</p>	<p>The students are productively engaged during small-group work.</p> <p>Transitions between large- and small-group activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Classroom routines function smoothly.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students take the initiative with their classmates to ensure that their time is used productively.</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly.</p> <p>Students take initiative in distributing and collecting materials efficiently.</p>
	<b>Evidence:</b>			

## 2d Managing Student Behavior

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R</b> <b>u</b> <b>b</b> <b>r</b> <b>i</b> <b>c</b>	<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
<b>A</b> <b>t</b> <b>t</b> <b>r</b> <b>i</b> <b>b</b> <b>u</b> <b>t</b> <b>e</b> <b>s</b>	<p>The classroom environment is chaotic, with no apparent standards of conduct.</p> <p>The teacher does not monitor student behavior.</p> <p>Some students violate classroom rules, without apparent teacher awareness.</p> <p>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>	<p>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</p> <p>Teacher attempts to keep track of student behavior, but with no apparent system.</p> <p>The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.</p>	<p>Standards of conduct appear to have been established.</p> <p>Student behavior is generally appropriate.</p> <p>The teacher frequently monitors student behavior.</p> <p>Teacher's response to student misbehavior is effective.</p> <p>Teacher acknowledges good behavior.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Student behavior is entirely appropriate; there no evidence of student misbehavior.</p> <p>The teacher monitors student behavior without speaking – just moving about.</p> <p>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</p>
	<b>Evidence:</b>			

## 2e Organizing Physical Space

	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<b>R u b r i c</b>	<p>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>
<b>A t t r i b u t e s</b>	<p>There are physical hazards in the classroom, endangering student safety.</p> <p>Many students can't see or hear the teacher or the board.</p> <p>Available technology is not being used, even if its use would enhance the lesson.</p>	<p>The physical environment is safe, and most students can see and hear.</p> <p>The physical environment is not an impediment to learning but does not enhance it.</p> <p>The teacher makes limited use of available technology and other resources.</p>	<p>The classroom is safe, and all students are able to see and hear.</p> <p>The classroom is arranged to support the instructional goals and learning activities.</p> <p>The teacher makes appropriate use of available technology.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Modifications are made to the physical environment to accommodate students with special needs.</p> <p>There is total alignment between the goals of the lesson and the physical environment.</p> <p>Students take the initiative to adjust the physical environment.</p> <p>Teachers and students make extensive and imaginative use of available technology.</p>
	<b>Evidence:</b>			

## DOMAIN 3: INSTRUCTION

### 3a Communicating with Students

	❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
<b>R u b r i c</b>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
<b>A t t r i b u t e s</b>	<p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>Students indicate through their questions that they are confused about the learning task.</p> <p>The teacher makes a serious content error that will affect students' understanding of the lesson.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Teacher's communications include errors of vocabulary or usage.</p> <p>The teacher's vocabulary is inappropriate to the age or culture of the students.</p>	<p>The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation.</p> <p>The teacher must clarify the learning task so that students can complete it.</p> <p>The teacher makes no serious content errors but may make a minor error.</p> <p>The teacher's explanation of the content consists of a monologue or is purely procedural, with minimal participation by students.</p> <p>Vocabulary and usage are correct but unimaginative.</p> <p>Vocabulary is too advanced or too juvenile for the students.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>If the tactic is appropriate, the teacher models the process to be followed in the task.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p> <p>The teacher makes no content errors.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher's vocabulary and usage are correct and completely suited to the lesson.</p> <p>The teacher's vocabulary is appropriate to the students' ages and levels of development.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher points out possible areas for misunderstanding.</p> <p>Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</p> <p>All students seem to understand the presentation.</p> <p>The teacher invites students to explain the content to the class or to classmates.</p> <p>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</p>
	<b>Evidence:</b>			

### 3b Questioning and Discussion Techniques

	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<b>R u b r i c</b>	<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>
<b>A t t r i b u t e s</b>	<p>Questions are rapid-fire, and convergent, with a single correct answer.</p> <p>Questions do not invite student thinking.</p> <p>All discussion is between teacher and students; students are not invited to speak directly to one another.</p> <p>A few students dominate the discussion.</p>	<p>Teacher frames some questions designed to promote student thinking, but only a small number of students are involved.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>Teacher calls on many students, but only a few actually participate in the discussion.</p>	<p>Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>The teacher makes effective use of wait time.</p> <p>The teacher effectively builds on student responses to questions.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>The teacher calls on most students, even those who don't initially volunteer.</p> <p>Many students actively engage in the discussion.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students initiate higher-order questions.</p> <p>Students extend the discussion, enriching it.</p> <p>Students invite comments from their classmates during a discussion.</p>
	<b>Evidence:</b>			

### 3c Engaging Students in Learning

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u r i c</b>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
<b>A t t r i b u t e s</b>	<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks require only recall or have a single correct response or method.</p> <p>The materials used ask students to perform only rote tasks.</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</p> <p>Instructional materials used are unsuitable to the lesson and/or the students.</p> <p>The lesson drags or is rushed.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and recall.</p> <p>Students are in large part passively engaged with the content, learning primarily facts or procedures.</p> <p>Students have no choice in how they complete tasks.</p> <p>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</p> <p>The materials and resources are partially aligned to the lesson objectives and only in some cases demand student thinking.</p> <p>The pacing of the lesson is uneven—suitable in parts, but rushed or dragging in others.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</p> <p>Students have some choice in how they complete learning tasks.</p> <p>There is a mix of different types of groupings, suitable to the lesson objectives.</p> <p>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p>The pacing of the lesson provides students the time needed to be intellectually engaged.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Virtually all students are highly engaged in the lesson.</p> <p>Students take initiative to modify a learning task to make it more meaningful or relevant to their needs</p> <p>Students suggest modifications to the grouping patterns used.</p> <p>Students have extensive choice in how they complete tasks.</p> <p>Students suggest modifications or additions to the materials being used.</p> <p>Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding.</p>
	<b>Evidence:</b>			

### 3d Using Assessment in Instruction

	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<b>R u b r i c</b>	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>
<b>A t t r i b u t e s</b>	<p>The teacher gives no indication of what high-quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Feedback is only global.</p> <p>The teacher does not ask students to evaluate their own or classmates' work.</p>	<p>There is little evidence that the students understand how their work will be evaluated.</p> <p>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</p> <p>Teacher requests global indications of student understanding.</p> <p>Feedback to students is not uniformly specific and not oriented towards future improvement of work.</p> <p>The teacher makes only minor attempts to engage students in self-assessment or peer assessment.</p>	<p>Students indicate that they clearly understand the characteristics of high-quality work.</p> <p>The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance, at least for groups of students.</p> <p>The teacher attempts to engage students in self-assessment or peer assessment.</p>	<p>In addition to the characteristics of "proficient":</p> <p>There is evidence that students have helped establish the evaluation criteria.</p> <p>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.</p> <p>Teacher makes frequent use of strategies to elicit information about individual student understanding.</p> <p>Feedback to students is specific and timely, and is provided from many sources including other students.</p> <p>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</p>
	<b>Evidence:</b>			

### 3e Demonstrating Flexibility and Responsiveness

	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<b>R u b r i c</b>	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings.</p> <p>Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p>
<b>A t t r i b u t e s</b>	<p>Teacher ignores indications of student boredom or lack of understanding.</p> <p>Teacher brushes aside student questions.</p> <p>Teacher makes no attempt to incorporate student interests into the lesson.</p> <p>The teacher conveys to students that when they have difficulty learning it is their fault.</p> <p>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</p>	<p>Teacher's efforts to modify the lesson are only partially successful.</p> <p>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</p> <p>The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them.</p> <p>In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.</p>	<p>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</p> <p>Teacher incorporates students' interests and questions into the heart of the lesson.</p> <p>The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</p> <p>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher's adjustments to the lesson are designed to assist individual students.</p> <p>Teacher seizes on a teachable moment to enhance a lesson.</p> <p>The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use.</p> <p>In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.</p>
	<b>Evidence:</b>			

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

### 4a Reflecting on Teaching

	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<b>R u b r i c</b>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
<b>A t t r i b u t e s</b>	<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</p> <p>The teacher makes no suggestions for improvement.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective.</p> <p>The teacher offers general modifications for future instruction.</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used.</p> <p>The teacher identifies specific ways in which a lesson might be improved.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</p> <p>Teacher's suggestions for improvement draw on an extensive repertoire.</p>
	<p><b>Evidence:</b></p>			

#### 4b Maintaining Accurate Records

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray.</p> <p>The teacher's records for non instructional activities are in disarray, the result being errors and confusion.</p>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective.</p> <p>The teacher's records for non instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non instructional records is fully effective.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non instructional records is fully effective. Students contribute information and participate in maintaining the records.</p>
<b>A t t r i b u t e s</b>	<p>There is no system for either instructional or non instructional records.</p> <p>Record-keeping systems are in disarray and provide incorrect or confusing information.</p>	<p>The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.</p> <p>The teacher's process for tracking student progress is cumbersome to use.</p> <p>The teacher has a process for tracking some, but not all, non instructional information, and it may contain some errors.</p>	<p>The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</p> <p>The teacher's process for recording non instructional information is both efficient and effective.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students contribute to and maintain records indicating completed and outstanding work assignments. •</p> <p>Students contribute to and maintain data files indicating their own progress in learning.</p> <p>Students contribute to maintaining non instructional records for the class.</p>
	<b>Evidence:</b>			

#### 4c Communicating with Families

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal.</p> <p>The teacher does not respond, or responds insensitively, to parental concerns.</p>	<p>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program.</p> <p>Moreover, the communication that does take place may not be culturally sensitive to those families.</p>	<p>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner.</p> <p>The teacher makes some attempts to engage families in the instructional program.</p>	<p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication.</p> <p>The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.</p>
<b>A t t r i b u t e s</b>	<p>Little or no information regarding the instructional program is available to parents.</p> <p>Families are unaware of their children's progress.</p> <p>Family engagement activities are lacking.</p> <p>There is some culturally inappropriate communication.</p>	<p>School- or district-created materials about the instructional program are sent home.</p> <p>The teacher sends home infrequent or incomplete information about the instructional program.</p> <p>The teacher maintains a school-required gradebook but does little else to inform families about student progress.</p> <p>Some of the teacher's communications are inappropriate to families' cultural norms.</p>	<p>The teacher regularly makes information about the instructional program available.</p> <p>The teacher regularly sends home information about student progress.</p> <p>The teacher develops activities designed to engage families successfully and appropriately in their children's learning.</p> <p>Most of the teacher's communications are appropriate to families' cultural norms.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Students regularly develop materials to inform their families about the instructional program.</p> <p>Students maintain accurate records about their individual learning progress and frequently share this information with families.</p> <p>Students contribute to regular and ongoing projects designed to engage families in the learning process.</p> <p>All of the teacher's communications are highly sensitive to families' cultural norms.</p>
	<b>Evidence:</b>			

#### 4d Participating in a Professional Community

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>The teacher's relationships with colleagues are negative or self-serving.</p> <p>The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>The teacher avoids becoming involved in school events or school and district projects.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>The teacher participates in the school's culture of professional inquiry when invited to do so.</p> <p>The teacher participates in school events and school and district projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry.</p> <p>The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>The teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>
<b>A t t r i b u t e s</b>	<p>The teacher's relationships with colleagues are characterized by negativity or combativeness.</p> <p>The teacher purposefully avoids contributing to activities promoting professional inquiry.</p> <p>The teacher avoids involvement in school activities and district and community projects.</p>	<p>The teacher has cordial relationships with colleagues. •</p> <p>When invited, the teacher participates in activities related to professional inquiry.</p> <p>When asked, the teacher participates in school activities, as well as district and community projects.</p>	<p>The teacher has supportive and collaborative relationships with colleagues.</p> <p>The teacher regularly participates in activities related to professional inquiry.</p> <p>The teacher frequently volunteers to participate in school events and school district and community projects.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher takes a leadership role in promoting activities related to professional inquiry.</p> <p>The teacher regularly contributes to and leads events that positively impact school life.</p> <p>The teacher regularly contributes to and leads significant district and community projects.</p>
	<b>Evidence:</b>			

#### 4e Growing and Developing Professionally

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>The teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>The teacher participates to a limited extent in professional activities when they are convenient.</p> <p>The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.</p> <p>The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice.</p> <p>The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>The teacher solicits feedback on practice from both supervisors and colleagues.</p> <p>The teacher initiates important activities to contribute to the profession.</p>
<b>A t t r i b u t e s</b>	<p>The teacher is not involved in any activity that might enhance knowledge or skill.</p> <p>The teacher purposefully resists discussing performance with supervisors or colleagues.</p> <p>The teacher ignores invitations to join professional organizations or attend conferences.</p>	<p>The teacher participates in professional activities when they are required or provided by the district.</p> <p>The teacher reluctantly accepts feedback from supervisors and colleagues.</p> <p>The teacher contributes in a limited fashion to professional organizations.</p>	<p>The teacher seeks regular opportunities for continued professional development.</p> <p>The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.</p> <p>The teacher actively participates in organizations designed to contribute to the profession.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher seeks regular opportunities for continued professional development, including initiating action research.</p> <p>The teacher actively seeks feedback from supervisors and colleagues.</p> <p>The teacher takes an active leadership role in professional organizations in order to contribute to the profession.</p>
	<b>Evidence:</b>			

#### 4f Showing Professionalism

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school.</p> <p>The teacher makes decisions and recommendations that are based on self-serving interests.</p> <p>The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public.</p> <p>The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school.</p> <p>The teacher's decisions and recommendations are based on limited though genuinely professional considerations.</p> <p>The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>The teacher maintains an open mind in team or departmental decision making.</p> <p>The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.</p> <p>The teacher is highly proactive in serving students, seeking out resources when needed.</p> <p>The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.</p> <p>The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>The teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
<b>A t t r i b u t e s</b>	<p>The teacher is dishonest.</p> <p>The teacher does not notice the needs of students.</p> <p>The teacher engages in practices that are self-serving.</p> <p>The teacher willfully rejects district regulations.</p>	<p>The teacher is honest.</p> <p>The teacher notices the needs of students but is inconsistent in addressing them.</p> <p>The teacher does not notice that some school practices result in poor conditions for students.</p> <p>The teacher makes decisions professionally but on a limited basis.</p> <p>The teacher complies with district regulations.</p>	<p>The teacher is honest and known for having high standards of integrity.</p> <p>The teacher actively addresses student needs.</p> <p>The teacher actively works to provide opportunities for student success.</p> <p>The teacher willingly participates in team and departmental decision making.</p> <p>The teacher complies completely with district regulations.</p>	<p>In addition to the characteristics of "proficient":</p> <p>The teacher is considered a leader in terms of honesty, integrity, and confidentiality.</p> <p>The teacher is highly proactive in serving students.</p> <p>The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</p> <p>The teacher takes a leadership role in team and departmental decision making.</p> <p>The teacher takes a leadership role regarding district regulations.</p>
	<b>Evidence:</b>			

<b>SUMMARY OF SCORES</b> (U=Unsatisfactory B=Basic P=Proficient D=Distinguished)						
<b>Domain #1: Planning and Preparation</b>	<b>1a:</b>	<b>1b:</b>	<b>1c:</b>	<b>1d:</b>	<b>1e:</b>	<b>1f:</b>
<b>Domain #2: The Classroom Environment</b>	<b>2a:</b>	<b>2b:</b>	<b>2c:</b>	<b>2d:</b>	<b>2e:</b>	
<b>Domain #3: Instruction</b>	<b>3a:</b>	<b>3b:</b>	<b>3c:</b>	<b>3d:</b>	<b>3e:</b>	
<b>Domain #4: Professional Responsibilities</b>	<b>4a:</b>	<b>4b:</b>	<b>4c:</b>	<b>4d:</b>	<b>4e:</b>	<b>4f:</b>

<b>Areas of Strength:</b>	
<b>Areas of Growth:</b>	

Track I \_\_\_\_ Track II \_\_\_\_ Track III \_\_\_\_

**Acknowledgement of receipt and acceptance**

By signing this I acknowledge receiving a copy of this evaluation. I understand this evaluation will be a part of my personnel file.

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## East Butler Public School District Classified Staff Evaluation Form

<b>Name:</b>	<b>Observation Date:</b>
<b>Evaluator:</b>	<b>Reflection Conference Date:</b>

**Not Met:**

- **Unsatisfactory** - Lacks skills or commitment to complete tasks to meet even the basic criteria.

**Met:**

- **Basic** - Demonstrates essential foundation necessary to complete required tasks, requires detailed direction.
- **Proficient** - Demonstrates skills to do the task accurately and on time, independently and with little direction.
- **Distinguished** - Goes out of their way to complete tasks, collaborate, demonstrate leadership, and promote self growth.

	NOT MET	MET		
CRITERIA	UNSATISFACTORY Lacks skills or commitment to complete tasks to meet even the basic criteria	BASIC Demonstrates essential foundation necessary to complete required tasks, requires detailed direction	PROFICIENT Demonstrates skills to do the task accurately and on time, independently and with little direction	DISTINGUISHED Goes out of their way to complete tasks, collaborate, demonstrate leadership, and promote self growth
<b>1. QUALITY OF WORK</b> ● Accurate, thorough, & neat work.				
<b>2. DEPENDABILITY</b> ● Carries out all instructions conscientiously.				
<b>3. COOPERATION</b> ● Effectively works with others, friendly and accepts supervision.				
<b>4. EFFICIENCY</b> ● Self-reliant & resourceful in planning and				

performing work, organizes time effectively.				
<b>5. DECISION MAKING/PROBLEMSOLVING</b> <ul style="list-style-type: none"> <li>Thinks things through &amp; arrives at accurate conclusions.</li> </ul>				
<b>6. KNOWLEDGE OF JOB</b> 1. Knows and demonstrates essential functions, asks for help when needed.				
<b>7. USE OF TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Utilizes various software programs, technology tools and collaborative document system.</li> </ul>				
<b>8. PROFESSIONALISM</b> <ul style="list-style-type: none"> <li>Integrity, advocacy &amp; confidentiality, treats all stakeholders with respect.</li> </ul>				
<b>9. DEMONSTRATES FLEXIBILITY &amp; RESPONSIVENESS</b> <ul style="list-style-type: none"> <li>Responding to spontaneous events in a way that enhances the situation.</li> </ul>				
<b>10. COMPLIES WITH REGULATION/POLICY</b> <ul style="list-style-type: none"> <li>Takes feedback to reflect on performance.</li> </ul>				

**ATTENDANCE:** \_\_\_\_\_ Not Met \_\_\_\_\_ Met

**PUNCTUALITY:** \_\_\_\_\_ Not Met \_\_\_\_\_ Met

**PERSONAL PRESENCE:** \_\_\_\_\_ Not Met \_\_\_\_\_ Met

\_\_\_\_\_

Signature of Evaluator

\_\_\_\_\_

Signature of Employee

(Signatures do not indicate agreement but that evaluation results have been shared)

Date \_\_\_\_\_



# East Butler Public School District School Counselor Evaluation



<b>Employee Name</b>	<b>Department</b>	<b>Position Title</b>
<b>Review Period</b>	<b>Supervisor Name</b>	<b>Date</b>

### 1a Demonstrating Knowledge of School Counseling Theory

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
R u b r i c	School Counselor demonstrates little or no understanding of school programming, counseling techniques, and theory.	School Counselor demonstrates limited understanding of school programming, counseling techniques, and theory.	School Counselor demonstrates solid understanding of school programming, counseling techniques, and theory.	School Counselor demonstrates deep and thorough understanding of school programming, counseling techniques and theory.  School Counselor's plans and practice reflect familiarity with a wide range of effective counseling approaches.
A t t r i b u t e s	School Counselor displays minimal understanding and application of the district/ school programming and counseling techniques  School Counselor's plans use inappropriate strategies.	School Counselor displays rudimentary understanding and application of the district/school programming.  School Counselor's knowledge and use of counseling techniques is of moderate value or suitability in meeting the needs of some students.	School Counselor demonstrates solid understanding and application of the district/ school programming and counseling techniques.  School Counselor is able to select and employ suitable and effective techniques to meet the needs of most students.	School Counselor demonstrates extensive knowledge and application of the district/school programming and counseling techniques.  School Counselor actively investigates new counseling theories and techniques, and skillfully selects and employs those that meet the needs of individual students.
	<b>Evidence:</b>			

## 1b Demonstrating Knowledge of Students

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	School Counselor displays little or no knowledge of child and adolescent development nor of students' skills, special needs, interests and cultural heritages. .	School Counselor displays limited knowledge of child and adolescent development. and some knowledge of the varied students' skills, special needs, interests and cultural heritages.	School Counselor demonstrates understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns of development.  Counselor displays accurate and detailed knowledge of students' skills, special needs, interests and cultural heritages.	In addition to the characteristics of "proficient,"  School Counselor displays knowledge of the extent to which individual students follow the general patterns of development.  School Counselor demonstrates extensive knowledge of students, systematically acquiring knowledge from several sources about individual students' knowledge, skills, special needs, interests and cultural heritages.
<b>A t t r i b u t e s</b>	School Counselor does not understand child development characteristics and has unrealistic expectations for students.  School Counselor is unaware of the individualized needs of students and ignores students' cultures, language, interests, special needs, history and/or circumstances.  School Counselor is unaware of medical issues and learning disabilities of students.	School Counselor cites developmental theory, but does not seek to integrate theory into interactions with students.  School Counselor inconsistently attempts to gain knowledge of individual needs of students and sometimes seeks to understand students' cultures, language, interests, special needs, history and/or circumstances.  School Counselor is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of those issues and conditions.	School Counselor integrates knowledge of developmental theory with knowledge of students on their counseling roster to inform their practice.  School Counselor actively seeks to gain knowledge of student background and experiences, culture, special needs, history and circumstances and uses this knowledge in practice and decisionmaking.  School Counselor is aware of medical issues and learning disabilities of all students on her caseload and works collaboratively with colleagues to understand the implications of those issues and conditions.	School Counselor applies understanding of developmental attributes to differentiate practice and decision-making based on individual students' circumstances.  School Counselor demonstrates thorough knowledge of student background and experiences, culture, special needs, history, and circumstances, as well as knowledge of individualized techniques to support student. School Counselor uses this knowledge to proactively communicate with or about the student.  School Counselor researches medical and learning issues of students on her caseload, and works with those students to ensure their own understanding and ability to advocate on their own behalf.
	<b>Evidence:</b>			

### 1c Establishing Counseling Outcomes

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
R u b r i c	<p>School Counselor has no clear goals for the counseling program, or goals are inappropriate to either the situation or the age of the students.</p> <p>Counseling outcomes represent low expectations for students.</p>	<p>School Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.</p> <p>Counseling outcomes represent moderate expectations and rigor.</p>	<p>School Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.</p> <p>Counseling outcomes represent rigorous and important expectations for student learning and achievement.</p>	<p>School Counselor's goals for the counseling program are highly appropriate to the situation in the school and the age of the students, and have been developed in consultation with students, parents, and colleagues.</p> <p>Counseling outcomes represent high level learning and achievement.</p> <p>Outcomes are differentiated and reflect multiple career and college ready paths based on student aspirations and input.</p>
A t t r i b u t e s	<p>School Counselor cannot identify goals for students.</p> <p>Goals do not represent the needs of the student population.</p>	<p>Goals represent low expectations for students.</p> <p>Goals reflect minimal consideration of student population needs.</p>	<p>Goals represent high expectations and rigor for students.</p> <p>Goals reflect consistent consideration of student population needs.</p>	<p>Goals represent high expectations and rigor and are differentiated to encourage individual students to take educational risks.</p> <p>Goals are carefully tailored and differentiated to meet the needs of the entire student population.</p>
<p><b>Evidence:</b></p>				

## 1d Demonstrating Knowledge of Resources

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	School Counselor demonstrates little or no knowledge of resources available to students through the school, district or community, nor is the counselor aware of resources for expanding one's own professional skills.	School Counselor displays some awareness of resources available to students through the school, district, or community and for extending one's professional skills but does not seek to expand their knowledge.	School Counselor displays knowledge of resources available to students through the school or district, as well as those in the community, on the internet, and other sources external to the school.  School Counselor seeks resources to extend their own professional skills and knowledge.	School Counselor displays extensive knowledge of resources for students.  These include school, district, community, and external resources.  School Counselor makes extensive use of resources provided by professional organizations, universities and on the internet.
<b>A t t r i b u t e s</b>	School Counselor does not seek resources outside the district to expand his/her knowledge.  School Counselor is unable to suggest or identify resources that meet the needs of students.	School Counselor sometimes seeks resources outside the district to expand his/her knowledge.  School Counselor has limited suggestions for resources to meet the needs of students.	School Counselor knows how to gain access to resources outside the district and effectively shares them with students and parents.  The School Counselor makes detailed suggestions for evidence-based resources to meet the needs of a diverse student population.	School Counselor proactively and routinely seeks resources outside the district and makes extensive effort to share with students, colleagues, parents and all community stakeholders.  The School Counselor works collaboratively with colleagues, parents and students to create a list of evidence-based resources that will support the needs of a diverse student population.
	<b>Evidence:</b>			

## 1e Designing a Coherent Counseling Program

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R</b> <b>u</b> <b>r</b> <b>i</b> <b>c</b>	<p>School Counselor plan consists of a random collection of unrelated activities, lacking coherence or an overall structure, and is poorly aligned to counseling outcomes.</p> <p>School Counselor plan is developed without input from stakeholders or inclusion of individual, school, and district needs.</p>	<p>School Counselor plan has a guiding principle and includes a number of activities, some of which do not fit with the broader goals.</p> <p>There is little differentiation for students.</p> <p>School Counselor seeks minimal input from stakeholders.</p>	<p>School Counselor plan includes important aspects of counseling in the school setting and includes school goals.</p> <p>Counseling programs follow an organized progression with differentiation for different groups of students.</p> <p>School Counselor routinely seeks input from stakeholders.</p>	<p>School Counselor plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.</p> <p>The plan provides opportunity for student choice. Input from stakeholders is incorporated throughout the plan.</p>
<b>A</b> <b>t</b> <b>t</b> <b>r</b> <b>i</b> <b>b</b> <b>u</b> <b>t</b> <b>e</b> <b>s</b>	<p>School Counselor plan lacks structure and is not aligned to social decisionmaking, behavioral, mental health, and academic goals.</p> <p>There is no effort to connect counseling activities to counseling outcomes.</p> <p>School Counselor plan lacks a mission statement describing the school counseling program goals and vision of how students will benefit from the program.</p> <p>School Counselor designs the plan without collaboration with stakeholders.</p>	<p>School Counselor plan may be unrealistic about expectations for social decision-making, behavioral, mental health, and academic goals.</p> <p>Counseling activities are loosely connected to counseling outcomes.</p> <p>School Counselor plan includes an incomplete mission statement describing the school counseling program goals and partial vision of how the students will benefit from the program.</p> <p>School Counselor designs the plan with minimal collaboration with stakeholders.</p>	<p>School Counselor plan is well structured and reasonable about expectations for social decision making, behavioral, mental health, and academic goals.</p> <p>Counseling activities match counseling outcomes.</p> <p>School Counselor plan includes an appropriate mission statement describing the school counseling program goals and clear vision of how the students will benefit from the program.</p> <p>School Counselor consistently engages in collaborative planning with all in-district stakeholders.</p>	<p>School Counselor plan is holistic, systemic, balanced, proactive, integrated into the academic agenda, and reflective in addressing individual student's social decision making, behavioral, mental health, and academic goals.</p> <p>Counseling activities are aligned with counseling outcomes and ensure student choice.</p> <p>School Counselor plan includes a mission statement and a comprehensive vision of how students' individualized needs will be met though differentiated program goals.</p> <p>School Counselor actively seeks input from multiple stakeholders within and beyond the district to maximize collaborative planning process.</p>
	<b>Evidence:</b>			

## 1f Designing Program Assessment

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	School Counselor has no plan to assess services or resists suggestions that such an evaluation is important.	<p>School Counselor has a rudimentary plan to assess services. Assessment criteria and standards have been developed, but they are not clear.</p> <p>School Counselor's approach to using formative assessment is partially developed and includes only some of the program outcomes.</p>	<p>School Counselor's plan to assess services is organized around clear goals, criteria, and standards related to the collection of evidence.</p> <p>School Counselor has a well-developed strategy for using formative assessment data.</p>	<p>School Counselor's assessment plan is highly sophisticated, with a variety of evidence sources and clear criteria for assessing outcomes.</p> <p>The plan includes student contributions to its development.</p> <p>Assessment plan includes multiple methodologies to ensure accurate assessment of program effectiveness for diverse student groups.</p>
<b>A t t r i b u t e s</b>	<p>There is no program assessment plan to gather feedback from stakeholders and evaluate services.</p> <p>The program assessment plan has no provision for data collection.</p> <p>School Counselor does not use data/assessments to plan future program priorities.</p>	<p>The program assessment plan contains minimal provision for feedback from stakeholders.</p> <p>The program assessment plan has limited provision for data collection. Only some of the counseling outcomes are addressed in the planned assessments.</p> <p>School Counselor minimally uses assessment data to plan future program priorities</p>	<p>The program assessment plan is updated based upon feedback from stakeholders.</p> <p>The program assessment plan provides for collection of relevant data and is consistent with program goals.</p> <p>School Counselor synthesizes data to plan effective future program priorities.</p>	<p>The program assessment plan includes cycles for reviewing progress of the counseling program, so that formative adjustments can be made as needed.</p> <p>The program assessment plan uses a variety of methods to collect data in order to assess program goals and services, including soliciting student input.</p> <p>School Counselor continually synthesizes data to plan for effective program priorities, monitors progress, and makes adjustments as needed.</p>
	<b>Evidence:</b>			

## 2a Creating an Environment of Respect and Rapport

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>School Counselor's interactions with students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>The counselor does not promote positive interactions among students, parents, or staff.</p> <p>The Counselor does not deal with disrespectful behavior.</p> <p>The counseling environment is not a place where students, teachers, and/or parents feel safe and respected.</p>	<p>School Counselor's interactions with students are generally appropriate, but may reflect occasional inconsistencies and insensitivity.</p> <p>The counselor makes occasional attempts to promote positive interactions among students, parents, or staff.</p> <p>The counselor attempts to respond to disrespectful behavior with uneven results.</p> <p>Students, teachers and/or parents feel somewhat safe and respected in the counseling environment.</p>	<p>School Counselor's interactions with students, parents and staff are respectful and appropriate to the ages, cultures, and developmental levels of the students.</p> <p>The counselor actively promotes positive interactions.</p> <p>The counseling environment is one in which participants feel safe and respected.</p>	<p>School Counselor's interactions with students, parents and staff are highly positive, respectful, and appropriate to the ages, cultures and developmental levels of the students, reflecting genuine warmth, caring and sensitivity.</p> <p>The counselor has successfully involved students in promoting positive student to-student interactions.</p>
<b>A t t r i b u t e s</b>	<p>School Counselor is insensitive to students' cultural backgrounds and developmental levels.</p> <p>School Counselor displays no familiarity with or caring about students.</p> <p>School Counselor speaks disrespectfully to students, parents, staff, or colleagues.</p> <p>School Counselor displays a lack of responsiveness to students, parents, staff and colleagues.</p> <p>School Counselor fails to convey an atmosphere of respect and encouragement.</p>	<p>School Counselor makes inconsistent effort to be sensitive to students' cultural backgrounds and developmental levels.</p> <p>School Counselor demonstrates familiarity with the unique circumstances of some of the students on her roster.</p> <p>Quality of interactions between School Counselor and students, parents, and staff is uneven, with occasional disrespect or insensitivity.</p> <p>School Counselor is responsive to a small number of students, parents, staff and colleagues.</p> <p>School Counselor attempts to create an atmosphere of respect with uneven results. Students may hesitate to participate.</p>	<p>School Counselor is sensitive to all students' cultural backgrounds and developmental levels and fosters this sensitivity with students and staff.</p> <p>School Counselor demonstrates detailed knowledge of each of the students on her roster.</p> <p>Interactions between School Counselor and students, parents, and staff are consistently respectful.</p> <p>School Counselor is responsive to parents, staff, colleagues, and all students on his/her caseload.</p> <p>School Counselor consistently creates an atmosphere of support and rapport.</p>	<p>School Counselor is highly sensitive to all students' cultural backgrounds and developmental levels and supports student initiation of events recognizing and including diverse populations.</p> <p>School Counselor consistently demonstrates knowledge of, compassion for, and responsiveness to all students.</p> <p>School Counselor models exemplary respect for students, parents, staff, and community stakeholders, treating them with dignity in all situations.</p> <p>School Counselor is responsive to all school, district, and community stakeholders.</p> <p>School Counselor facilitates an atmosphere of genuine caring and respect for all. Students participate without fear of put-downs or ridicule from either the School Counselor or other students.</p>
	<b>Evidence:</b>			

## 2b Establishing a Culture for Learning

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>The counseling program and environment are characterized by little to no commitment of effort by the School Counselor or students. Students show no regard for the importance of the counseling work.</p> <p>School Counselor makes no attempt to encourage students to work hard and achieve at their highest level. School Counselor does not offer students support for college and career readiness.</p>	<p>The counseling program and environment are characterized by a inconsistent commitment of effort or investment of energy by the School Counselor or students. Students show little regard for the importance of the counseling work.</p> <p>The School Counselor encourages some students to achieve at a higher level. School Counselor offers some students support for college and career readiness.</p>	<p>The counseling program and environment is characterized by a consistent commitment of effort and investment of energy by the School Counselor and students. Students show positive regard for the importance of the counseling work.</p> <p>School Counselor interacts with all students to encourage hard work and support learning. School Counselor seeks to ensure that all students are college and career ready.</p>	<p>The counseling program and environment are characterized by a high commitment of effort and investment of energy by the School Counselor and students. Students take an active role in upholding the importance of the counseling work.</p> <p>School Counselor's interactions with students, staff, and families support attainment of success for all students and involves these stakeholders in ensuring all students are college and career ready.</p>
<b>A t t r i b u t e s</b>	<p>School Counselor conveys to some students that counseling work is too challenging for them.</p> <p>School Counselor sets no expectations for engagement and participation.</p> <p>Students are not encouraged to work hard</p>	<p>School Counselor conveys a neutral position to students regarding their ability to meet the demands of counseling work.</p> <p>School Counselor sets limited expectations for engagement and participation.</p> <p>Some students receive encouragement to work hard from the counselor.</p>	<p>School Counselor communicates to students the importance of counseling work, and the conviction that with hard work they will succeed.</p> <p>School Counselor expects all students to engage with and participate in the counseling program.</p> <p>All students receive encouragement to work hard in order to achieve.</p>	<p>School Counselor communicates a passion for counseling work to students, staff, and families and a conviction that students can acquire the skills necessary to be successful.</p> <p>The School Counselor sets high expectations for engagement in the counseling program and communicates this importance to all students, staff, and families.</p> <p>The School Counselor supports students' initiative in improving the quality of their work.</p>
	<b>Evidence:</b>			

## 2c Managing Routines and Procedures

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>School Counselor's routines for the counseling center or classroom work are nonexistent or disorderly.</p> <p>There are no procedures established for scheduling time with the counselor. No schedule or use-of-time data is available.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>School Counselor's routines for the counseling center or classroom work are partially successful.</p> <p>Procedures for scheduling time with the counselor are established, but have been communicated to only some students.</p> <p>Schedule and/or use-of-time data exist, but are not used or maintained.</p> <p>Students are aware of some routines and procedures, but they are only partially effective or are inconsistently followed.</p>	<p>School Counselor's routines and procedures for the counseling center or classroom work are effective.</p> <p>Procedures for scheduling time with the counselor are established, communicated to students, and followed.</p> <p>Schedule and use-of-time data are available, used, and fully maintained.</p> <p>Students know and follow established routines with minimal guidance and prompting.</p>	<p>School Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.</p> <p>Procedures for scheduling time with the counselor are established with input from students and well communicated to all stakeholders.</p> <p>Schedule and use-of-time data are detailed and used in a highly effective manner.</p> <p>Routines and procedures are well understood and may be initiated or improved by students.</p>
<b>A t t r i b u t e s</b>	<p>School Counselor has not established procedures or routines.</p> <p>School Counselor is unable to prioritize time-sensitive tasks.</p> <p>Lack of procedures or routines during classroom work or a counseling session result in student time off task.</p>	<p>School Counselor has inconsistently established procedures and routines.</p> <p>School Counselor is inconsistent in prioritizing tasks.</p> <p>Counseling office has some procedures and routines related to counseling activities and access to materials and resources.</p>	<p>School Counselor has established consistent routines and procedures.</p> <p>School Counselor consistently prioritizes tasks.</p> <p>Counseling office has clear and consistent procedures and routines that are organized to facilitate various counseling sessions and access to materials and resources.</p>	<p>School Counselor has seamlessly established routines and procedures. Students take initiative in the development and maintenance of counseling session routines and procedures.</p> <p>School Counselor seeks feedback from students and faculty regarding task prioritization.</p> <p>Counseling routines and procedures maximize student engagement, opportunities, and time on task.</p>
	<b>Evidence:</b>			

## 2d Managing Student Behavior

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
R u b r i c	<p>School Counselor has established no standards of conduct for students during counseling or classroom sessions.</p> <p>No assistance with student behavior is offered to staff or families.</p>	<p>School Counselor's efforts to establish standards of conduct for counseling sessions or classroom are partially effective</p> <p>. School Counselor inconsistently attempts to monitor student behavior and sometimes offers behavioral assistance to staff or families.</p>	<p>School Counselor has established clear standards of conduct for counseling sessions or classroom.</p> <p>Student behavior in counseling sessions is generally appropriate.</p> <p>School Counselor makes significant effort to offer assistance to staff or families with student behavior.</p>	<p>School Counselor has established clear standards of conduct for counseling and classroom sessions and students contribute to maintaining them.</p> <p>Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct.</p> <p>School Counselor takes a leadership role in providing assistance with student behavior and shares ideas with staff and/or families.</p>
A t t r i b u t e s	<p>Counseling sessions are chaotic, with no standards of conduct evident.</p> <p>School Counselor disregards students' violation of rules.</p> <p>Some students disrupt the counseling session, without apparent School Counselor awareness or with an ineffective response.</p>	<p>Standards have been established but are not consistently applied or monitored by the School Counselor.</p> <p>School Counselor maintains order with uneven success.</p> <p>Response to student misbehavior is inconsistent during the counseling and/or classroom guidance sessions.</p>	<p>Standards of conduct have been established and are monitored by the School Counselor.</p> <p>School Counselor maintains order with overall success.</p> <p>School counselor consistently and appropriately responds to student misbehavior during the counseling and classroom guidance sessions.</p>	<p>School Counselor's monitoring of student behavior is subtle and preventative. Students actively monitor their own behavior.</p> <p>Students are involved in the development of appropriate behavioral guidelines for counseling sessions and actively contribute to maintaining order by addressing peer behavior based upon established behavioral guidelines.</p> <p>School Counselor models and promotes student ownership of behavior</p>
	<b>Evidence:</b>			

## 2e Organizing Physical Space

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
R u b r i c	School Counselor's physical environment is in disarray, unsafe, or is inappropriate for the planned activities. Physical barriers make the counseling area inaccessible to students with special needs.	School Counselor's attempts to create an inviting and well-organized physical environment are partially successful. Accommodations are made for some students' special needs.	The School Counseling center or classroom arrangements are inviting and conducive to the planned activities. All areas of the counseling center are accessible to students with special needs.	The School Counseling center and classroom arrangements are flexibly arranged to support a range of individual and group counseling activities. Students have contributed ideas to the organization of physical space. Arrangements provide individualized accommodations for students with special needs.
A t t r i b u t e s	School Counselor does not consider or is unaware of the need to arrange the counseling space. There are physical hazards in the counseling center.  There is no attempt to arrange the counseling center to meet the needs of students with physical or sensory disabilities.  School Counselor does not help teachers design ways to enhance their environment for student safety and learning even when asked.	School Counselor makes some attempt to arrange the environment and make the counseling office inviting.  School Counselor makes some attempt at arranging the counseling center to accommodate students with physical disabilities.  School Counselor helps teachers design ways to enhance their environment for student safety and learning only when asked.	School Counselor makes a concerted effort to make the counseling environment inviting and accessible for students.  School Counselor successfully arranges the counseling center to accommodate groups with special needs.  School Counselor volunteers to help teachers design ways to enhance their environment for student safety and learning.	School Counselor enlists the input of students on how to make the counseling environment inviting and welcoming.  School Counselor solicits and implements innovative ideas from students, parents, and experts on environmental accommodations to make the counseling center safe, comfortable, and inviting for students with special needs.  Students take the initiative to adjust the environment based on planned activities.  School Counselor serves as a district-wide resource for space arrangement and accommodation issues
<b>Evidence:</b>				

### 3a Communicating with Students

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>School Counselor rarely communicates with students.</p> <p>Communications contains major errors and/or are unclear.</p> <p>The Counselor's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p>Communication is strictly one-way from School Counselor to students.</p>	<p>School Counselor attempts to communicate with students.</p> <p>Spoken and written communications contain some errors or are partially clear, requiring clarification.</p> <p>School Counselor's spoken communication may be correct, but vocabulary is not fully appropriate for students.</p> <p>School Counselor does not take opportunities to explain academic or counseling vocabulary.</p> <p>School Counselor makes minimal efforts at two-way communication with students.</p>	<p>School Counselor regularly communicates with students.</p> <p>School Counselor's oral and written communications are clear and accurate.</p> <p>School Counselor's use of academic and counseling vocabulary is precise and serves to extend understanding.</p> <p>School Counselor makes regular efforts at two-way communication with students.</p>	<p>School Counselor's oral and written communications with students are ongoing, clear, precise, and expressive.</p> <p>Misconceptions are anticipated by the School Counselor and prevented through use of well-honed communication skills.</p> <p>School Counselor takes the opportunity to extend students' knowledge of concepts and vocabulary. Students use correct vocabulary.</p> <p>School Counselor frequently uses multiple means of soliciting input from, and communicating with, students.</p>
<b>A t t r i b u t e s</b>	<p>School Counselor does not share information, or makes serious errors that will affect student understanding.</p> <p>Students indicate, through body language or questions, that they do not understand the purpose or content of the session provided by the School Counselor</p> <p>School Counselor does not seek input from students.</p>	<p>School Counselor shares limited information or provides only partially accurate information to students.</p> <p>School Counselor provides little explanation about the purpose of the session.</p> <p>School Counselor seeks input from students, but is inconsistent or sporadic in gathering or acting on such input.</p>	<p>School Counselor consistently shares accurate information with students.</p> <p>School Counselor clearly states the purpose of the session, as well as session goals.</p> <p>School Counselor regularly seeks input from students, and effectively acts on such input.</p>	<p>School Counselor has consistent and accurate collaborative communication with students.</p> <p>Students contribute to defining the purpose of the session; if asked, students are able to explain the purpose of the session.</p> <p>School Counselor's extensive gathering of input from students is skillfully applied to make program improvements.</p>
	<b>Evidence:</b>			

### 3b Using Appropriate Counseling Techniques

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R</b> <b>u</b> <b>b</b> <b>r</b> <b>i</b> <b>c</b>	School Counselor has few counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning.	School Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning.	School Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning.	School Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem solving for both interactions with other students and for future planning.
<b>A</b> <b>t</b> <b>t</b> <b>r</b> <b>i</b> <b>b</b> <b>u</b> <b>t</b> <b>e</b> <b>s</b>	School Counselor does not attempt to assist students in decisionmaking, goal setting, or problem solving.  School Counselor makes poor use of questioning techniques, using low level or inappropriate questions.  School Counselor's questions do not invite student response.	School Counselor attempts to assist students in decisionmaking, goal setting, or problem solving.  School Counselor's use of questioning and discussion techniques is adequate.  School Counselor's questions invite students to respond, but most do not.	School Counselor assists students in decision-making, goal setting, or problem solving.  Questioning and discussion techniques are employed effectively, encouraging students to comfortably disclose information after having established confidentiality guidelines for discussions.  School Counselor uses open-ended questions, inviting students to think and/or offer multiple possible answers.	School Counselor mentors students as they use available data to make decisions, set goals, or solve problems.  Questioning and discussion techniques provide opportunities for students to use higher order thinking skills.  School Counselor builds on and uses student responses to deepen student understanding and skill building. Students initiate, maintain, and extend discussions during the session
	<b>Evidence:</b>			

### 3c Engaging Students in the Formulation of Current and Future Plans

	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<b>R</b> <b>u</b> <b>b</b> <b>r</b> <b>i</b> <b>c</b>	School Counselor does not assist students in formulating personalized plans.	School Counselor attempts to assist some students in formulating personalized plans, but efforts are inconsistent.	School Counselor assists the students in formulating clear, purposeful, and personalized plans.	School Counselor supports students as they formulate personal academic, social/ emotional, and career plans. The process has a clearly defined structure and provides students with the time needed to engage with and reflect on their planning.
<b>A</b> <b>t</b> <b>r</b> <b>i</b> <b>b</b> <b>u</b> <b>t</b> <b>e</b> <b>s</b>	School Counselor does not assist students in developing appropriate skills needed for formulating personalized plans.	School Counselor attempts to help students develop the skills needed for formulating personalized plans.	School Counselor provides clear strategies that assist students in developing successful skills for formulating personalized plans, goal setting, and decision making.	School Counselor enables student exploration of multiple strategies that will assist them in developing solid, lifetime skills for formulating personalized plans.
	<b>Evidence:</b>			

### 3d Assessing Student Needs

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>School Counselor neither assesses the progress students are making in programs nor consults with team members to address students' needs.</p> <p>Feedback is absent or of poor quality.</p> <p>Students do not engage in self-assessment.</p> <p>School Counselor does not use assessment to determine services that will address students' needs</p>	<p>School Counselor inconsistently assesses progress students are making in programs or limits consultation with team members to address students' needs.</p> <p>Feedback to students is general, and few students assess their own work.</p> <p>School Counselor sometimes uses assessments to determine services that will address students' needs.</p>	<p>School Counselor consistently assesses the progress students are making in programs and consults with team members to discuss students' needs.</p> <p>Feedback to students is accurate and specific; students frequently engage in self-assessment.</p> <p>School Counselor uses assessment to determine appropriate school-wide services to address the needs of the student population.</p>	<p>School Counselor consistently assesses students' progress in programs, using multiple measures and regularly consults with students, parents, and team members to discuss students' needs.</p> <p>A variety of forms and methods are used to provide accurate and specific feedback.</p> <p>Students self-assess and monitor their progress, and use the data to identify appropriate improvement strategies.</p> <p>School Counselor successfully assesses individual students' needs and differentiates services to address them.</p>
<b>A t t r i b u t e s</b>	<p>School Counselor makes no effort to determine students' understanding of assessment results.</p> <p>School Counselor has no plan to engage students in self-assessment.</p> <p>School Counselor uses inappropriate assessment techniques for the student or setting.</p> <p>School Counselor provides feedback that is inaccurate, non-specific and/or lacks timeliness.</p> <p>School Counselor ignores or does not know how to interpret student assessment data.</p>	<p>School Counselor attempts to determine student understanding of assessment results.</p> <p>School Counselor makes only minimal attempts to engage students in selfassessment.</p> <p>School Counselor attempts to use appropriate assessment techniques for the general student population.</p> <p>School Counselor provides feedback that is timely, but is not specific or consistent.</p> <p>School Counselor displays limited ability to interpret student assessment data.</p>	<p>School Counselor elicits clear evidence of student understanding of assessment results.</p> <p>School Counselor frequently invites students to engage in selfassessment, and provides appropriate strategies for doing so.</p> <p>School Counselor uses assessment techniques that are differentiated for specific student population groups.</p> <p>School Counselor provides feedback that is specific, timely, and consistent.</p> <p>School Counselor accurately interprets student assessment data and makes program decisions or recommends courses of action based on the data.</p>	<p>Students demonstrate a solid understanding of assessment results and the ability to identify their own needs based on the data.</p> <p>Students assess their own needs/progress using assessment criteria they have helped establish.</p> <p>School Counselor skillfully determines and uses assessment techniques that are differentiated for individual students.</p> <p>School Counselor and students discuss high quality feedback that is proactive, pertinent and focused on improvement.</p> <p>School Counselor partners with individual students to interpret assessment data, and discusses program direction and individual action plans with them based on the data.</p>
	<b>Evidence:</b>			

### 3e Implementing Responsive Services

	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<b>R u b r i c</b>	School Counselor does not provide counseling sessions for individual students and/or small groups to help them overcome issues that arise.	School Counselor makes an attempt to meet with some individual students and/or small groups in response to emergent student needs and concerns. Sessions are not goal-focused and offer only moderate assistance.	School Counselor holds individual and/or small group counseling sessions to assist students with academic, career, and personal/social issues in response to emergent student needs and concerns.	School Counselor holds individual and/or small group counseling sessions, that help students identify problems, causes, alternatives, and possible consequences. Students make thoughtful decisions and take appropriate actions in response to emergent needs and concerns.
<b>A t t r i b u t e s</b>	<p>School Counselor does not provide responsive services to address students' needs.</p> <p>School Counselor does not adjust priority of tasks with student or school goals in mind.</p> <p>School Counselor is unable adjust a session when students are confused or unresponsive.</p>	<p>School Counselor inconsistently provides responsive services to address students' needs.</p> <p>School Counselor attempts to adjust priorities to address student needs.</p> <p>School Counselor is partially successful in adjusting a session when students are confused or unresponsive.</p>	<p>School Counselor recognizes change in students' needs and provides responsive services to meet the current, identified needs.</p> <p>School Counselor routinely adjusts priorities to meet the needs of students.</p> <p>School Counselor routinely makes adjustments to a session as needed.</p>	<p>School Counselor's anticipates adjustments to services based on deep knowledge of students and current social and environmental events and conditions.</p> <p>School Counselor uses various data sources and input from stakeholders to anticipate the needs of students, and adjusts priorities accordingly.</p> <p>School Counselor seizes a teachable moment to enhance a session.</p>
	<b>Evidence:</b>			

#### 4a Reflecting on Practice

	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
<b>R u b r i c</b>	<p>School Counselor's reflection on practice is inaccurate and not based on evidence-based standards.</p> <p>School Counselor has no suggestions for how counseling services could be improved.</p>	<p>School Counselor's reflection on practice is sometimes accurate and objective, but not based on evidence-based standards.</p> <p>Reflection includes some general suggestions for how counseling services might be improved.</p>	<p>School Counselor's reflection on practice is accurate and objective, based on evidence-based standards, and cites both positive and negative characteristics.</p> <p>School Counselor makes specific suggestions for improving practice based on the ASCA Model.</p>	<p>School Counselor's reflection on practice is thoughtful and accurate, citing specific examples of practices and the reasons for their degree of success.</p> <p>School Counselor draws on an extensive body of evidence-based practices to suggest alternative practice strategies according to the ASCA Model.</p>
<b>A t t r i b u t e s</b>	<p>School Counselor does not use ASCA Model of Competencies or data to reflect on counseling practices.</p> <p>School Counselor makes no suggestions for professional improvement.</p> <p>School Counselor is not aware of the ASCA School Counseling Program Assessment and does not create the ASCA School Counselor Annual Agreement.</p>	<p>School Counselor uses ASCA Model of Competencies but does not gather data to reflect on counseling practices.</p> <p>School Counselor suggests general modifications for professional improvement.</p> <p>School Counselor is aware of the ASCA School Counseling Program Assessment but does not use it as a guide to create the ASCA School Counselor Annual Agreement.</p>	<p>School Counselor uses the ASCA Model of Competencies and data to guide decision-making and to standardize and reflect on counseling practice.</p> <p>School Counselor draws upon appropriate resources to suggest alternative strategies to refine professional performance.</p> <p>School Counselor uses the ASCA School Counseling Program Assessment as a guide to create and revise the ASCA School Counselor Annual Agreement.</p>	<p>School Counselor uses program assessment data; input from school officials, Advisory Council, and students; and the ASCA Model of Competencies to guide decision-making and reflect on counseling practice.</p> <p>School Counselor uses extensive resources to identify areas for improvement and professional growth opportunities.</p> <p>School Counselor uses deep and nuanced understanding of the ASCA Model of Competencies and the School Counseling Program Assessment to make a subtle but impactful supplement to the ASCA School Counselor Annual Agreement.</p>
	<b>Evidence:</b>			

#### 4b Maintaining Accurate Records and Using Appropriate Data to Guide Practice

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R</b> <b>u</b> <b>b</b> <b>r</b> <b>i</b> <b>c</b>	<p>School Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.</p> <p>School Counselor does not understand the importance of safekeeping and maintenance of student records.</p> <p>School Counselor does not use student data to guide decision-making.</p>	<p>School Counselor's reports, records, and documentation are uneven and occasionally late.</p> <p>School Counselor has a rudimentary understanding of the safekeeping and maintenance of student information.</p> <p>School Counselor makes scant use of student data to guide decision-making.</p>	<p>School Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.</p> <p>School Counselor's practices related to safekeeping and maintenance of student records are consistent with district and national standards.</p> <p>School Counselor uses student data to guide decisionmaking.</p>	<p>School Counselor's practices related to record keeping are highly systematic and efficient. Maintenance and safekeeping practices serve as a model for colleagues in other schools.</p> <p>School Counselor engages parents and students in using student data to guide decisionmaking.</p> <p>Students contribute information to their portfolios.</p>
<b>A</b> <b>t</b> <b>t</b> <b>r</b> <b>i</b> <b>b</b> <b>u</b> <b>t</b> <b>e</b> <b>s</b>	<p>School Counselor has no system for record keeping. Records are in disarray and provide incorrect or confusing information.</p> <p>School Counselor does not maintain and submit records/reports in a timely manner when requested.</p> <p>School Counselor does not know how to use data to guide students.</p>	<p>School Counselor has a process for recording information; however it is out of date, incomplete, or inaccurate.</p> <p>School Counselor inconsistently maintains and submits records/reports.</p> <p>School Counselor has limited knowledge of how to use data to guide students.</p>	<p>School Counselor's process for record keeping is efficient and effective.</p> <p>School Counselor consistently maintains and submits records/reports in a timely manner.</p> <p>School Counselor has a clear understanding of how to use data to guide students.</p>	<p>School Counselor collaborates with colleagues regarding best practice for record-keeping and shares systems and processes.</p> <p>School Counselor consistently makes records/reports available to stakeholders to support self-advocacy and future planning.</p> <p>School Counselor engages and educates appropriate stakeholders on how to best use data to guide students.</p>
	<b>Evidence:</b>			

#### 4c Communicating with Families, Staff, and Community

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>School Counselor provides little, if any, information to families, staff or community about the counseling program as a whole or about individual students.</p> <p>School Counselor does not publicize vision and mission statement of the program.</p> <p>School Counselor does not attempt to engage families in the programs offered by the counseling department.</p> <p>Communications with staff and families violate confidentiality guidelines.</p> <p>Some communications contain socially or culturally inappropriate or offensive references.</p>	<p>School Counselor provides limited though accurate information to families, staff or community about the counseling program as a whole and about individual students.</p> <p>School Counselor shares vision and mission statement of the program if asked.</p> <p>School Counselor attempts to engage families in the programs offered by the counseling department.</p> <p>School Counselor is somewhat familiar with confidentiality guidelines.</p> <p>Communication may not be socially or culturally sensitive.</p>	<p>School Counselor provides thorough and accurate information to families, staff or the community about the counseling program as a whole and about individual students.</p> <p>School Counselor successfully communicates the vision and mission statement of the program.</p> <p>School Counselor frequently engages families in the programs offered by the counseling department.</p> <p>School Counselor consistently follows confidentiality guidelines.</p> <p>Communications are conveyed in a culturally sensitive manner.</p>	<p>School Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.</p> <p>School Counselor makes certain that community, staff, parents, and students are aware of and contribute to the vision and missions statement of the program.</p> <p>School Counselor engages families in using and contributing to the resources of the counseling department.</p> <p>School Counselor consistently maintains and models confidentiality for all while appropriately communicating student needs with family, staff and community.</p> <p>School Counselor responds to concerns with social and cultural sensitivity.</p>
<b>A t t r i b u t e s</b>	<p>School Counselor provides limited or inaccurate information regarding the counseling program to stakeholders.</p> <p>School Counselor does not seek input from stakeholders regarding the most effective means of communicating.</p> <p>School Counselor does not comply with school/district procedures for communicating with families.</p> <p>School Counselor doesn't know who should have access to information or what can be disseminated.</p> <p>School Counselor does not know about the ASCA National Model, that includes the program's mission and vision.</p>	<p>School Counselor infrequently provides information about the counseling program to stakeholders; parents are randomly informed</p> <p>School Counselor seeks input only from district stakeholders regarding the most effective means of communicating.</p> <p>School Counselor complies with school/district procedures for communicating with families but efforts are inconsistent.</p> <p>School Counselor has limited knowledge of who should have access to information, or does not communicate helpful confidential information to those with whom it would be appropriate.</p> <p>School Counselor knows how to access the ASCA Model website, but does not communicate the program's mission and vision with stakeholders.</p>	<p>School Counselor regularly makes information about the program available and uses more than one means to disseminate information.</p> <p>School Counselor seeks input from all stakeholders, including community organizations, regarding the most effective means of communication.</p> <p>School Counselor complies with all school/district procedures for communicating with families and successfully engages them at the appropriate times.</p> <p>School Counselor is aware of what information is confidential; timing, content, and audience for sharing information is always appropriate.</p> <p>School Counselor directs stakeholders to the ASCA National Model and communicates its mission and vision.</p>	<p>School Counselor is innovative in finding multiple means to provide information to stakeholders.</p> <p>School Counselor is a leader in facilitating a communication network of district and diverse community organizations and seeks input from stakeholders regarding the most effective means of communicating.</p> <p>School Counselor complies with all school/district procedures and initiates additional interactions, encouraging collaboration with all stakeholders. School Counselor provides appropriate information at appropriate times.</p> <p>School Counselor serves as the district consultant for the appropriate dissemination of records and educates all stakeholders about confidentiality policies.</p> <p>School Counselor engages stakeholders, particularly the Advisory Council, in conversations about the mission and vision of the ASCA National Model, focusing on plans for the future of the program.</p>
	<b>Evidence:</b>			

#### 4d Participating in a Professional Community

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>School Counselor's interactions with other counselors and/or other colleagues in the school/district are negative.</p> <p>The counselor avoids becoming involved in school or district events or projects.</p> <p>School Counselor does not participate in a professional learning community.</p>	<p>School Counselor interacts with other counselors and/or colleagues to fulfill required duties.</p> <p>The School Counselor participates in school events, district projects, and professional learning communities when specifically asked or invited.</p>	<p>School Counselor's interactions with other counselors and colleagues are characterized by mutual support and collaboration.</p> <p>The counselor volunteers to participate in school events and school/district projects, making a substantial contribution.</p> <p>The School Counselor actively participates in a professional learning community.</p>	<p>School Counselor interactions are characterized by mutual support and collaboration, with the School Counselor taking initiative in assuming leadership among other counselors and colleagues.</p> <p>The School Counselor volunteers to participate in school/district events and projects, making a substantial contribution and assuming a leadership role in at least one aspect of school/district life.</p> <p>The School Counselor takes a leadership role in promoting a professional learning community.</p>
<b>A t t r i b u t e s</b>	<p>School Counselor's interactions with other counselors and colleagues are characterized by negativity or combativeness.</p> <p>School Counselor purposefully avoids involvement in school/district events and projects.</p> <p>School Counselor avoids contributing to activities promoting professional learning communities.</p>	<p>School Counselor engages in interactions with colleagues to fulfill department mandates, but does not initiate collaborative, professional conversations.</p> <p>When asked, the School Counselor participates in school events and projects.</p> <p>When invited, the School Counselor participates in activities related to professional learning communities.</p>	<p>School Counselor has supportive, collaborative and professional interactions with other counselors and colleagues.</p> <p>School Counselor frequently volunteers to participate in school events and projects.</p> <p>School Counselor regularly participates in activities related to professional learning communities.</p>	<p>School Counselor initiates and models collaborative interactions with other counselors, colleagues and organizations.</p> <p>School Counselor contributes to and leads significant school/district and community projects.</p> <p>School Counselor takes a leadership role in promoting activities related to professional learning communities.</p>
<b>Evidence:</b>				

#### 4e Growing and Developing Professionally

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>School Counselor does not participate in individual and/or collaborative professional development activities even when such activities are clearly needed for the development of counseling skills.</p> <p>School Counselor actively avoids professional conversations with colleagues and supervisors.</p> <p>School Counselor does not contribute to the collective knowledge of colleagues or the profession.</p>	<p>School Counselor participates in limited individual and/or collaborative professional development activities.</p> <p>School Counselor engages in limited professional conversations with colleagues and supervisors.</p> <p>School Counselor rarely assists other counselors or contributes to the profession.</p>	<p>School Counselor seeks out opportunities for individual and/or collaborative professional development based on an individual assessment of need.</p> <p>School Counselor actively engages with colleagues and supervisors in professional conversations about practice, including feedback about practice.</p> <p>School Counselor frequently contributes to the collective knowledge of colleagues.</p>	<p>School Counselor actively pursues individual and/or collaborative professional development opportunities based on individual or departmental assessment of need, and makes a substantial contribution to the profession.</p> <p>School Counselor takes a leadership role in organizing opportunities for professional conversation, including feedback about practice.</p> <p>School Counselor initiates important research or activities that contribute to the profession.</p>
<b>A t t r i b u t e s</b>	<p>School Counselor is not involved in any activity that might enhance his/her knowledge or skills.</p> <p>School Counselor purposefully resists discussing performance with supervisors or colleagues.</p> <p>School Counselor does not participate in school/district professional development activities and makes no effort to share knowledge.</p> <p>School Counselor does not know the ASCA Competencies.</p>	<p>School Counselor participates in professional development activities when required by district or for recertification.</p> <p>School Counselor reluctantly accepts feedback from supervisors and colleagues.</p> <p>School Counselor participates in school/district professional development activities when specifically assigned, providing limited opportunities for sharing knowledge.</p> <p>School Counselor is aware of the ASCA Competencies but does not make the connection to professional growth.</p>	<p>School Counselor participates in individual professional development to enhance knowledge and skills beyond district and recertification requirements.</p> <p>School Counselor welcomes colleague and supervisor input in order to gain insight into improving practice.</p> <p>School Counselor participates actively in a variety of required and optional school/district professional development activities and shares knowledge with colleagues.</p> <p>School Counselor uses the ASCA Competencies to guide professional growth.</p>	<p>School Counselor provides professional development activities in the district to create opportunities for counselors and/or colleagues to collaboratively enhance knowledge and skills.</p> <p>School Counselor actively seeks feedback from supervisors and colleagues on a regular basis.</p> <p>School Counselor works with school/district professional development leaders to assess professional development needs, and finds or creates activities that promote knowledge sharing that will have a positive impact on students.</p> <p>School Counselor works with other School Counselors to create understanding of the ASCA Competencies and uses the competencies to guide professional growth.</p>
<b>Evidence:</b>				

#### 4f Showing Professionalism

	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Distinguished
<b>R u b r i c</b>	<p>School Counselor displays dishonesty or unprofessional behavior in interactions with colleagues, students, families and the community.</p> <p>School Counselor does not advocate for families or for the students' social, behavioral or academic needs.</p> <p>School Counselor does not comply with school, district, and professional regulations even when directed.</p>	<p>School Counselor is honest in interactions and appropriate in professional actions with colleagues, students, families and the community.</p> <p>School Counselor inconsistently advocates for families' or students' social, behavioral or academic needs.</p> <p>School Counselor requires prompting to comply with school, district, and professional regulations.</p>	<p>School Counselor displays high standards of honesty, integrity, and professional behaviors in interactions with colleagues, students, families and the community.</p> <p>School Counselor consistently advocates for families' or students' social, behavioral or academic needs.</p> <p>School Counselor fully complies with school, district, and professional regulations.</p>	<p>School Counselor models the highest standards of honesty, integrity, and professional behavior in interactions with other colleagues, students, families and community members.</p> <p>School Counselor provides leadership to colleagues in advocating for families' or students' social, behavioral or academic needs.</p> <p>School Counselor takes on a leadership role regarding implementation of school, district, and professional regulations.</p>
<b>A t t r i b u t e s</b>	<p>School Counselor demonstrates lack of honesty and integrity according to the ASCA Ethical Standards.</p> <p>School Counselor does not exhibit willingness or ability to work collaboratively with other professionals.</p> <p>School Counselor does not notice or advocate for the needs of students and families School Counselor does not provide opportunities for student success as described in the Annual Agreement.</p> <p>School Counselor willfully rejects district regulations.</p>	<p>School Counselor demonstrates honesty and general compliance with the ASCA Ethical Standards.</p> <p>School Counselor is willing to collaborate occasionally with other professionals.</p> <p>School Counselor notices needs of students and families but is inconsistent in advocating for their needs.</p> <p>School Counselor is inconsistent in providing opportunities for student success as described in the Annual Agreement.</p> <p>School Counselor complies with district regulations only when prompted.</p>	<p>School Counselor is honest and is known for having high standards of integrity according to the ASCA Ethical Standards.</p> <p>School Counselor seeks opportunities to participate in ongoing collaboration with other professionals.</p> <p>School Counselor actively and consistently advocates for student and family needs.</p> <p>School Counselor consistently provides opportunities for student success as described in the Annual Agreement.</p> <p>School Counselor continually assesses planned actions to insure compliance with district regulations.</p>	<p>School Counselor provides opportunities for other counselors and staff to engage in professional conversations to ensure shared understanding of honesty and integrity according to the ASCA Ethical Standards.</p> <p>School Counselor exhibits skill and leadership in professional collaboration.</p> <p>School Counselor takes a leadership role in the school, district and community, proactively advocating for the needs of students and families.</p> <p>School Counselor makes differentiated efforts to ensure opportunities are available for individual students to be successful as described in the Annual Agreement.</p> <p>School Counselor takes a leadership role in complying with and training colleagues on district regulations.</p>
	<b>Evidence:</b>			

<b>SUMMARY OF SCORES</b> (U=Unsatisfactory B=Basic P=Proficient D=Distinguished)						
<b>Domain #1: Planning and Preparation</b>	<b>1a:</b>	<b>1b:</b>	<b>1c:</b>	<b>1d:</b>	<b>1e:</b>	<b>1f:</b>
<b>Domain #2: The Environment</b>	<b>2a:</b>	<b>2b:</b>	<b>2c:</b>	<b>2d:</b>	<b>2e:</b>	
<b>Domain #3: Delivery of Services</b>	<b>3a:</b>	<b>3b:</b>	<b>3c:</b>	<b>3d:</b>	<b>3e:</b>	
<b>Domain #4: Professional Responsibilities</b>	<b>4a:</b>	<b>4b:</b>	<b>4c:</b>	<b>4d:</b>	<b>4e:</b>	<b>4f:</b>

<b>Areas of Strength:</b>	
<b>Areas of Growth:</b>	

Track I \_\_\_\_ Track II \_\_\_\_ Track III \_\_\_\_

**Acknowledgement of receipt and acceptance**

By signing this I acknowledge receiving a copy of this evaluation. I understand this evaluation will be a part of my personnel file.

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**DISTRICT NAME:** EAST BUTLER PUBLIC SCHOOL DISTRICT

**ADMINISTRATOR INFORMATION**

Principal/Administrator name:  
School(s)

Assignment:  
Evaluator:  
School Year:

Semester 1 (Formative-Ratings required)  
Semester 2 (Summative-Ratings required)

Probationary Year:     One     Two     Three

**Part I: Nebraska Effective Practices.** Probationary principals or school/district administrators are rated on the Effective Practices each semester based on at least one formal on-site observation and such other observation data or artifacts as may have been collected. Permanent administrators are rated on the Effective Practices at the end of their summative year.

<b>EFFECTIVE PRACTICE: (1) Vision for Learning.</b> The principal establishes and communicates a vision for teaching and learning that results in improved student achievement.	
Evaluator Rating	Description
<input type="checkbox"/> Distinguished	The principal implements a systematic and comprehensive analysis of multiple sources of data and collaborates with a wide range of school and community members in order to shape a vision of teaching and learning that results in a high level of student achievement and the closing of achievement gaps.
<input type="checkbox"/> Proficient	The principal analyzes multiple sources of data and engages key school and community members in order to shape a vision of teaching and learning designed to result in improved student achievement.
<input type="checkbox"/> Basic	The principal conducts a limited analysis of data on current practices and outcomes and is inconsistent in engaging school and community members in shaping a vision of teaching and learning designed to result in improved student achievement.
<input type="checkbox"/> Unsatisfactory	The principal ineffectively analyzes data or fails to engage key school and community members in shaping a vision of teaching and learning designed to result in improved student achievement.
<b>Narrative Feedback (Required for Basic or Unsatisfactory rating)</b>	

**EFFECTIVE PRACTICE: (2) Continuous School Improvement.** The principal leads a continuous school improvement process that results in improved student performance and school effectiveness

Evaluator Rating	Description
<input type="checkbox"/> Distinguished	In collaboration with staff, students, parents, and patrons, the principal leads a systematic continuous school improvement process that consistently strengthens teaching and learning and that results in improved student performance and school effectiveness.
<input type="checkbox"/> Proficient	The principal leads a systematic continuous school improvement process that consistently results in improved student performance and school effectiveness.
<input type="checkbox"/> Basic	The principal leads a continuous school improvement process, but with inconsistent outcomes; as a result, increases in student performance and school effectiveness are limited.
<input type="checkbox"/> Unsatisfactory	The principal is ineffective in leading the continuous school improvement process and fails to develop essential components of the process.
<b>Narrative Feedback (Required for Basic or Unsatisfactory rating)</b>	

**EFFECTIVE PRACTICE: (3) Instructional Leadership.** The principal provides leadership to ensure the implementation of a rigorous curriculum, the use of effective teaching practices, and accountability for results.

Evaluator Rating	Description
<input type="checkbox"/> Distinguished	The principal provides systematic and collaborative leadership to implement a rigorous curriculum, highly effective instruction, and accountability for student learning.
<input type="checkbox"/> Proficient	The principal provides leadership to ensure the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.
<input type="checkbox"/> Basic	The principal provides limited leadership toward the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.
<input type="checkbox"/> Unsatisfactory	The principal fails to provide effective leadership toward the implementation of a rigorous curriculum, effective instruction, and accountability for student learning.
<b>Narrative Feedback (Required for Basic or Unsatisfactory rating)</b>	

**EFFECTIVE PRACTICE: (4) Culture for Learning.** The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.

Evaluator Rating	Description
<input type="checkbox"/> Distinguished	The principal collaborates effectively with staff to create and maintain a school culture that enhances the academic, social, physical, and emotional development of all students.
<input type="checkbox"/> Proficient	The principal creates a school culture that enhances the academic, social, physical, and emotional development of all students.
<input type="checkbox"/> Basic	The principal attempts to create a school culture that enhances the academic, social, physical, and emotional development of students, but these efforts may lack consistency or effectiveness.
<input type="checkbox"/> Unsatisfactory	The principal fails to provide the leadership to create or maintain a school culture that enhances the academic, social, physical, and emotional development of students. The school culture may be negative or non-productive.
<b>Narrative Feedback (Required for Basic or Unsatisfactory rating)</b>	

**EFFECTIVE PRACTICE: (5) Systems Management.** The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective environment for all students and staff.

Evaluator Rating	Description
<input type="checkbox"/> Distinguished	The principal has a broad and deep understanding of school management functions and systematically undertakes them. The principal's highly effective management of the organization, operations, and resources of the school results in a learning environment that is safe, highly effective, and highly efficient.
<input type="checkbox"/> Proficient	The principal ensures a safe, efficient, and effective learning environment for students and staff by competently managing the organization, operations, and resources of the school.
<input type="checkbox"/> Basic	The principal displays a basic understanding of and willingness to carry out school management functions, but he/she is inconsistent or not fully effective in managing the organization, operations, and resources of the school. As a result, the school may demonstrate some problems, resulting in a learning environment that has some concerns related to safety, efficiency, or effectiveness.
<input type="checkbox"/> Unsatisfactory	The principal's understanding of management functions is incomplete or his/her willingness or ability to carry out those functions is limited. The principal ineffectively manages the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective environment.

**Narrative Feedback (Required for Basic or Unsatisfactory rating)**

**EFFECTIVE PRACTICE: (6) Staff Leadership.** The principal uses effective personnel practices to select, develop, support, and lead high-quality teachers and non-teaching staff.

Evaluator Rating	Description
<input type="checkbox"/> Distinguished	The principal uses innovative personnel practices to consistently recruit, select, develop, support, retain, and lead high-quality teachers and non-teaching staff.
<input type="checkbox"/> Proficient	The principal uses innovative personnel practices to consistently recruit, select, develop, support, retain, and lead high-quality teachers and non-teaching staff.
<input type="checkbox"/> Basic	The principal's understanding and use of effective personnel practices is inconsistent or ineffective, resulting in less than effective recruitment, selection, and development of high-quality staff members.
<input type="checkbox"/> Unsatisfactory	The principal fails to effectively recruit, select, develop, and retain high-quality staff members; he/she does not use effective personnel practices.

**Narrative Feedback (Required for Basic or Unsatisfactory rating)**

**EFFECTIVE PRACTICE: (7) Developing Relationships.** The principal promotes and supports productive relationships with students, staff, families, and the community.

Evaluator Rating	Description
<input type="checkbox"/> Distinguished	The principal promotes and supports productive relationships with students, staff, families, and the community actively seeks diverse viewpoints and builds a strong network of support for the school's vision and mission.
<input type="checkbox"/> Proficient	The principal promotes and supports productive relationships with students, staff, families, and the community that support the school's vision and mission.
<input type="checkbox"/> Basic	The principal attempts to promote and support productive relationships with students, staff, families, and the community, but these attempts may be haphazard or less than fully effective. As a result, relationships within the school and between the school and community are generally acceptable, but somewhat below the desired level of support for the school and its mission.
<input type="checkbox"/> Unsatisfactory	The principal fails to effectively engage in the conversations and activities necessary to develop positive, productive relationships with students, staff, families, and the community and build support

	for the school's vision and mission. As a result, relationships within the school and between the school and community are often negative.
<b>Narrative Feedback (Required for Basic or Unsatisfactory rating)</b>	

<b>EFFECTIVE PRACTICE: (8) Professional Ethics and Advocacy.</b> The principal acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.	
Evaluator Rating	Description
<input type="checkbox"/> Distinguished	The principal models an exceptionally high level of fairness, integrity, and professional ethics and provides leadership to his staff and colleagues in these qualities: the principal is a strong advocate for policies of equity and excellence in support of the vision of the school.
<input type="checkbox"/> Proficient	The principal consistently acts with fairness, integrity, and a high level of professional ethics, and advocates for policies of equity and excellence in support of the vision of the school.
<input type="checkbox"/> Basic	The principal usually acts with fairness, integrity, and an acceptable level of professional ethics; he/she advocates for policies of equity and excellence but may be inconsistent or less than fully effective in doing so.
<input type="checkbox"/> Unsatisfactory	The principal does not routinely act with the expected degree of fairness, integrity, and professional ethics, and lapses in these behaviors may occur; he/she is not an effective advocate for his/her school or the educational system.
<b>Narrative Feedback (Required for Basic or Unsatisfactory rating)</b>	

## SUMMARY OF EFFECTIVE PRACTICES:

<b>EVALUATOR'S COMMENTS:</b>
<b>Areas of Strength</b>
<b>Areas of Development</b>

- Plan for Improvement (required for a rating of "Basic" on any of the Effective Practices)
- Plan for Assistance attached (required for ratings "Unsatisfactory" on any of the Effective Practices)

**Part II: Principal/Administrator Action Plans.** Combined rating. For probationary principals/administrators, action plans are reviewed during the first-semester evaluation conference and rated during the second-semester evaluation conference. For permanent administrators, Action Plans are reviewed at the annual conference

<b>Evaluator Rating</b>	<b>Description</b>
<input type="checkbox"/> Distinguished	Results across all Action Plans demonstrate that objectives have been met or exceeded to a significant degree. Improvement in student achievement or school/district performance as a result of the Plans exceeds expectations. Plan design is exemplary and implementation strategies were carried out in a highly effective fashion. The results can serve as a model for other administrators.
<input type="checkbox"/> Proficient	Results across all Action Plans demonstrate that objectives have been met or nearly met on an overall basis. Significant improvement in student achievement or school/district performance as a result of the Plans is evident. Plan design evidenced appropriate quality and/or rigor and implementation strategies were carried out effectively.
<input type="checkbox"/> Basic	Results across all Action Plans demonstrate that objectives have been met in part. Some improvement in student achievement or school district performance as a result of the Plans is evident. Plan design may have been somewhat lacking in quality and/or rigor and implementation strategies were not carried out as effectively as expected.
<input type="checkbox"/> Unsatisfactory	Results across all Action Plans demonstrate that objectives have not been achieved or have been achieved at a level that is significantly below expectations. Improvement in student achievement or school/district performance as a result of the Plans has been minimal. Plan design may have evidenced insufficient quality and/or rigor and implementation strategies were not carried out effectively.
<b>Narrative Feedback (Required for Basic or Unsatisfactory rating)</b>	

- Plan for Improvement attached (required for a rating of "Basic")
- Plan for Assistance attached (required for rating of "Unsatisfactory")

**Part IV: Local District Standards (Optional).** Local standards may be evaluated in either or both semesters.

Local District Standards Meets District Standards	Meets District Standards	
<input type="checkbox"/> Not Applicable	<input type="checkbox"/> YES	<input type="checkbox"/> NO

**Part V: Overall Rating-** An overall rating is provided in the second-semester conference only for probationary principals/administrators. For permanent administrators, an overall rating is provided at the final conference of the summative year.

Evaluator Rating	Description
<input type="checkbox"/> Distinguished	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for all evaluative criteria and exceeds expected performance in many respects. He/she is actively engaged in professional improvement and provides leadership to other school/district administrators.
<input type="checkbox"/> Proficient	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for the evaluative criteria on an overall basis and is actively engaged in professional improvement and school and/or district leadership efforts.
<input type="checkbox"/> Basic	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator meets district performance standards for most evaluative criteria and is satisfactorily participating in an improvement plan for those criteria rated below "Proficient."
<input type="checkbox"/> Unsatisfactory	In the judgment of the evaluator based on a review of the evidence collected, the principal or school/district administrator does not meet district performance standards for a significant segment of the evaluation criteria and improvement efforts have been inadequate.

**Evaluator's Comments:**

**Areas of Strength**

**Areas of Development**

- Plan for Improvement attached (required for Overall rating of "Basic")
- Plan for Assistance (required for Overall rating of "Unsatisfactory")

**Additional Comments**

**Principal/Administrator Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Evaluator Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*My signature certifies that the evaluation results have been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in the evaluation.*

# **EAST BUTLER PUBLIC SCHOOL**

## **PARENT - STUDENT HANDBOOK**



**2022-23 Edition**

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Dear Students and Parents:

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

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

**There are several forms at the end of this handbook that you must read, sign, and return no later than the second Friday of the school year.**

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

Sincerely,

Mr. Michael Eldridge  
Superintendent

## **Intent of Handbook**

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

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

## **Notice of Nondiscrimination**

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Name: Michael Eldridge  
Title: Superintendent  
Address: 212 S. Madison Street, Brainard, NE 68626  
Telephone: 402-545-2081  
E-mail: meldridge@ebutler.esu7.org

For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area or call 1-800-421-3481.

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

## **MISSION STATEMENT**

East Butler Public Schools, in cooperation with the communities we serve, will inspire students to become responsible, creative, and innovative citizens in the ever-changing world.

## **VISION STATEMENTS**

- Create a safe and respectful environment for students and staff members.
- Expect and provide for high levels of commitment, collaboration, and communication among students, staff, and community members.
- Provide and maintain an effective curriculum that aligns with recognized standards and is systematically monitored.
- Empower students with innovative technology and strategies to succeed in a global society.
- Value diversity in ways that enrich student learning.

## **SECTION ONE**

### **BASIC SCHOOL RULES AND GENERAL PRACTICES**

#### **Attendance**

##### **Required Attendance**

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

##### **Mandatory Attendance Age**

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

##### **Exceptions**

This policy does not apply when temporary illness or severe weather conditions make attendance impossible or impracticable.

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

##### **Discontinuing Enrollment – 5 Year Old Students**

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

##### **Discontinuing Enrollment – 16 and 17 Year Old Students**

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

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

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

### **Attendance Officer**

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

### **Excused Absences**

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

1. Physical or mental illness of the student or of a child whom the student is parenting (a physician's verification is required after four (4) consecutive days of absence for illness)
2. Severe weather
3. Medical appointments for the student or for a child whom the student is parenting
4. Death or serious illness of the student's family member
5. Attending a funeral, wedding or graduation
6. Appearance at court or for other legal matters
7. Observance of religious holidays of the student's own faith
8. College planning visits

## 9. Personal or family vacations

### **Excessive Absenteeism**

When a student receives 5 absences or the hourly equivalent in any semester, the Attendance Officer will follow the district's policy to address barriers to the student's attendance.

When a student is absent more than 20 days per year or the hourly equivalent and any portion of the absences is unexcused, the Attendance Officer shall file a report with the county attorney of the county in which the student resides. For example, if the student accumulates 23 days of excused absences due to documented illness and is tardy one time, the Attendance Officer must file a report with the appropriate county attorney.

### **Administrative Procedures**

- A. After five (5) days absent, per semester, parents will be notified.
- B. At (10) days a final letter will be sent. Parents and students should be aware at all times of the total number of days missed from school. These can be checked with the main office or online (PowerSchool).
- C. When students miss ten (10) or more days from class and the absences were not due to court placement or extended illness, parents and students will be notified that a referral has been made to the Seward County Attendance Support Program.
- D. When a student misses fifteen (15) or more days from class, an attendance meeting will be scheduled with the Principal. The parents are expected to make every effort to attend this meeting. This meeting will consist of the development of an Attendance Improvement plan.

### **Absences due to illness**

The school district will contact parents if a student becomes ill at school. A student who is absent due to illness has two days for every day of absence to complete missed assignments.

### **Planned absences**

Parents who know in advance that a student will be absent must call the school or send a written note at the earliest possible date. Students who will be absent for reasons that can be anticipated, such as routine medical

appointments and school activities, must complete any work required by the teacher before the absence. Parents should make every attempt to schedule medical and other appointments after school hours when possible.

**Students are obligated to:**

- 1) Complete all class work in advance for any absence that can be anticipated.
- 2) Attend school a full day before attending practice or participating in a scheduled student activity except in cases of family emergencies or prearranged absences.
- 3) Check out of school at the office if leaving school during the school day.
- 4) Make up any and all work that is assigned by teachers as make-up work for the instructional time that has been missed.

**Parents are obligated to:**

- 1) Call the appropriate building office to inform the school of the reason for each absence.
- 2) Submit a doctor's statement, if requested, for each period of absence due to illness that exceeds five days.

**Smoke-Free Environment**

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

**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 disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.

School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued. Students must pay all fines before they can receive school publications and final grades.

**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. We recommend that the locker be locked with a combination lock. Students may turn in an extra key to the office if they choose to use a key lock. 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 must keep backpacks, bags, and purses in their lockers.

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

Student lockers, desks, computer equipment, 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 in 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. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon will be confiscated and delivered to law enforcement officials as soon as practicable.
3. Items that have been or are reasonably expected to be used to disrupt or interfere with the educational process (that is, "nuisance items") may be removed from student possession.

### **Pets At School**

\*Arrangements should be made with the teacher ahead of time.

\*The pet needs to be brought to school by the parent.

\*The parent stays with the pet during the duration of the visit to the classroom.

\*Returned home by the parent.

The school discourages the practice of bringing pets to school, and cannot assume responsibility for accidents.

### **Elevator Use**

Secondary students who are injured or on crutches may use the elevator to the second floor. A \$5 elevator key deposit is required and will be returned when the elevator key is returned to the office.

### **Tiger Time. (Advisory Period)**

7-12 students will be assigned a Tiger Time teacher. Tiger time will meet the last day of the school week from 1:30pm-2:30pm. Students will have the opportunity to get extra help from their teachers during this time. Tiger Time will also be used for class meetings, organizations, assemblies, and College/Career Readiness programs. Students are also encouraged to meet with their teachers after the 2:30pm dismissal, for further help in classes that they are failing.

### **ICU Program**

ICU is an academic support system for students and communication tool for teachers and parents and is built around a school-wide electronic database that tracks missing assignments. All students completing all assignments is the foundation of this program.

#### **ICU Procedures**

- If a student has a missing assignment, they are placed on the ICU list and required to attend focus lunch.
- If a student turns in an assignment that was previously placed on the ICU list, the teacher will take the student off the list. If additional time is needed to grade the assignment, the teacher can keep the student on the ICU list.
- If the teacher has reviewed the work and it is determined to be of poor quality, the assignment will be placed on the ICU list with the note: *Poor Quality, Needs to Redo/Fix.*

#### **Focus Lunch**

- Students will have the opportunity to not have to attend the ICU Focus lunch if they get their missing work in. Students must have a signed **assignment card** from the teacher for whom the assignment is due. The assignment will remain on the ICU list until the teacher has graded the assignment, however, the students will be excused from the ICU Focus lunch for that day.

#### **Quality Work**

- Students are expected to turn in quality work.
- Teachers will determine the quality of work. The following guidelines may be used to help judge quality work.
  - Possible Guidelines for Student Quality Work:
    - Legible
    - Complete
    - Relevant Answers
    - Follows Directions

## **Jr/Sr High School Specific Guidelines**

### **Blitz Days**

- Every Friday, from 2:30pm-3:30pm will be a mandatory Blitz time. Students that do not have all of their assignments completed by 2:30pm on Friday, will be required to stay.

### **Pregnant and Parenting Students**

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

### **Bills**

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

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

### **Books and Supplies**

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

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

### **Breastfeeding and Lactation**

In order to accommodate lactating and breastfeeding students, the district will provide reasonable opportunities to express breast milk or breastfeed in a place, other than a bathroom, which is shielded from view and free from intrusion from district students, employees, and the public. The district will also provide a location for students to store expressed breast milk in or near

the location designated for students to express milk to create the least amount of disruption to the student's participation in class or activities.

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

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

### **Bulletin Boards**

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

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

1. All postings must be approved by the appropriate building principal or designee. Students may not post any material containing any statement or expression that is libelous, obscene, or vulgar; that would violate board of education policies, including the student code of conduct; or that is otherwise inappropriate for the school environment.
2. All postings must identify the student or the student organization posting or publishing the notice.
3. Material shall be removed after a reasonable time to assure full access to the bulletin boards or electronic publishing media.

### **Bullying**

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

consider these definitions when determining whether any specific situation constitutes bullying. Both of these definitions include both in-person and cyberbullying behaviors.

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

### **Reporting Bullying**

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

### **Bullying Investigations**

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

### **Cafeteria Rules**

1. All food must be consumed in the areas designated by the school.
2. After students have eaten, they must return trays to the kitchen. All straws, papers, milk cartons should be deposited in the trash cans. All leftover food should be scraped off the tray on to the correct container. Forks and spoons should be placed in the pan with water, NOT THROWN AWAY!
3. Students are to use proper manners including eating quietly.
4. Students may not throw food or other items.
5. Second servings are available to those who have made an effort to clean their trays and have requisite funds as required by board policy.
6. Students should remain at their tables until they are dismissed.
7. Parents who wish their child to eat lunch away from school must provide a written authorization to the student's building principal.
8. Students must treat lunch personnel with respect.
9. Students who violate the above rules will be disciplined.

### **Candy and Gum**

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

### **Cell Phones and Other Electronic Devices**

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

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

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

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

Students who violate this policy will have their cell phones or other electronic devices confiscated immediately. The administration will return confiscated devices to the offending student's parent or guardian after meeting with the parent or guardian to discuss the violation. Students who violate this policy may, at the discretion of the school's administration, be subject to additional discipline, up to and including suspension or expulsion.

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

### **Cheating, Plagiarism, and Academic Dishonesty**

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

- Obtaining, attempting to obtain, or aiding another person to obtain credit for work by any dishonest or deceptive means.

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

A student who cheats, plagiarizes, or otherwise participates in any academic dishonesty is subject to discipline, up to and including expulsion.

### **Child Abuse and Neglect**

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

### **Class Dismissal**

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

### **Classroom Behavior**

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

- arrive to class on time;

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

Teachers will establish classroom conduct rules that students must obey.

### **Closed Campus**

To encourage students to eat a nutritious lunch, K-8 students will not be permitted to leave school during the school day for the purpose of lunch. 9-12 students who leave campus for lunch, may not bring any purchased meals or other food back to the school building. The administration may grant special exceptions to the closed campus rule as needed (e.g. for students with special dietary needs). Students may not bring pop/sport drinks into the building at any time. **STUDENTS THAT ARE ON THE DOWN LIST WILL BE SUBJECT TO CLOSED CAMPUS UNTIL THEY ARE NO LONGER ON THE LIST.**

### **Coats and Boots**

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

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

### **Communicable Diseases**

Any student who has contracted a contagious disease may be restricted from attendance at school until the student is no longer contagious. The school district uses the Title 173- Nebraska Health and Human Services/Control of Communicable Disease, Chapter 3 of the Nebraska Administrative Code as a "best practice" guideline for contagious and infectious diseases. If there are questions regarding the communicability of your child's health condition or if you know your child has contracted a contagious or communicable disease or condition not otherwise specified in board policy or this handbook, please call 402-545-2081.

### **Communicating with Parents**

Parents shall be kept informed of student progress, grades, and attendance through report cards, progress reports, and parent/teacher conferences. The school district will notify parents if their students are failing or close to failing. The school district will endeavor to notify parents of failing students prior to entry of the failing grade on the student's report card. Parents will

also be notified of their student's possible failure to meet graduation requirements. Other pertinent information will be communicated to parents by mail or by personal contact. Official transcripts of student progress, grades, and attendance will be sent to other school systems upon the student's transfer when the district receives a written request signed by the student's parent or guardian or upon being notified that the student has enrolled in another school.

### **Complaint Procedure**

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below.

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

### **Complaint and Appeal Process.**

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
  - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
  - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.

- c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
  - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov); by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the staff member involved.
    - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
    - 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
  - b) Strongly encourage the complainant to reduce his or her concerns to writing.
  - c) Interview the complainant to determine:
    - 1) All relevant details of the complaint;
    - 2) All witnesses and documents which the complainant believes support the complaint;
    - 3) The action or solution which the complainant seeks.
  - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.

4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint, he or she may appeal the decision to the superintendent.
  - a) This appeal must be in writing.
  - b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.
  - c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
  - d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.
  
5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint, he or she may appeal the decision to the board.
  - a) This appeal must be in writing.
  - b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
  - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
  - d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.
  - e) There is no appeal from a decision of the board.

6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
  - a) Determine whether the complainant has discussed the matter with the superintendent.
    - 1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
    - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
  - b) Strongly encourage the complainant to reduce his or her concerns to writing.
  - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
  - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

### **No Retaliation.**

The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

### **Special Rules Regarding Educational Services and Related Services to Students with Disabilities.**

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

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

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

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

### **Bad Faith or Serial Filings.**

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

### **Computer Network Use by Students**

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

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

##### **A. Acceptable Use**

1. Students may use the Internet to conduct research assigned by teachers.
2. Students may use the Internet to conduct research for

classroom projects.

3. Students may use the Internet to gain access to information about current events.
4. Students may use the Internet to conduct research for school-related activities.
5. Students may use the Internet for appropriate educational purposes.

**B. Unacceptable Use**

1. Students shall not use school computers to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
2. Students shall not engage in any illegal or inappropriate activities on school computers, including the downloading and copying of copyrighted material.
3. Students shall not use e-mail, chat rooms, instant messaging, or other forms of direct electronic communications on school computers for any unauthorized or unlawful purpose or in violation of any school policy or directive.
4. Students shall not use school computers to participate in on-line auctions, on-line gaming or mp3 sharing systems including, but not limited to Aimster or Freenet and the like.
5. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.
6. Students shall not use school computers for commercial advertising or political advocacy of any kind without the express written permission of the system administrator.
7. Students shall not publish web pages that purport to represent the school district or the work of students at the school district without the express written permission of the system administrator.
8. Students shall not erase, rename, or make unusable anyone else's computer files, programs or disks.
9. Students shall not share their passwords with fellow students, school volunteers or any other individuals, and shall not use, or try to discover, another user's password.
10. Students shall not copy, change or transfer any software or documentation provided by the school district, teachers or another student without permission from the system administrator.
11. Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code

designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse.

12. Students shall not configure or troubleshoot computers, networks, printers or other associated equipment, except as directed by a teacher or the system administrator.
13. Students shall not take home technology equipment (hardware or software) without permission of the system administrator.
14. Students shall not falsify electronic mail messages or web pages.

## **II. Enforcement**

### **A. Methods of Enforcement**

1. The district monitors all Internet communications, Internet usage, and patterns of Internet usage. Students have no right of privacy to any Internet communications or other electronic files. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at any time.
2. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for student research. The system administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.
4. The school district staff will monitor students' use of the Internet through direct supervision and by monitoring Internet use history to ensure enforcement of the policy.

### **B. Consequences for Violation of this Policy**

1. Access to the school's computer system and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:
  - a. Loss of computer privileges;
  - b. Short-term suspension;
  - c. Long-term suspension or expulsion in accordance with the Nebraska Student Discipline Act; and
  - d. Other discipline as school administration and the

- school board deem appropriate.
2. Students who use school computer systems without permission and for non-school purposes may be guilty of a criminal violation and will be prosecuted.

III. **Protection of Students**

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

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

B. **Education About Appropriate On-Line Behavior**

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

**Parent Teacher Conferences**

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

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

**Copyright and Fair Use**

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

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

### **Damage to School Property**

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

### **Dating Violence**

Dating Violence Prevention (Legal Reference: Neb. Statute 79-2, 141)

The board prohibits behavior that has a negative impact on student health, welfare, safety, and the school’s learning environment. Incidents of dating violence will not be tolerated on school grounds, in district vehicles, or at school sponsored activities or school-sponsored athletic events.

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person, regardless of gender, involved in an intimate affectionate involvement whether casual, serious or long-term.

The district will provide appropriate training to staff and incorporate within its educational program age-appropriate dating violence education that shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

### **Discrimination and Harassment**

The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the

purpose or effect of substantially or unreasonably interfering with a student's school performance, or (3) otherwise adversely affects a student's school opportunities. Students who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: Lana Robinson at 402-545-2081 , lrobinson@ebutler.esu7.org or in person at school. Students who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: Greg Jahde at 402-545-2081, gjahde@ebutler.esu7.org, PO Box 36, Brainard, NE 68626 or in person at school. Students who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Michael Eldridge at 402-545-2081, meldridge@ebutler.esu7.org or in person at school. Students may report discrimination or harassment to any staff member who will then forward it on to the appropriate coordinator or administrator. The staff member will follow school district policies to respond to the report.

### **Dress Code**

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

Students are prohibited from wearing the following attire:

1. Clothing displaying indecent, suggestive or profane writing, pictures or slogans.
2. Clothing that advertises or displays alcohol, tobacco or any illegal substance.
3. Caps, hats, and bandannas during the school day or at school-sponsored events
4. Bare feet (some type of footwear must be worn)
5. Short-shorts, biker shorts, or cutoffs
6. Hairstyles which distract from the learning process or the health and safety for either the student or others
7. Any clothing that could cause damage to others or school property
8. Clothing that is torn, ripped, or cut
9. Shirts, blouses, or other clothing worn unbuttoned, unzipped, or otherwise purposely unfastened
10. "Grubby clothes," those which are purposely torn or bedraggled or threadbare, dirty or disheveled
11. Costumes and/or those clothes intended only for leisure, entertaining or special occasions
12. Bare "midriff" (belly button) styles, see-through and low cut blouses, halters, tank tops or thin-strapped tops (spaghetti straps)
13. Pants and shorts worn below the waist so as to expose undergarments
14. Pants that drag on the floor

15. Chains hanging or attached to pants or shorts
16. Coats during school hours unless the student has permission from a faculty member.
17. Clothing with tears or holes that expose flesh or underclothes

Students who violate dress code guidelines will be required to correct the violation by changing into something appropriate at school or returning home to change. A detention or suspension may be given to make up the time away from school. Students will also receive zeros for any class time they miss while correcting the violation. Repeated dress code violations may result in more severe consequences.

### **Driving and Parking Personal Vehicles**

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

1. Students may not move their vehicles during the school day without the permission of the building principal or superintendent. Students will not be allowed to sit in or be around their vehicles during the school day, without administrative permission.
2. Students must drive with care to ensure the safety of the pedestrians. Students may not drive carelessly or with excessive speed.
3. By driving personal vehicles to school and parking on school grounds, students consent to having that vehicle searched by school officials when they have reasonable suspicion that such a search will reveal a violation of school rules.

### **Drug Free Schools**

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

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

### **Emergency Contact Information**

Parents must complete an emergency information card for each child enrolled in the district. The card should list the family physician's name, where parents or a responsible adult can be located, and any necessary

emergency instructions. Parents must promptly inform the school if this contact information changes during the school year.

### **Evacuations**

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

### **Eye Exams**

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

### **Nutrition Program**

The school district provides a food service program that is designed to provide adequate nutrition and an educational experience for students.

#### **Breakfast**

The school will serve breakfast daily from 7:30 a.m. until 7:55 a.m. Students who qualify for free or reduced-price lunch also qualify for free or reduced-price breakfast. The school district charges students \$1.60 and adults \$1.60 for breakfast.

#### **Lunch**

Lunch prices depend on the federal funding that the program receives. Lunch for K-6 is \$2.30. Lunch for 7-12 lunch is \$2.80 for students and \$3.40 for adults.

#### **Milk break**

The school will offer a milk program to students in grade Pk-K. All milk served to a student will be provided by the school district. Milk will be served at the morning break.

#### **Payment for Meals**

Students are encouraged to pay for meals several weeks in advance. Payment should be made to the bookkeeper in the office.

If a student has no funds available to pay for a meal, the student will be

provided and charged for up to five "courtesy meals". Thereafter, if a student has no funds available to pay for a meal, a limited lunch will be provided, such as a sandwich.

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

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

### **Collection of Delinquent Meal Charge Debt**

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

Collection efforts may continue into a new school year.

### **Notice of Non-discrimination**

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

- (1) Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410
- (2) Fax: (202) 690-7442; or

(3) Email: [program.intake@usda.gov](mailto:program.intake@usda.gov)

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

### **Field Trips**

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

### **First-Aid**

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

### **Head Lice**

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

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

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

### **Health Problems Limiting Activities**

Parents who do not want their children to play outdoors or participate in physical education for health reasons must send a written request to school. If a student persistently requests to be excused from these activities, the building principal or classroom teacher may require a doctor's verification.

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

### **Homebound Instruction**

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

### **Homeless Children and Youth**

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

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

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

If a homeless child registered to attend school in the district is receiving family reconciliation services pursuant to state law, the district will work in cooperation with any county or department of social services in the district to jointly develop an educational program for the child. The district's homeless coordinator is Michael Eldridge, who may be contacted at 402-545-2081.

### **Illness or Injury at School**

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

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

### **Immunizations**

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

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

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

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

### **Initiations and Hazing**

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

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

Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person,

forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person.

### **Lockers and Other School Property**

The school district owns and exercises exclusive control over student lockers, desks, computer equipment, and other such property. Students should not expect privacy regarding usage of or items placed in or on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers, and other such property may be conducted at the discretion of the administration. The assignment of a locker is on a temporary basis and may be revoked at any time. School officials may inspect student lockers without any particularized suspicion or reasonable cause.

### **Lost and Found**

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

### **NEW STUDENT REQUIREMENTS**

New students enrolling at East Butler for the first time, need to have the following items on file:

1. Identification Data Form.
2. Authorization Release Form - Form to be filled out by Parents for release of cumulative file from former school.
3. Student Information Sheet.
4. Free & Reduced Lunch Application Form (If applicable).
5. Physical Examination - Applies to kindergarten, seventh grade, and students transferring from out of state.
6. Vision Evaluation - Applies to kindergarten and students transferring from out of state.
7. **Certified copy** of birth certificate. State law requires that a **certified copy** of a student's birth certificate be used when enrolling a new student in school. If your child is registering with East Butler Public School for the first time, you may obtain this document from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics.

8. Proof of Immunizations.

9. Acknowledge receipt of Internet Safety Policy

## **Medications**

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

**Prescription medication.** (1) Parents/guardians must provide a physician's written authorization for the administration of the medication. (2) Parents/guardians must provide their own written permission for the administration of the medication. (3) The medication must be brought to school in the prescription container and must be properly labeled with the student's name, the physician's name, and directions for administering the medication.

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

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

## **Media Center**

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

## **Memorials**

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

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

## **Opting Out of Assessments**

The Board of Education has adopted a policy on approval and denial of state and federal assessment opt-out requests, which is based on requirements in law. The policy can be requested by contacting the Superintendent of Schools at 402-545-2081.

## **Parental Involvement**

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

1. An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.
2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination, and integration with

other Federal, State, and district programs, and evaluations of progress.

3. Opportunities for participation in parent involvement activities, such as training to help parents work with their children to improve achievement. A goal of these parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.
4. The district will, to the extent practicable, provide parents of limited English proficiency, parents with disabilities, parents with limited literacy, are economically disadvantaged, are of a racial or minority background or parents of migratory children with opportunities for involvement in the Title I Program. Communication to parents about student progress and the district's other Title I Program communications will be provided in the language used in the home to the extent practicable. Responses to parent concerns will be provided in a timely manner.
5. Opportunities for parent-teacher conferences, in addition to those regularly scheduled by the school district, if requested by the parents or as deemed necessary by school district staff.
6. The district will coordinate and integrate parental involvement programs and activities with other programs in the community. These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.
7. The district will educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

### **COLLEGE VISITATION**

Juniors and Seniors will be allowed two days each year to visit a college or trade school. These days will not be considered a school absence.

Arrangements for a college visitation day must be made with the Principal and Guidance Counselor two days prior to the visit. Additional days may be granted at the discretion of the principal. **ALL COLLEGE VISITS MUST BE TAKEN PRIOR TO MAY 1.** Failure to follow the above procedure will result in a day of absence.

## **TRANSCRIPTS**

Transcripts of student grades, test scores, or the academic information will be provided to institutions requesting such information only after verbal and/or written permission has been granted for the release of said information by the student's legal parent or guardian or the student if they are of legal age. A transcript WILL NOT be given directly to a parent, guardian, or student. If it is, it will be marked UNOFFICIAL. It is the responsibility of the student and parent to initiate the procedure for requests to forward transcripts.

## **WORK EXPERIENCE**

Juniors and Seniors are allowed to take work experience provided they have a C average in ALL classes the previous semester based on the student's semester average NOT the quarter average. Students must apply for acceptance in the work experience program. The student must obtain a teacher recommendation and complete an interview process with the Principal and guidance counselor. Applications for the work experience program can be obtained through the guidance counselor's office.

## **WORK RELEASE**

Work Release is an opportunity for students to gain an understanding of the work force and obtain skills necessary for future employment and opportunities. The design of the program is to release students from school in order for them to work. Students must remain off the weekly down list and display appropriate behavior in order to participate. This program is separate from the Work Program offered through Vocational Rehabilitation Services. Seniors are eligible to participate in the Work Release Program providing they secure a job prior to each semester and abide by the conditions stated in the Work Release Contract which is signed by the student, his/her parents, the employer, the Secondary Principal, and the Guidance Counselor. Students will be expected to complete weekly reports of job skills that they have learned while in the workplace. These reports must be turned in to the High School Principal by Friday of each week. Failure to do so, will result in the loss of the work release time

## **FINAL TESTS**

- All 7-12 students will take first semester final exams.
- All students in grades 7-11 will take second semester tests in all classes unless they meet the following criteria and opt not to take any semester tests. Seniors will take second semester tests in all classes.
- **Students must not miss more than four days and have more than four tardies during the school year.** School sponsored activities during the school day do not count as absences. Examples of absences that do count are: illness, dentist or doctor appointments, driver's test, or any absence that is not school related.

- Students should not have received any disciplinary infraction during the school year.
- Students must have a semester average of 86% or higher in all second semester classes. A grade of 85% or lower in any one class will require the student to take second semester tests in all classes.
- Any student with an unexcused absence during the year will take final tests.
- Any student who violates the drug/alcohol and tobacco policy will not qualify for the option of not taking final tests.

Students who qualify for “opting out” of taking second semester tests are encouraged to take tests to raise their grades.

### **Parties**

Elementary classes may have seasonal parties during the year. Parents shall communicate with their student’s classroom teacher for the teacher’s rules regarding birthday and holiday parties.

### **Personal Items**

The school provides the necessary equipment for classroom and school day activities. **Students should not bring items such as athletic equipment, electronic devices, toys, or other similar personal items to school unless they have the prior permission of their classroom teacher or a school administrator. The school is not responsible for damaged or lost personal items or equipment.**

### **Physical Education**

The school district requires students to receive physical education to assist them in developing gross and fine motor skills. Students are not required to wear P.E. uniforms, but are encouraged to wear tennis shoes for P.E.

### **Physical Exam**

Students entering kindergarten and the seventh grade, and those entering school from another state, are statutorily required to show evidence that they have had a physical examination within six months prior to the date of entering school.

### **Pictures**

The school district arranges for a photographer to be present at school in the fall to take class pictures. Parents will be notified of the date. Included in the individual packet is a class composite. Parents who want pictures of their students or of their student’s class composite may purchase them directly from the photographer.

## **Playground Rules**

Students must follow these rules to keep the playground safe when they are using the playground as part of the school day:

1. Students must obey the playground supervisor at all times.
2. Students may not enter the street/highway to retrieve a ball unless given permission by the playground supervisor.
3. Students must play away from the school windows.
4. Touch and flag football are permitted, but tackle football is prohibited. Students may only play football on grassy areas.
5. Students may throw balls and other authorized play equipment. They may not throw rocks, gravel, snowballs, and clothing.
6. Students must use the playground equipment properly and in a safe manner.
7. Students may not leave the playground after they have arrived at school for the day.

Students who violate these rules will be disciplined with the loss of recess or other privileges, detention, and/or other consequences.

The school's playgrounds, equipment, and surrounding areas are generally not supervised. Staff will supervise students when the students are using these areas as part of the school day or as part of a school activity. At all other times and in all other circumstances, the school district does not provide supervision of its playgrounds, equipment, and surrounding areas.

## **Police Questioning and Apprehension**

Police or other law enforcement officers may be called to the school at the request of school administration, or may initiate contact with the school in connection with a criminal investigation. The school district shall inform parents when law enforcement officers seek access to their student prior to the student being questioned unless the officers are investigating charges that the student has been the victim of abuse or neglect. Members of the school district staff will comply with board policy regarding police questioning of students.

## **Protection of Student Rights**

The Board of Education respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy in consultation with parents to comply with the Protection of Pupil Rights Amendment (PPRA). The policy is available on the district's website or upon request from the district's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the superintendent. The approximate dates during the school year when a survey requesting personal information as defined in the Protection of Pupil Rights policy is scheduled are as follows: first two weeks

of the school year. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the superintendent.

### **ACT Exam**

Students taking the ACT Exam will be prompted to complete a short, optional questionnaire addressing a number of topics. If you wish to review this questionnaire prior to the administration of the exam, please submit a written request to the superintendent.

### **Public Displays of Affection**

Students may not engage in public displays of affection that are disruptive to the school environment or distracting to others. Prohibited conduct includes hugging, kissing, touching or any other display of affection that a staff member determines to be inappropriate.

### **Rights of Custodial and Non-Custodial Parents**

The school district will honor the parental rights of natural and adoptive parents unless those rights have been altered by a court.

The term "custodial parent" refers to a biological or adoptive parent to whom a court has given primary physical and legal custody of a child, and a person such as a caseworker or foster parent to whom a court has given legal custody of a child.

The district will not restrict the access of custodial and non-custodial parents to their students and their students' records, unless the district has been provided a copy of a court order that limits those rights. If the district is provided such a court order, school officials will follow the directives set forth in the order.

The district will provide the custodial parent with routine information about his or her child, including notification of conferences. The district will not provide the non-custodial parent with such information on a routine basis, but will provide it upon the non-custodial parent's request unless it has been denied by the courts.

A non-custodial parent who wishes to attend conferences regarding his or her child will be provided information about conference times so both parents may attend a single conference. The district is not required to schedule separate conferences if both parents have been previously informed of scheduled conference times.

If either or both parents' behavior is disruptive, staff members may terminate a conference and reschedule it with appropriate modifications or expectations.

### **Secret Organizations**

Secret organizations are prohibited. School officials shall not allow any person or representative of any such organization to enter upon school grounds or school buildings for the purpose of rushing or soliciting students to participate in any secret fraternity, society, or association.

### **School Day**

The school day typically begins at 8:00 a.m. and ends at 3:26 p.m, Monday - Thursday and 8:00 a.m. to 2:30 p.m. Friday. Students are to leave the school grounds after dismissal. School staff will provide supervision for students on school grounds 15 minutes before the school day begins. **There will be no supervision provided by the school before or after these times, unless they are registered for the Before & After School Program.** Parents must arrange for their children to leave school promptly at the end of the day.

### **Self Management of Diabetes or Asthma/Anaphylaxis**

Subject to school policy, the school district will work with the parent or guardian in consultation with appropriate medical professionals to develop a medical management plan for a student with diabetes, asthma, or anaphylaxis. Parents desiring to develop such a plan should contact the school nurse.

### **Smoking and Tobacco**

The use or possession of any tobacco product, including cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product, is not permitted on school property at any time.

### **Sniffer (Drug) Dogs**

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

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.
4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

### **Standardized Testing**

The Nebraska Student Centered Assessment System is administered annually in grades 3-8 to determine the students' achievement probability for individual success. The ACT is administered annually to students in grade 11.

### **Student Assistance**

Parents who believe their students have any learning, behavior, or emotional needs that they believe are not being addressed by the school district should contact the student's teacher. If appropriate, the teacher may convene the Student Assistance Team (SAT). The SAT can explore possibilities and strategies that will best meet the educational needs of the student.

### **Student Fee Policy**

The school district shall provide free instruction in accordance with the Nebraska State Constitution and Nebraska state law. The district also provides activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the district is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or board regulations. Students are encouraged to contact their building administration, their teachers or their coaches, and sponsors for further specifics.

#### **Definitions.**

1. "Students" means students, their parents, guardians or other legal representatives.

2. "Extracurricular activities" means student activities or organizations that (1) are supervised or administered by the district; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the district.

3. "Post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

#### **Listing of Fees Charged by this District.**

1. **Clothing Required for Specified Courses and Activities.** Students are responsible for complying with the district's grooming and attire guidelines and for furnishing all clothing required for any special

programs, courses, or activities in which they participate. The teacher, coach, or sponsor of the activity will provide students with written guidelines that detail any special clothing requirements and explain why the special clothing is required for the specific program, course, or activity.

2. **Safety Equipment and Attire.** The district will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.
3. **Personal or Consumable Items.** The district does not provide students with personal or consumable items for participation in courses and activities including, but not limited to, pencils, paper, pens, erasers, and notebooks. Students who wish to supply their own personal or consumable items may do so, as long as those items comply with the requirements of the district. The district will provide students with facilities, equipment, materials, and supplies, including books. Students are responsible for the careful and appropriate use of such property. Students will be charged for damage to school property caused by the student and will be held responsible for the reasonable replacement cost of any school property that they lose.
4. **Materials Required for Course Projects.** The school district will provide students with the materials necessary to complete all basic curricular projects. In courses where students choose to produce a project that requires materials beyond the basic materials provided by the district, the students will either furnish the materials, purchase the materials from the school, or purchase the materials from an outside vendor with an order form provided by the school.
5. **Technological Devices.** The district will provide students with the technological devices necessary to complete all basic curricular projects. To the extent that a student is not required by the district's curriculum to utilize a device off district property, the district may charge students a convenience fee to take the device off district property. The maximum dollar amount of this convenience fee charged by the district will be \$35, this fee assists the school in covering the cost of the school's insurance premium.
6. **Extracurricular Activities.** The school district may charge students a fee to participate in extracurricular activities to cover the district's

reasonable costs in offering such activities. The district may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of district-owned equipment or attire. Attached to this policy is a list of the fees charged for particular activities. The coach or sponsor will provide students with additional written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment, and/or clothing are required for the activity.

The following list details the maximum dollar amount of all extracurricular activities fees and the specifications for any equipment or attire required for participation in extracurricular activities:

- Student Activity Card: \$20
  - Covers admission to all extracurricular events
- Student Participation & Pass Fee (9-12): \$35
  - Required of all students who participate in athletics and/or other extracurricular activities and must be paid prior to the first contest.
  - This fee covers the following activities: cross country, football, volleyball, girls softball, boys basketball, girls basketball, wrestling, boys track, girls track, play production, speech, band, chorus, cheerleading & spiritleading.
- Student Participation & Pass Fee (7-8): \$25 (7-8)
  - Required of all students who participate in athletics and/or other extracurricular activities and must be paid prior to the first contest.
  - This fee covers the following activities: cross country, football, volleyball, boys basketball, girls basketball, wrestling, boys track, girls track, Band 7, and Band 8.

**7. Post-Secondary Education Costs.** Some students enroll in post-secondary courses while still enrolled in high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive high school credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the district shall offer the course without charge for tuition, transportation, books, or other fees. Students who chose to apply for post-secondary education credit for these courses must pay tuition and all other fees associated with obtaining credits from a post-secondary educational institution.

8. **Transportation Costs.** The district will charge students reasonable fees for district-provided transportation services to the extent permitted by federal and state statutes and regulations. The maximum dollar amount of the transportation fee charged by this district shall be \$0.58 per mile.
9. **Copies of Student Files or Records.** The school district will charge a fee for making copies of a student's files or records for the student's parents or guardians. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Students' parents have the right to inspect and review the students' files or records without the payment of a fee, and the district shall not charge a fee to search for or retrieve any student's files or records. The district will charge a fee of \$0.05 cents per page for reproduction of student records.
10. **Participation in Before-School, After-School or Pre-Kindergarten Services.** The district will charge reasonable fees for participation in before-school, after-school or pre-kindergarten services offered by the district pursuant to statute.
11. **Participation in Summer School or Night School.** The district will charge reasonable fees for participation in summer school or night school and may charge reasonable fees for correspondence courses.
12. **Charges for Food Consumed by Students.** The district will charge for items that students purchase from the district's breakfast and lunch programs. The fees charged for these items will be set according to applicable federal and state statutes and regulations. The district will charge students for the cost of food, beverages, and the like that students purchase from a school store, vending machine, booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

The maximum dollar amount charged by the district for the breakfast and lunch programs is as follows:

- Breakfast Program – Grades K-6
  - Regular Price \$1.60
  - Reduced Price \$0.40
- Breakfast Program – Grades 7-12
  - Regular Price \$1.60
  - Reduced Price \$0.40
- Lunch Program – Grades K-6
  - Regular Price \$2.30
  - Reduced Price \$0.40
- Lunch Program – Grades 7-12

Regular Price \$2.80

Reduced Price \$0.40

- Second milk or second entrée (each) - \$0.40 (milk) & \$1.00 (entrée).

13. **Charges for Musical Extracurricular Activities.** Students who qualify for fee waivers under this policy will be provided, at no charge, the use of a musical instrument in optional music courses that are not extracurricular activities. For musical extracurricular activities, the school district will require students to provide the following equipment and/or attire:

- Band students must provide their own instruments.

### **Waiver Policy.**

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities, (2) materials for course projects, and (3) the use of a musical instrument in optional music courses that are not extracurricular activities. Students are not required to participate in the free or reduced-price lunch program to qualify for the waivers provided in this section. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students. Students who wish to be considered for waiver of a particular fee must submit a completed fee waiver application to their building principal. Application forms are available in each school building office.

### **Voluntary Contributions to Defray Costs.**

When appropriate, the district will request donations of money, materials, equipment, or attire from parents, guardians and other members of the community to defray the costs of providing certain services and activities to students. These requests are not requirements, and staff members of the district are directed to communicate that fact clearly to students, parents, and patrons.

### **Fund-Raising Activities**

Students may be permitted or required to engage in fund-raising activities to support various curricular and extracurricular activities in which they participate. Students who decline to participate in fund-raising activities are not eligible under this policy for waiver of the costs or fees which the fund-raising activity was meant to defray.

### **Student Illness**

Students who suffer from a significant illness which has an actual or expected duration of six months or more may be eligible for

accommodations and supports under Section 504 of the Rehabilitation Act or under the Individuals with Disabilities in Education Act. The school will provide accommodations to students who are returning to school after a prolonged absence due to illness, including pediatric cancer, through a 504 plan or an IEP, as appropriate. The student's plan will include informal or formal accommodations, modifications of curriculum and monitoring by medical or academic staff as determined by the student's IEP team or 504 committee. Parents and staff will engage in ongoing communication about the needs of a student who is facing these circumstances.

In an effort to keep our entire student body and staff healthy, conditions requiring a student to be sent home include the following: temperature at or above 100.0°F, vomiting, diarrhea, unexplained rashes, or at the discretion of the school nurse that the child's condition presents a health risk to the child or others, prevents meaningful participation in the educational program, or that medical consultation is warranted unless the condition resolves.

In the event the student registers a temperature at or above 100.0°F, or has any of the above-mentioned conditions, a parent or guardian will be contacted to pick him/her up from school in a timely manner. **If a student is sent home due to any of the aforementioned reasons**, they will not be permitted back in school for AT LEAST 24 hours following symptom resolution without the aid of medication, unless otherwise instructed by a certified medical provider, AND accompanied by a note from the provider. If a student returns to school prior to the required time frame, the parent or guardian will receive a phone call from the school to come pick the student up promptly.

Please include emergency daytime phone numbers on your child's student information sheet so that you can be reached if your child becomes ill or injured while at school. Please inform the School Nurse of health related information you feel is important for your student's success in the classroom and/or safety at school.

### **Student Records**

The Family Education Rights and Privacy Act ("FERPA") provides parents certain rights with respect to their student's education records. These rights include the right to inspect and review the student's education records within 45 days of the date the school receives a request for access; and the right to

request the amendment of the student's education records that you believe to be inaccurate.

If parents believe one of their student's records is inaccurate, they should write to the school principal, clearly identify the part of the record they want changed, and specify why they believe it is inaccurate. If the school decides not to amend the record as requested, it will notify the parents of the decision and advise them of their right to a hearing regarding the request for amendment.

**Directory Information.** FERPA and the Nebraska Public Records Law authorize school districts to make "directory information" available for review at the request of non-school individuals. These laws also give parents and guardians a voice in the decision-making process regarding the disclosure of directory information regarding their children. The school district has designated the following as directory information:

name and grade, name of parent and/or guardian, address, telephone number, including the student's cell phone number, e-mail address, date and place of birth, dates of attendance, the image or likeness of students in pictures, videotape, film or other medium, major field of study, participation in activities and sports, degrees and awards received, social media usernames and handles, weight and height of members of athletic teams, most recent previous school attended, certain class work which may be published onto the Internet, classroom assignment and/or home room teacher, student ID number, user ID, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems (but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password, or other factor known or possessed only the authorized user). Directory information does not include a student's social security number.

Directory information about students may be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that market or manufacture class rings, sell student photographs or publish student yearbooks.

Federal law requires school districts to provide military recruiters and institutions of higher education with the names, addresses, and telephone listings of high school students unless parents have notified the school district in writing that they do not want this information disclosed without

prior written parental consent. Military recruiters will be granted the same access to a student in a high school grade as is provided to postsecondary educational institutions or to prospective employers of such students.

Parents who **OBJECT** to the disclosure of any directory information about their student should write a letter to the principal. This letter should specify the particular categories of directory information that the parents do not wish to have released about their child or the particular types of outside organizations to which they do not wish directory information to be released. This letter must be received by the school district no later than September 1.

### **Non-Directory Information**

All of the other personally identifiable information about students that is maintained in the school district's education records will generally not be disclosed to anyone outside the school system except under one of two circumstances: (1) in accordance with the provisions of the FERPA statutes and related administrative regulations, or (2) in accordance with the parent's written instructions.

One FERPA exception permits disclosure to school officials with legitimate educational interests without consent. A school official includes, but is not necessarily limited to, a teacher or other educator, administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); school board member; volunteer; contractor or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, representative of the district's insurance providers, auditor, medical consultant, therapist, or a third-party website operator who has contracted with the school district or its agent to offer online programs for the benefit of students and/or the district; members of law enforcement acting on behalf of the school district; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a "legitimate educational interest" if the official needs to review an education record in order to fulfill a school-related professional, contractual, statutory, or regulatory responsibility.

The district will share information with the Department of Education necessary to comply with the requirement of state law that all third- year high school students take a college entrance exam. Any redisclosure of information related to the administration of this exam shall be governed by

the agreement between the Nebraska Department of Education and the third-party testing company.

### **Transfer of Records Upon Student Enrollment**

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. The school is not obligated to inform parents when it makes a disclosure under this provision.

### **Complaints**

Individuals who wish to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA may contact the Office that administers FERPA:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

### **Student Schedule Changes**

Student schedule changes may be made without penalty during the first three days of each semester. Drop and Add slips are to be obtained from the office of the Guidance Counselor and must be signed by the guidance counselor and building principal before they are presented to the teacher of the class that is to be added or dropped.

After the first week of the semester, students who insist on dropping a class, except for instances of an extended illness, will receive a "0" on their permanent records, and that grade will be averaged into the student's cumulative grade point average. If an extended illness makes it impossible or impracticable for a student to successfully complete a class or classes, the student may be allowed to withdraw from a class or classes as (WP)-Withdraw Passing or (WF)-Withdraw Failing. If permission to withdraw as WP or WF is given by the building principal and guidance counselor, the grade(s) will not be averaged into the cumulative grade point average of the student.

Before students are allowed to withdraw from a class as WP or WF, the student, the parents of the student, the guidance counselor, and the building principal must meet and review the circumstances of the situation. All available means that could be utilized to allow the student to successfully complete the course(s) must be reviewed before permission to withdraw as WP or WF is given by the building principal and guidance counselor.

## **Tardiness**

A student who does not have a valid excuse for being tardy to any class may be required to serve detention. After four tardies to school, the student and parents may be required to meet with the principal to discuss the situation.

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. Secondary students who miss more than ten minutes during a period will be considered absent during that period. Early departures are not encouraged and are subject to be treated as tardies, excused, or unexcused absences.

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 the teacher who detained them. Specific tardy guidelines once students are in the classroom doorway are at the discretion of the classroom teacher.

### Elementary Tardy Consequences (per Semester):

- a) Third Tardy – Student referred to office
- b) Fourth Tardy – Parent contacted
- c) Fifth Tardy – Lunch detention or loss of recess
- d) Starting on the Sixth Tardy - Lunch detention or loss of recess for each additional tardy received.

### 7-12 Tardy Consequences (per Semester):

- a) Third Tardy - Cell Phone Confiscated for one school day
- b) Sixth Tardy - Cell Phone Confiscated for one school day
- c) Ninth Tardy - Cell Phone Confiscated for one school day
- d) Starting on the Tenth Tardy - Cell Phone Confiscated for one school day for each tardy received.

Subsequent tardies will result in a parent meeting and disciplinary consequences such as extended after school time, loss of privileges, in-school suspensions, and loss of credit.

Leaving School or Class. Students who leave school for any reason during the school day must check out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. Upon returning to school that same day, students are expected to sign in at the office. A computer will be available on the office counter for this purpose.

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

### **Telephone Calls**

The school's telephone may be used only with permission of staff.

### **Threat Assessment and Response**

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

#### **1. Definitions**

- a. A **threat** is an expression of willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.
  - i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
  - ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
  - iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.
- b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assess them and to manage/address them. Threat assessment is the process of distinguishing "transient" threats from serious ones in a systematic, data-informed way.
  - i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.

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

## **2. Obligation to Report Threatening Statements or Behaviors.**

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

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

## **3. Threat Assessment Investigation and Response**

All reports of violent, threatening, stalking or other behavior or statements which could be interpreted as posing a threat to school safety will immediately be forwarded to the designated law enforcement unit. Upon receipt of an initial report of any threat, the law enforcement unit shall initiate an initial inquiry/triage and make a determination of the seriousness of the threat as expeditiously as possible. The law enforcement unit must contact local law enforcement if it determines that an individual poses a clear and immediate threat of serious violence.

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

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the law enforcement unit determines to be reasonable and useful.

If the threat has been made by, or is directed towards, a student with a disability, the superintendent must confer with a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate.

At the conclusion of the investigation, the law enforcement unit will share its findings with the superintendent. The superintendent will determine what, if any, response to the threat is appropriate. The superintendent is authorized to disclose the results of the investigation to law enforcement and to the target(s) of any threatened acts. The superintendent may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of the investigation to the student's individualized education plan team.

#### **4. Communication with the Public about Reported Threats**

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

#### **5. Coordination with the Crisis Team After Resolution of Threat**

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

### **Transportation Services/Bus Conduct**

The district operates school buses as a convenience for students and parents. They represent a substantial investment, and students are expected to care for and respect them.

#### **Transportation to School**

Students who ride the bus to school will arrive in time for them to eat breakfast at school. Parents must contact their bus driver if a student will not ride the bus on a given day. Bus drivers endeavor to adhere to their schedule, and will wait for riders only a short period of time so as not to jeopardize the time remaining for the rest of their schedule.

Non-resident or option enrollment students may ride the buses, but may be charged a fee to be established by the board of education. The Superintendent will schedule bus routes, and questions concerning them should be directed to that office.

### **Bus Regulations**

Riding school vehicles is a privilege, not a right. The bus drivers have the same authority as teachers while transporting students. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must also comply with the student code of conduct while riding in school vehicles. If misconduct is recurring, the student will not be allowed to ride the bus.

#### **a) Special Conduct Rules for Riding School Buses.**

##### **A. 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 minutes before your scheduled pickup time. If you miss the bus, immediately return to your home and tell your parents so they can get you to school.
2. While waiting for the bus, stay at least 5 feet away from the street, road or highway. Wait until the bus comes to a complete stop before approaching the bus.
3. 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.
4. 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.

##### **B. 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.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs and belongings to yourself.
6. No fighting, harassment, bullying, intimidation or horseplay.
7. Do not throw any object.

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

b) **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.

1. If a first incident occurs involving the student(s), the driver will report the incident to the elementary or secondary principal, and the principal will then contact the parent or guardian or the student(s). Disciplinary action may be taken; including restriction or suspension of bus privileges.
2. If a second incident occurs, the parent or guardian will receive a letter from the elementary or secondary principal which will state that the student(s) involved will be removed from the bus for a length of time that will be determined by the administration.
3. Any further incidents that occur will result with the student(s) losing riding privileges for the remainder of the semester/year.

Requests to be dropped off at a point **not** on the regular route will not be accommodated, unless extenuating circumstances arise and the request is approved by the transportation director or administration.

Students who are not regular route riders may not ride the bus home with a friend, unless the parent of the non-route student presents written permission to the bus driver ahead of time. The written permission should include the date, the non-route rider's name, the signature of the non-rider's parent, and the place approved for drop off. Such requests may not be granted if they cause overcrowding of the vans or buses (Vans-10 riders only, plus driver).

### **Transportation to Activities**

The school district provides transportation to students who are participating in school-sponsored events and they must ride to those events in a school vehicle. Students who wish to take private transportation home from a school event must submit a release form to the sponsor that has been signed by that student's parent.

## **Video Surveillance and Photographs**

The Board of Education has authorized the use of video cameras on school district property to ensure the health, welfare, and safety of all staff, students and visitors, and to safeguard District facilities and equipment. Video cameras may be used in locations deemed appropriate by the Superintendent. If a video surveillance recording captures a student or other building user violating school policies or rules or local, state, or federal laws, it may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Unless otherwise authorized by board policy or law, students are prohibited from making audio or video recordings during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event, unless the recording is made in a manner permitted by the school for members of the public. In such an instance, the students remain subject to the district's appropriate use and student discipline policies. For example, students are not prohibited from making recordings of an athletic event for their personal use similar to a parent or other patron are permitted, subject to other applicable board policy. However, this policy generally prohibits students from using smart-speakers or other devices which actively or passively create or transmit audio or video recordings, including Google Home, Amazon Alexa, Apple HomePod, and AngelSense devices.

An exception will be made to this policy if photographs or video recordings are necessary to accommodate a student's disability or are required by the student's Individualized Education Plan (IEP) or Section 504 Plan.

In no event shall photographs or video recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy. Students who violate this policy may be subject to discipline up to and including expulsion.

## **Weather-Related School Closing**

The Superintendent will occasionally announce an emergency early school dismissal, late start, or cancellation of school due to extreme heat, snow, or ice. The School Messenger notification system will be used along with local news media. The recorded message reads, "This is an important message from East Butler Public Schools." (Then the message will be announced.) School closings will be announced on 1011 News. Parents should assume that school is open and a regular schedule is being followed if there is no announcement concerning the school district. Please do not call the school

or individual staff members to find out whether school is being canceled. Parents who do not believe it is safe to transport their students to school may keep their students home after contacting the district office.

If schools are closed due to severe weather conditions, all after-school activities will be canceled.

### **Withdrawal From School**

Students who are moving from the district must notify the school office.

### **Work Permits**

The building principal or other authorized school official shall be responsible for the issuance of work permits for children in accordance with state law.

## SECTION TWO

### ACADEMIC INFORMATION

#### **Certificate of Attendance**

To qualify for a Certificate of Attendance, which will be awarded at a time other than the commencement exercises, a student must: 1) attend four complete years of high school; and 2) has accumulated an approved number of credit hours as determined by the administration. Students may not participate in commencement exercises to receive a Certificate of Attendance except as provided by law.

#### **Class Rank**

Student class rank shall be determined by using a numeric grade point average derived from all classes graded on a numeric basis. To be included in the class ranking, a student must have received a numeric grade for each core curriculum class in which he/she was enrolled. For the purposes of this policy, core curriculum shall include all courses in the areas of language arts, mathematics, science, and social studies.

Students who transfer into the school district will be eligible to be included in class ranking after two semesters of attendance.

Students who transfer into the school district in the middle of their senior year will be eligible to be included in class ranking, although a mid-year transfer will not displace the ranking of a student who has not transferred mid-year. In those circumstances there will be two students holding the relevant class ranking. Mid-year transfer students will not be eligible to receive senior awards such as valedictorian and salutatorian unless the student has been enrolled in the district's high school for the last two semesters.

#### **Grades**

Each teacher should define for students the grading procedures to be used in their classes. East Butler Public School will use the grading scale system as follows:

94 - 100 = A  
86 - 93 = B  
78 - 85 = C  
70 - 77 = D  
Below 70 = F

The following grade scale will be used to convert percent grades to a 4.0 GPA scale.

94 - 100 = 4.00  
92 - 93 = 3.33  
88 - 91 = 3.00  
86 - 87 = 2.67  
84 - 85 = 2.33  
80 - 83 = 2.00  
78 - 79 = 1.67  
76 - 77 = 1.33  
72 - 75 = 1.00  
70 - 71 = 0.67  
Below 70 = 0.00

A student may earn an incomplete when he or she fails to complete classroom assignments. Any student in grades 7-11 who receives an incomplete will have this grade recorded on his/her permanent record until the required work is completed to the teacher's satisfaction. If a student does not remove an incomplete by completing the minimum classroom assignments, the incomplete will be calculated as a failing grade in determining the student's grade point average.

If a student does not remove an incomplete by completing the necessary work within two weeks of the end of the grading period, the incomplete will become a failing grade that the student may make up only by taking the entire course again. The two-week period may be extended by mutual agreement of the teacher, principal, and student.

A student who receives an incomplete during his/her senior year must satisfactorily complete the classroom assignments to participate in the graduation ceremony. Seniors with incompletes will not be dismissed from school attendance until the classroom assignments are completed to the teacher's satisfaction.

### **Graduation Awards**

The valedictorian and salutatorian of the graduating class shall be the students with the highest and second highest cumulative percentage grade point averages respectively in core curriculum course work completed in grades nine through twelve. These students will receive their awards during commencement exercises.

Students whose cumulative grade point average in core curriculum course work completed in grades nine through twelve ranks them in the top twenty-five percent of their class and will be recognized during commencement exercises.

## **Graduation Requirements**

Students must earn (255) total credit hours in order to graduate from high school.

Required courses and credit hours that students must complete in order to qualify for an East Butler High School Diploma are:

### **COURSE REQUIREMENTS**

### **CREDIT HOURS**

<b><u>COURSES</u></b>	<b><u>Credit Hours Required</u></b>
English	40 Credit Hours
Math	30 Credit Hours
Science	30 Credit Hours
Social Studies	35 Credit Hours
Physical Education	15 Credit Hours
Speech	5 Credit Hours
Health	5 Credit Hours
Personal Finance	5 Credit Hours
<b>Required Hours</b>	<b>165 Credit Hours</b>
<b>Electives</b>	<b>90 Credit Hours</b>
<b>Total Hours Required for Graduation</b>	<b>255 Credit Hours</b>

Transfer students must meet the minimum hour requirement for graduation both in terms of total number and specific subject areas. Substitutions may be made for deficiencies in required courses, provided that it was not possible to include the courses on the student's schedule while enrolled at this school district.

Students who receive special education services are mainstreamed into the regular education curriculum when appropriate. The curriculum content of regular education classes may be modified to accommodate the individual needs and abilities of verified special education students. Each curriculum modification will be included on the student's Individual Education Plan by the Multi-Disciplinary Team and/or school staffing teams composed of special

and regular education staff. Hours in special education will be counted toward a high school diploma.

Parents of students who may not qualify for their high school diploma because of academic deficiencies will be notified of this possibility by the beginning of the second semester of the student's senior year.

### **Homework**

Classroom teachers will often assign homework. Parents who have questions about homework or concerns about class work should contact the teacher. Questions not resolved by the teacher should be referred to the administration.

Each student is expected to spend some time preparing for studies outside of school hours. The amount of time that is needed will depend upon each student. Normally, at least an hour a day should be spent in preparing for an average assignment.

Students who struggle to complete assignments or who must spend an inordinate amount of time completing an assignment should seek the help and advice of their teachers and consult with the principal and/or the guidance counselor.

### **Honor Roll**

The purpose of the honor roll is to recognize those students who demonstrate academic excellence. Honor rolls will be determined for 1st, 2nd, 3rd and 4th quarters, and 1st and 2nd semesters. After each nine-week grading period students receiving grades in academic subjects that meet the criteria for the "A" and "Honorable Mention" Honor Rolls will be recognized. Work Experience, weight training, work release, Jr. High electives, and Physical Education grades do not count toward the Honor Roll. All grades will be computed to the nearest one hundredth.

**Criteria for "A" Honor Roll – Students must have a 94% average with no grade lower than 86%.**

**Criteria for "Honorable Mention" Honor Roll – Students must have an 86% average with no grade lower than 78%.**

### **Early Graduation**

In order to graduate in less than 4 years, a student must follow these guidelines:

- A. Must have completed all graduation requirements.
- B. Must submit a letter of request signed by both student and parent to the High School Principal by September 15th. The Principal will

- then arrange for a meeting with the guidance counselor for both the student and the parent to review the needs and responsibilities.
- C. Student and parent must appear at the October School Board Meeting to request early graduation.
  - D. Must turn in all books and other equipment and pay all fines or fees.

There will be no mid-year graduation ceremony. Those students who elect to graduate early may receive their diplomas at the February School Board Meeting or the May ceremony. Following completion of graduation requirements, and cessation of attendance, the student will be considered a graduate, and no longer entitled to the right and privileges of students of East Butler High School, including but not limited to attendance at prom and student rates to attend school athletic events or activities.

### **Report Cards**

Report cards are issued at the end of each quarter or nine-week session. **Percentage grades** are used to designate a student's progress. A grade of **less than 70** (failing) carries no credit. A grade of "Inc" (incomplete) received at the end of a grading period must be made up within two weeks or missing assignments will receive grades of "0" and those grades will be averaged into the final grade. No incompletes will be given at the end of the fourth quarter, as all course work must be completed by the end of the fourth quarter.

## **SECTION THREE**

### **STUDENT DISCIPLINE**

#### **General Discipline Philosophy**

The school district has the authority to discipline students who behave inappropriately on the way to school, at school, during lunch, on the way home, and at all school activities (home and away or any time while on school or district property).

The school district's discipline is guided by the following principles:

1. The school district's discipline policy is intended to ensure that students take responsibility for their behavior.
2. Behavior expectations and the consequences for failing to meet those expectations will be clearly communicated to all students and their parents.
3. The severity of consequences for violating behavior expectations will generally be progressive in nature. That is, sanctions will increase with each instance of misconduct; however, each instance will be assessed on its own facts, and sanctions will be imposed based on the severity of the misconduct.
4. Parents play a vital role in supporting and reinforcing the school district's expectations of their students.
5. Behavior expectations apply to all students; consequences are enforced consistently without regard to a student's academic record or achievement.

Extracurricular activities including athletics, cheerleading, band, chorus, and club activities, are governed by the Student Handbook (Section 5). Students who are involved in extracurricular activities may face consequences related to the activity in addition to the consequences discussed in this handbook.

The school district reserves the right to refer to the appropriate non-school agency any act or conduct of its students which may constitute a crime under federal, state, county, or local law. The administration will cooperate with these agencies in their investigations.

#### **Forms of School Discipline**

Administrative and teaching personnel may take actions regarding student behavior that are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school

after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions during the day or mandatory attendance at Saturday school. When in-school suspensions, after-school assignments, Saturday School, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures; a failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school. District administrators may develop building-specific protocols for the imposition of student discipline.

In this section, references to "Principal" shall include building principals, the principal's designee, or other appropriate school district administrators.

Any statement, notice, recommendation, determination, or similar action specified in this section shall be effectively given at the time written evidence thereof is delivered personally to or upon receipt of certified or registered mail or upon actual knowledge by a student or his or her parent or guardian.

Any student who is suspended or expelled from school pursuant to this section may not participate in any school activity during the duration of that exclusion including adjacent school holidays and weekends. The student activity eligibility of a student who is mandatorily reassigned shall be determined on a case-by-case basis by the principal of the building to which the student is reassigned.

### **After School Sessions and Detentions**

Teachers and administrators may require students to stay after school or to serve a detention when the student violates any of the rules contained in this handbook or violates classroom-specific conduct rules set by individual teachers.

- After-school sessions - A student who fails to attend an after school session may be given a detention by the teacher or may face additional disciplinary consequences up to and including long-term suspension and/or expulsion. A student who has a conflict with an after-school session is responsible for working it out with the teacher.
- Detentions are 30 minutes, served in the central office or the detention room designated by the building principal.

### **In-School Suspension**

The building administrator may require a student to serve in-school suspension. There will be zero tolerance for behavior problems from students placed in in-school suspension. Students not completing their In-School Suspension will face further disciplinary action.

### **Emergency Exclusion**

Students may be emergency excluded from school pursuant to the board's separate policy on emergency exclusion or state law.

### **Short-Term Suspension**

The Principal or the Principal's designee may exclude a student from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

1. Conduct constituting grounds for expulsion as hereinafter set forth; or
2. Other violations of rules and standards of behavior adopted by the board of education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
2. 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 he/she is accused of having done, an explanation of the evidence the authorities have, and an opportunity to explain his/her version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal 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. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.

4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: Students who are suspended will be given two school days for every one day of suspension to complete all assignments. This includes any daily assignments and exams.

### **Weapons and/or Firearms**

Students may be disciplined for the possession of weapons and/or firearms pursuant to the board's separate policy on weapons and firearms or state law.

### **Long-Term Suspension**

Students may be excluded by the Principal from school or any school function for a period of more than five school days but less than twenty school days (long-term suspension) for any conduct constituting grounds for expulsion as hereinafter set forth. The process for long-term suspension is set forth below.

### **Expulsion**

1. **Meaning of Expulsion.** Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period.
2. **Summer Review.** Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year. The review will be conducted by the hearing officer who conducted the initial expulsion hearing, or a hearing officer appointed by the Superintendent in the event no hearing was previously held or the initial hearing officer is no longer available or willing to serve, after the hearing officer has given notice of the review to the student and the student's parent or guardian. This review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to a recommendation by the hearing

officer that the student be readmitted for the upcoming school year. If the school board or board of education or a committee of such board took the final action to expel the student, the student may be readmitted only by action of the board. Otherwise, the student may be readmitted by action of the Superintendent.

3. **Suspension of Enforcement of an Expulsion:** Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program/plan and to such other consequences which the school district deems appropriate.
4. **Alternative School or Pre-expulsion Procedures.** The school shall provide either an alternative school, class or educational program for expelled students or shall follow the pre-expulsion procedures outlined in Neb. Rev. Stat. 79-266.

**Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion, or Mandatory Reassignment:**

The following conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, subject to the procedural provisions of the Student Discipline Act, Neb. Rev. Stat. § 79-254 through 79-296, when such activity occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event:

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;
2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);

6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults that occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules, or a single violation if the conduct amounts to a criminal act, if such violations constitute a substantial interference with school purposes:
  - a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, sex, national origin, or religion;
  - b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;

- c. Violating school bus rules as set by the school district or district staff;
- d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, an electronic nicotine delivery system, or a tobacco imitation substance or packaging, regardless of form, including cigars, cigarettes, chewing tobacco, and any other form of tobacco, tobacco derivative product or imitation, or electronic cigarettes, vapor pens, etc.;
- e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
- f. Possession of pornography;
- g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
- h. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent;
- i. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or

- smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault;
- j. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
  - k. Violation of the district's computer acceptable computer use policy are subject to discipline, up to and including expulsion;
  - l. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a simulated or "look-a-like" weapon;
  - m. Using any object to simulate possession of a weapon;
  - n. Knowingly making a false statement or knowingly submitting false information during the Title IX grievance process or any other school investigation or making a materially false statement in bad faith in the course of a Title IX grievance proceeding or any other school investigation; and
  - o. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

The length of any suspension, expulsion, or mandatory reassignment shall be as provided or allowed by law.

### **Reporting Requirement to Law Enforcement**

Violations of this section will result in a report to law enforcement if:

1. The violation includes possession of a firearm;
2. The violation results in child abuse;

3. It is a violation of the Nebraska Criminal Code that the administration believes cannot be adequately addressed by discipline from the school district;
4. It is a violation of the Nebraska Criminal Code that endangers the health and welfare of staff or students; or
5. It is a violation of the Nebraska Criminal Code that interferes with school purposes.

### **Due Process Afforded to Students Facing Long-term Suspension or Expulsion**

The following procedures shall be followed with regard to any long-term suspension, expulsion, or mandatory reassignment.

1. On the date of the decision to discipline, the Principal shall file with the Superintendent a written charge and a summary of the evidence supporting such charge.
2. The Principal shall serve the student and the student's parents or guardian with a written notice by registered or certified mail or personal service within two school days of the date of the decision to recommend long-term suspension or expulsion. The notice shall include the following:
  - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension, expulsion, or mandatory reassignment, including a summary of the evidence to be presented against the student;
  - b. The penalty, if any, which the principal has recommended in the charge and any other penalty to which the student may be subject;
  - c. A statement that, before long-term suspension, expulsion, or mandatory reassignment for disciplinary purposes can be invoked, the student has a right to a hearing, upon request, on the specified charges;
  - d. A description of the hearing procedures provided by the act, along with procedures for appealing any decision rendered at the hearing;
  - e. A statement that the principal, legal counsel for the school, the student, the student's parent, or the student's representative or guardian has the right (i) to examine the student's academic and

disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct and (ii) to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and

- f. A form on which the student, the student's parent, or the student's guardian may request a hearing, to be signed by such parties and delivered to the principal or superintendent in person or by registered or certified mail.
3. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
4. Nothing in this policy shall preclude the student, student's parents, guardian, or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
5. If a hearing is requested within five days after receipt of the notice, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below.
6. If a hearing is requested more than five school days following the receipt of the written notice, but not more than thirty calendar days after receipt, the Superintendent shall appoint a hearing officer who shall follow the "hearing procedures" outlined below, except that the time constraints set forth may differ as provided by law and this policy. The student shall be entitled to a hearing but the consequence imposed may continue in effect pending final determination.
7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.

In the event a hearing is requested, the hearing, hearing procedures, the student's rights and any appeals or judicial review permitted by law shall be

governed by the applicable provisions of the Nebraska Student Discipline Act (NEB. REV. STAT. § 79-254 to 79-294). The school district will provide parents with copies of the relevant statutes upon request.

## SECTION FOUR

### Title IX Policy

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

#### 1. Title IX Coordinator

1.1. **Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "**Title IX Coordinator.**" The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

#### 2. Definitions. As used in this policy, the following terms are defined as follows:

2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

2.3. **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).

2.4. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

2.5. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

2.6. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

- 2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

- 2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;
- 2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:
  - 2.6.3.1. **Sex Offenses, Forcible**—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.
    - 2.6.3.1.1. **Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
    - 2.6.3.1.2. **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
    - 2.6.3.1.3. **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity
    - 2.6.3.1.4. **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her

age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.2. **Sex Offenses, Non-forcible**—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.

2.6.3.2.1. **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law

2.6.3.2.2. **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent

2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a), which means violence committed by a person—

2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:

2.6.4.2.1. The length of the relationship.

2.6.4.2.2. The type of relationship.

2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.

2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a), which includes felony or misdemeanor crimes committed by a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction receiving grant funding and, in the case of victim services, includes the use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse that may or may not constitute criminal behavior, by a person who—

2.6.5.1. is a current or former spouse or intimate partner of the victim, or person similarly situated to a spouse of the victim;

2.6.5.2. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

2.6.5.3. shares a child in common with the victim; or

2.6.5.4. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

2.6.6.1. fear for his or her safety or the safety of others; or

2.6.6.2. suffer substantial emotional distress.

2.7. **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

### **3. Discrimination Not Involving Sexual Harassment.**

**3.1. General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

**3.2. Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

- 3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- 3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- 3.2.3. Deny any person any such aid, benefit, or service;
- 3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- 3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;
- 3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- 3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

**3.3. Complaint Procedure.** All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district's general complaint procedure, Board Policy 2006.

#### 4. **Response to Sexual Harassment**

4.1. **Reporting Sexual Harassment.** Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District's Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

4.2. **General Response to Sexual Harassment.** When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district's response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

4.3. **Emergency Removal.** Nothing in this policy precludes the district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the

decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

4.4. **Administrative Leave.** Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

4.5. **General Response Not Conditioned on Formal Complaint.** With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

## 5. **Grievance Process for Formal Complaints of Sexual Harassment.**

### 5.1. **General Requirements.**

5.1.1. **Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Remedies may include the same individualized services described in subsection 2.7 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

5.1.2. **Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

5.1.3. **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any

person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

5.1.4. **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

5.1.4.1. **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.

5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:

5.1.4.2.1. The definition of sexual harassment in subsection 2.6;

5.1.4.2.2. The scope of the district's education program or activity;

5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and

5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.

- 5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.
- 5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- 5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- 5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.
- 5.1.8. **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.
- 5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

## 5.2. **Notice of Allegations.**

5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:

5.2.1.1. A copy of this policy.

5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

## 5.3. **Dismissal of Formal Complaint.**

5.3.1. The district will investigate the allegations in a formal complaint.

5.3.2. **Mandatory Dismissals.** The district **must** dismiss a formal complaint if the conduct alleged in the formal complaint:

5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;

5.3.2.2. Did not occur in the district's education program or activity; or

5.3.2.3. Did not occur against a person in the United States.

5.3.3. **Discretionary Dismissals.** The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:

5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;

5.3.3.2. The respondent is no longer enrolled in or employed by the district; or

5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.

5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.

5.4. **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references

in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

**5.5. Investigation of Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the district will:

- 5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;
- 5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);
- 5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- 5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- 5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the

proceedings, as long as the restrictions apply equally to both parties;

- 5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- 5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and
- 5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

## 5.6. **Determination Regarding Responsibility**

- 5.6.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).
- 5.6.2. **Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or

witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

5.6.3. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:

5.6.3.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;

5.6.3.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

5.6.3.3. Findings of fact supporting the determination;

5.6.3.4. Conclusions regarding the application of the district's code of conduct to the facts;

5.6.3.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

5.6.3.6. The district's procedures and permissible bases for the complainant and respondent to appeal.

5.6.4. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

5.6.5. The Title IX Coordinator is responsible for effective implementation of any remedies.

5.7. **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.

5.7.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.

5.7.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:

5.7.2.1. Procedural irregularity that affected the outcome of the matter;

5.7.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

5.7.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

5.7.3. As to all appeals, the district will:

5.7.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;

5.7.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;

5.7.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.

5.7.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;

5.7.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and

5.7.3.6. Provide the written decision simultaneously to both parties.

**5.8. Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

- 5.8.1. Provides to the parties a written notice disclosing:
  - 5.8.1.1. The allegations;
  - 5.8.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
  - 5.8.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
  - 5.8.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- 5.8.2. Obtains the parties' voluntary, written consent to the informal resolution process; and
- 5.8.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

## 5.9. **Recordkeeping.**

- 5.9.1. The district will maintain for a period of seven years records of:
  - 5.9.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;
  - 5.9.1.2. Any appeal and the result therefrom;
  - 5.9.1.3. Any informal resolution and the result therefrom; and

5.9.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.

5.9.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

6. **Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

7. **Access to Classes and Schools.**

7.1. **General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey,

football, basketball, and other sports the purpose or major activity of which involves bodily contact.

7.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

7.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

7.1.4. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

7.2. **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

8. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

8.1. **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.

8.2. **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.

9. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of

sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

**10. Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

#### **10.1. Specific Circumstances.**

10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.

10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

**11. Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

12. **Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

13. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

14. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

## **SECTION FIVE**

### **Wellness Policy**

The school district is committed to providing a school environment that enhances learning and the development of lifelong wellness. The goals outlined in this policy were determined and selected after reviewing and considering evidence-based strategies.\*

#### **1. Goals for Nutrition Promotion and Education**

- a. The district will promote healthy food and beverage choices for all students, as well as encourage participation in school meal programs by such methods as implementing evidence-based healthy food promotion techniques through the school meal programs and promoting foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards.
- b. The health curriculum will include information on good nutrition and healthy living habits.
- c. Teachers will incorporate information on nutrition and wellness into the classroom curriculum as appropriate.
- d. The district will collaborate with public and private entities to promote student wellness.
- e. Water will be made available to students throughout the school day.

#### **2. Goals for Physical Activity**

- a. The school district's curriculums shall include instruction on physical activity and habits for healthy living.
- b. Students will be encouraged to engage in physical activities throughout the school day and will be provided with opportunities to do so.
- c. The district encourages parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

#### **3. Goals for Other School-Based Activities Designed to Promote Student Wellness**

- a. The district will participate in state and federal child nutrition programs as appropriate.
- b. The district will provide professional development, support, and resources for staff about student wellness.
- c. Students will be provided sufficient time in which to eat school-provided meals.
- d. The district's lunchrooms will be attractive and well-lighted.
- e. The district will allow other health-related entities to use school facilities for activities such as health clinics and screenings so long as the activities meet the district's requirements and criteria for the use of facilities.
- f. The district may partner with other individuals or entities in the community to support the implementation of this policy.
- g. The district will strive to provide physical activity breaks for all students, recess for elementary students, and before and after school activities, as well as encourage students to use active transport (walking, biking, etc.)
- h. The district will use evidence-based strategies to develop, structure, and support student wellness.

**4. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day**

- a. The district will ensure that student access to foods and beverages meet federal, state and local laws and guidelines including, but not limited to:
  - i. USDA National School Lunch and School Breakfast nutrition standards
  - ii. USDA Smart Snacks in School nutrition standards.
- b. The district will offer students a variety of age-appropriate, healthy food and beverage selections with plenty of fruits, vegetables, and whole grains aimed at meeting the nutrition

needs of students within their calorie requirements in order to promote student health and reduce childhood obesity.

## **5. Standards for All Foods and Beverages Provided, But Not Sold to Students During the School Day**

The district may provide a list of healthy party ideas or food and beverage alternatives to parents, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The district discourages the use of food and beverages as a reward or incentive for performance or behavior.

## **6. Food and Beverage Marketing**

Marketing and advertising is only allowed on school grounds or at school activities for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards, except as follows:

- a. This requirement does not apply to marketing that occurs at events outside of school hours such as after school sporting or any other events, including school fundraising events.
- b. The district will not immediately replace menu boards, coolers, tray liners, beverage cups, and other food service equipment with depictions of noncompliant products or logos to comply with the new USDA Smart Snacks in Schools nutrition requirements. All previously purchased products will be used, and all existing contracts honored.
- c. All equipment that currently displays noncompliant marketing materials will not be removed or replaced (e.g., a score board with a Coca-Cola logo). However, as the district reviews and considers new contracts, and as scoreboards or other such durable equipment are replaced or updated over time, any products that are marketed and advertised will meet or exceed the USDA Smart Snacks in School nutrition standards

## **7. Public Participation**

Parents, students, representatives of the school food authority, teachers, school health professionals, board members, school administrators, and members of the general public shall be allowed to provide their input to the school district during the wellness policy adoption and review process.

**8. Competitive Foods (Includes Food and Beverages Sold in Vending Machines, School Stores, Fundraisers or in Competition with the National School Lunch and Breakfast Programs)**

- a. Except as otherwise allowed by the Nebraska Department of Education (NDE), all foods and beverages sold during the school day as part of a fundraiser or for any other purpose in competition with the National School Lunch and Breakfast Programs must meet the nutrition standards of those programs.
- b. Fundraiser food or beverages are NOT exempt from the USDA Smart Snacks in School nutrition standards. Therefore, if food is sold as a fundraiser:
  - (1) It shall not be sold in competition with school meals in the food service area during the meal service.
  - (2) It shall not be sold or otherwise made available to students anywhere on school premises during the period beginning one half hour prior to the serving period for breakfast and/or lunch and lasting until one half hour after the serving of breakfast and/or lunch.
  - (3) The sale of food items during the school day shall meet the USDA Smart Snacks in School nutrition requirements
  - (4) This restriction does not apply to food sold during non-school hours, weekends, and off-campus fundraising events such as concessions during after-school sporting events, school plays or concerts; or to bulk food items that are sold for consumption at home. (Ex: frozen pizzas, cookie dough tubs, etc.)

**9. Triennial Assessment**

The school board shall assess and review this policy at least every three years to determine:

- a. Compliance with this policy;
- b. How this policy compares to NDE model wellness policies;
- c. Progress made in attaining the goals of this policy.

The school board will update or modify this policy as appropriate.

## **10. Public Notice**

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of this policy at least annually to the public and other stakeholders identified in this policy by one or more of the following methods: on its webpage, in its newsletter, in the student and employee handbooks, newspaper advertisements, direct mailings, electronic mail, and public postings.

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of the Triennial Assessment and progress reports towards meeting the goals in this policy using one or more of those same methods.

## **11. Recordkeeping**

The District will retain records to document compliance with the requirements of the wellness policy at its central office.

## **12. Operational Responsibility**

The superintendent is responsible for coordinating the implementation of this policy and for monitoring the district's progress in meeting the goals established by this policy. The superintendent will periodically report to the board on the district's progress in implementing this policy.

\* These strategies include, but are not necessarily limited to, those cited in the Alliance for a Healthier Generation's Model Wellness Policy (Updated 9/2016 to Reflect the USDA Final Rule) found at [https://www.healthiergeneration.org/asset/wtqdwu/14-6372\\_ModelWellnessPolicy.doc](https://www.healthiergeneration.org/asset/wtqdwu/14-6372_ModelWellnessPolicy.doc).

Adopted on: June 8, 2022

Revised on: \_\_\_\_\_

Reviewed on: 2021-2022 School Year

## **SECTION 6**

### **Introduction**

Student participation in extracurricular activities has been linked to improved attendance, higher academic achievement, and greater student self-confidence and self-esteem. East Butler Public Schools provides students with the opportunity to participate in a comprehensive activities program that includes athletics, fine arts, and select clubs or organizations associated with academic areas.

Although the school district believes strongly in the value of student activities, participation in the activities program is a privilege, not a right. Students must obey the rules set out in this handbook and any additional rules created by their coach or activity sponsor. This handbook is advisory and does not create a "contract" with parents, students, or staff. The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well-being of all students. The administration is responsible for interpreting the rules contained in the handbook. If a situation or circumstance arises that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

Please read this portion carefully. Students and their parents are responsible for complying with all of the rules and procedures detailed in this booklet.

Parents must sign the acknowledgement and permission to participate form at the end of this handbook before their student will be permitted to participate in the activity programs of the district.

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

## GENERAL INFORMATION ABOUT THE ACTIVITIES PROGRAM

### **Academic Eligibility**

To be eligible to participate in the school's activity programs, each student must (1) meet Nebraska State Activities Association (NSAA) requirements concerning scholastic eligibility:

- be registered for 10 credit hours per semester and be in regular attendance.
- 7-12 students will become ineligible for activities if either one or both of the following conditions apply:
  - 1) If a student has an average of below 70% in more than one class for a period of two weeks, they become ineligible for all activities.
  - 2) Failure in three subjects during any one week period automatically makes a student ineligible for all activities. This includes athletics, plays, speech contests, dances, prom, and all other extra-curricular activities.
- Students that are failing will be reported to the office by 9:00 a.m. on Monday. These reported students will be placed on the Down List on Monday of that week and will remain on the Down List until the next Monday. Students must have an accumulative average of less than 70% for that class to be placed on the Down List for that subject.
- 7-12 eligibility is checked every Monday. If a student is ineligible they may become eligible that same week for activities by getting an eligibility form from the office and taking it to each of their teachers and have them sign the form stating they are passing ALL their classes. The form needs to be turned into the 7-12 Principal for eligibility to be restored. Once eligibility is restored for that week, the student is eligible for the remainder of the week.

The school district will notify the student whenever they are declared academically ineligible.

Students may not participate in any activity, performance or practice while serving a short-term suspension, long-term suspension, or expulsion from school.

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

Students must attend school one half day the day of any scheduled school activity in order to participate in the activity. (Periods 1-4) This includes athletic contests, practices and dances. Failure to attend will result in a student being withheld from participation in the activity. The Principal

retains the right to grant participation should exceptional circumstances prevail.

### **Attendance at Practices and Contests**

Participants in the activities program are expected to attend and be on time at all practices and meetings scheduled by the coach or sponsor. Participants may be excused for absences resulting from a participant's illness, a death in the family, a doctor's appointment, a court appearance, or other absences that are arranged in advance. The coach, sponsor, or director of an activity may require a participant who has an excused absence to complete an alternate assignment for missing a practice, meeting, event, performance, or contest. A participant who is unable to attend a scheduled practice, meeting, or game must contact the coach or sponsor in advance. Students who are absent from school due to illness are not required to provide the coach or sponsor with additional notification of the student's absence from practice.

Students who are absent from school for any part of the day will not be permitted to practice or participate in an athletic contest or activity performance unless the student has the building principal's prior permission to participate despite the absence.

If a participant misses a scheduled contest or performance, the coach or sponsor may impose discipline up to and including suspension of the participant from the activity for the remainder of the season or length of the activity.

### **"Team Selection" and "Playing Time"**

"Team selection" and "playing time" decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purposes of the activities program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

1. School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner that reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.

2. Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of these criteria include the student's: (1) talent or skill, (2) desire

to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

### **Relationships Between Parents and Coaches/Sponsors**

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone.

Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

### Parents' Role in Interscholastic Athletics and Other Extracurricular Activities

#### Communicating with your children

- Make sure that your children know that win or lose, scared or heroic, you love them, appreciate their efforts and are not disappointed in them. This will allow them to do their best without fear of failure. Be the person in their life they can look to for constant positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, competitive attitude, sportsmanship and actual skill level.
- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to improve their skills and attitudes. Help them develop the feeling for competing, for trying hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If they are comfortable with you win or lose, then they are on their way to maximum enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes, ethics, and knowledge are such that you are happy to have your child under his or her leadership.
- Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

## Communicating with the coach

- Communication you should expect from your child's coach includes:
  - Philosophy of the coach
  - Expectations the coach has for your child
  - Locations and times of all practices and contests
  - Team requirements
  - Procedure should your child be injured
  - Discipline that results in the denial of your child's participation
- Communication coaches expect from parents
  - Concerns expressed directly to the coach
  - Notification of any schedule conflicts well in advance
  - Specific concerns in regard to a coach's philosophy and/or expectations
- Appropriate concerns to discuss with coaches:
  - The treatment of your child, mentally, and physically
  - Ways to help your child improve
  - Concerns about your child's behavior
  
  - Injuries or health concerns. Report injuries to the coach immediately!! Tell the coach about any health concerns that may make it necessary to limit your child's participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.
- Issues not appropriate to discuss with coaches:
  - Playing time
  - Team strategy
  - Play calling
  - Other student-athletes (except for reporting activity code violations)
- Appropriate procedures for discussing concerns with the coaches:
  - Call to set up an appointment with the coach
  - Do not confront a coach before or after a contest or practice (these can be emotional times for all parties involved and do not promote resolution)
- What should a parent do if the meeting with the coach did not provide satisfactory resolution?
  - Call the athletic director to set up a meeting with the athletic director, coach, and parent present.
  - At this meeting, an appropriate next step can be determined, if necessary.

## **Good Sportsmanship—Behavior Expectations of Spectators**

Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents and other spectators. The school can be punished by NSAA for a lack of good sportsmanship at NSAA sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed.

### Responsibilities of Spectators Attending

#### Interscholastic Athletics and Other Extracurricular Activities

- Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
- Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.
- Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious. Maintain self-control.
- Do not “boo,” stamp feet or make disrespectful remarks toward players or officials.
- Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
- Know that noisemakers of any kind are not proper for indoor events.
- Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
- Stay off the playing area at all times.
- Do not disturb others by throwing material onto the playing area.
- Show respect for officials, coaches, cheerleaders and student-athletes.
- Pay attention to the half-time program and do not disturb those who are watching.
- Respect public property by not damaging the equipment or the facility.
- Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
- Refrain from the use of alcohol and drugs on the site of the contest.

### **Closings**

Unless the administration determines that it is permissible for the activity to continue as scheduled, all activities will be cancelled or postponed in the event that school has been called off for inclement weather or any other reason as determined by the administration. Unless the administration determines that it is permissible for the activity to continue as scheduled.

## **Colors**

The East Butler School colors are Maroon and Gold.

## **Complaint Procedure**

To reduce conflicts in the school's activities program, students and/or their parents should use district's formal complaint procedure to manage conflicts about the program. The complaint procedure is printed in the school's student handbook.

## **Concussion Awareness**

The Nebraska Unicameral has found that concussions are one of the "most commonly reported injuries in children and adolescents who participate in sports and recreational activities and that the risk of catastrophic injury or death is significant when a concussion or brain injury is not properly evaluated and managed."

The School District will:

1. Require all coaches and trainers to complete one of the following on-line courses on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury:
  - Heads UP Concussions in Youth Sports
  - Concussion in Sports—What You Need to Know
  - Sports Safety International
  - ConcussionWise
  - ACTIVE™ Athletic Concussion Training for Coaches; and
2. On an annual basis provide concussion and brain injury information to students and their parents or guardians prior to such students initiating practice or competition. This information will include:
  - 1 The signs and symptoms of a concussion;
  - 2 The risks posed by sustaining a concussion; and
  - 3 The actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

A student who participates on a school athletic team must be removed from a practice or game when he/she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school. The student will not be permitted to participate in any school supervised team athletic activities involving physical exertion, including practices or games, until the student:

- a. has been evaluated by a licensed health care professional;
- b. has received written and signed clearance to resume participation in athletic activities from the licensed health care professional; and
- c. has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity, the parent or guardian of the student will be notified by the school of:

- a. the date and approximate time of the injury suffered by the student,
- b. the signs and symptoms of a concussion or brain injury that were observed, and
- c. any actions taken to treat the student.

The school district will not provide for the presence of a licensed health care professional at any practice or game.

School officials shall deem the signature of an individual who represents that he/she is a licensed health care professional on a written clearance to resume participation that is provided to the school to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school will not take any additional or independent steps to verify the individual's qualifications.

## **Dances**

A school sponsored dance is a school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation.

General Rules of Student Conduct at Dances. In addition to all rules of student conduct in the Student handbook, students attending dances shall adhere to the following rules of conduct:

1. **Who Can Attend:** Only students of East Butler Public School and their guests may attend.
  - a. Students currently attending East Butler High School or another Nebraska high school who have not been

restricted from attending extracurricular activities at East Butler High School or their own school are generally considered appropriate dates or invited guests.

b. Persons who are not high school age or are older than 20 years of age are not considered to be appropriate dates or invited guests for our school dances.

c. Some school dances may be restricted to students attending specified grade levels at East Butler Public School. Students who have been suspended from school or from extracurricular activities may not attend.

d. The school reserves the right to exclude persons who may or do cause a disruption or detract from the event. Dates or invited guests not attending our school are expected to follow the same rules of conduct which apply to our students.

e. Rules for dances may restrict students and their guests from leaving the dance until the dance ends without written parental permission on a form provided.

f. Students or their guests who engage in inappropriate behavior, whether on or off of the dance floor, may be asked to leave.

g. The final decision regarding outside dates will be made by the administration.

2. **Prohibited Substances:** Alcoholic beverages, illegal drugs, and tobacco are prohibited. Anyone using prohibited substances or showing the affects of use will not be allowed admission or, if discovered after admission, be removed from the dance. Their parents may be contacted.

Students and their dates may be required to submit to a breathalyzer prior to gaining entrance. Those who choose not to submit to a breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student's date is under the influence of alcohol or drugs.

3. **Appropriate Attire:** Students and their guests must meet the dress code requirements established for each dance. Teachers or administrators will make the final decision as to whether or not a student's attire is appropriate. Students will be asked to change unacceptable items, which may mean that the student may have to return home to change the inappropriate clothing. It is advisable to check in advance of the dance with the Principal or staff sponsor for the event if you are uncertain about your attire.

**Eligibility for Selection as Royalty.** Nomination and selection as royalty for school sponsored dances is an honor awarded by students to those of their peers that exemplify the highest standards of integrity and achievement. Students nominated for dance royalty must have demonstrated through their conduct, academic achievement and activities that they have represented, and will represent, themselves, their classmates, and their school in a manner which reflects outstanding effort, commitment to their school and fellow students, and integrity and good citizenship in the school and in the community. The students selected to be the "royalty" for the Homecoming and Prom or any other school sponsored dance or activity shall meet that general standard as determined by the administration.

1. **Achievement, Citizenship and Conduct Qualifications:**
  - a. The student must have exhibited sportsmanship and leadership in activity endeavors and participation.
  - b. The student must have exhibited a cooperative and respectful attitude toward fellow students, teammates, opponents, sponsors, coaches, and officials.
  - c. The student must not have had excessive violations of school policies and procedures during their high school career.
  
2. **Specific Dance Eligibility and Selection Requirements:**

### **KING AND QUEEN CRITERIA**

All royalty candidates must be academically eligible and meet the East Butler Activities Code of Conduct Rules. King and queen royalty are crowned in the following activities: Homecoming, FFA/FCCLA Dance and Junior-Senior Prom.

### **Royalty Selection**

**Homecoming Queen & King** (Students in grades 9-12 may attend the dance)

- Only a senior girl shall be eligible to be queen and only a senior boy shall be eligible to be king.
- The candidate must have lettered in any same sport/activity (football, cross country, wrestling, basketball, track, band, volleyball, cheerleading, spiritleading, softball) for two years.
- The candidate must be a fall sport/activity participant.
- The candidate must have a "C" average or better in the previous semester.
- To be eligible, a candidate must agree to attend the entire Homecoming Dance and represent the school properly.
- Students in grades 9-12 may attend the Homecoming dance.

- They also may not have received a previous royalty.

First and final voting is done by the East Butler 9-12 student body.  
TEACHERS DO NOT VOTE FOR HOMECOMING ROYALTY. Cheerleaders and Letter Club are sponsors at Homecoming activities and share the cost of decorations and dance.

### **Prom Queen & King:**

- Only a senior girl shall be eligible to be queen and only a senior boy shall be eligible to be king.
- To be eligible, a candidate must agree to attend the entire Prom Dance and represent the school properly.
- The queen and king are selected by secret ballot vote by the junior class.
- They may not have received a previous royalty.

### **FCCLA/FFA Queen & King (Students in grades 7-12 may attend the dance)**

- They must be a senior and have been a member and paid their dues for four years.
- First voting is done by the East Butler FFA and FCCLA.
- They also may not have received a previous royalty.
- Final voting is done by the East Butler 7-12 student body that attend the dance.

### **Electronic Communication**

The school board supports the use of technology by coaches, extracurricular sponsors, and other staff members to communicate with students for legitimate educational, extracurricular, and other school-related purposes. However, electronic communication between students and teachers, sponsors, and coaches shall be appropriate at all times and shall not violate any law, district policies, or the Regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education ("Rule 27").

### **Equipment**

Each participant in the athletic portion of the activities program will be issued a locker to store his/her personal belongings and school equipment that has been checked out. Students should secure their athletic lockers with combination locks.

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

participant is responsible for all equipment checked out to him/her. Students will be assessed the replacement cost for school equipment that has been check out to him/her and is lost or stolen.

### **Fundraising**

All school-sponsored fundraising activities must be approved by a member of the school district administration. Fundraising for any activity must comply with the district's policies, including applicable provisions specifically pertaining to Booster Clubs and PTOs for non-school-sponsored fundraising. Use of the school mascot shall not be permitted unless approved by the superintendent.

### **Individual Training Rules and Rules of Conduct**

Head coaches or sponsors may develop additional training rules or rules of conduct for their activity. Students are responsible for knowing these rules and complying with them.

### **Initiations and Hazing**

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

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

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

## **Injuries**

Participants who suffer any type of injury while involved in extracurricular activities must notify the coach or sponsor immediately. The coach or sponsor will then evaluate the injury and, if necessary, notify the participant's parents or seek immediate medical treatment.

If at any time during participation a doctor removes an athlete from participation because of an illness or injury, the athlete must have a written release from a doctor before participating again. The written release must be given to the coach or sponsor of the activity.

Note: The release requirement will be satisfied if the initial doctor's order specifies the duration of the student's restriction from participation and/or competition. Also see Concussion Awareness above.

## **Insurance**

The school district does not provide medical or other insurance coverage for students who participate in athletic contests or other activities. It is the parents' responsibility to provide adequate insurance to cover any medical expenses that may be incurred while the student is participating in athletics or other activities.

The school district makes an accident insurance plan available for purchase by participants and their families through an authorized insurance agent. Information about policies which families may purchase will be available prior to each sports season and at fall registration.

## **Mascot**

The official emblem for boys' and girls' athletic teams is the Tiger. The mascot cannot be used for non-school-sponsored purposes unless approved by the superintendent.

## **Practices**

The individual head coach or sponsor, in cooperation with the high school principal, will schedule all starting times of practices. All participants are expected to be ready at the time set by the coach or sponsor.

To be eligible to practice, a participant must satisfy the following requirements:

1. Submit to the coach or sponsor a signed physical form and Activities Code that verifies that a physical examination has been completed and that the student and parent(s) understand the school's position

regarding the use or possession of alcohol, tobacco, and other related drugs.

2. Furnish the high school principal with proof of insurance.

### **Secret Organizations**

Secret organizations are prohibited. School officials shall not allow any person or representative of any such organization to enter upon school grounds or school buildings for the purpose of rushing or soliciting students to participate in any secret fraternity, society, or association.

### **Student Manager, Helpers, or Activity Aids**

Students wishing to serve as student volunteers for extracurricular activities must gain the permission of the activity coach or sponsor. Student volunteers must comply with all of the rules and procedures contained in this handbook.

### **Sunday and Wednesday Night Activities**

In order to provide students sufficient time away from school for family-related activities, the school will endeavor not to schedule activities on Wednesday evenings or on Sundays. Practices will be organized so that all participants are showered, dressed, and/or leave the facilities by 6:00 p.m. on Wednesday nights. An exception to this guideline would be when a team, group of students, or an individual may be required to participate in an activity sponsored by the conference, district, or state on a Wednesday night.

The school does not allow Sunday practice sessions, except when a varsity team, group of students, or individual is scheduled to compete or perform on a Monday. Practices scheduled for a Sunday must have the prior approval of the activities director or building principal.

### **Transportation**

All participants are expected to ride to and from away activities by means of approved school transportation.

A participant may ride home with his or her parent/guardian only if the parent/guardian personally contacts the sponsor at the activity. A participant may ride home with an adult if the participant's parent/guardian has personally contacted the principal prior to the activity and the adult personally contacts the sponsor at the activity prior to leaving with the student. Parents are discouraged from requesting to take their children home after an away contest or performance. Traveling to and from an event provides time for the students to further develop a strong team concept.

## **Weight Room**

The weight room has been developed to help each athlete or student maintain a level of physical fitness. No one may use the weight room or equipment without proper supervision. The school will develop a schedule for use of the weight room by athletes during the school year and during the summer months.

The weight room is a high-demand area within the school facilities. The following guidelines will help determine the priorities in reference to use if more than one group desires to use the facility at the same time:

1. Physical education instruction
2. By the team sports, which are in season
3. Conditioning programs for athletes not currently out for a sport
4. Summer conditioning programs

## **AVAILABLE ACTIVITIES**

Basketball	Student Council	Dances
Cheerleading	Cross Country	FFA
DECA	One-Act Plays	Football
Wrestling	Volleyball	Track
Softball	Speech	Band
Spirit leading	Letter Club	FBLA
FCCLA	Band	

### **Family Career and Community Leadership of America (FCCLA)**

FCCLA is an integral part of the Family and Consumer Sciences department. Members should have taken or presently be taking a family and consumer sciences class. Program emphasis for FCCLA is on leadership development, family cooperation and communication, community service and peer education.

### **Future Business Leaders of America (FBLA)**

FBLA is an integral part of the vocational business department and membership is limited to those students with at least one semester of work in the business education field. One of the primary objectives of FBLA is developing leadership and responsibility.

### **Future Farmers of America (FFA)**

FFA is an integral part of the agricultural education department and all students of that department are urged to belong. The activities include training in leadership, opportunities for travel and recreation, and safety and community service activities. Students may participate in field trips, conventions, judging contests, and hands-on experience.

### **Letter Club**

Any student who has lettered in any sport is eligible for membership. The purpose of the Club is to stimulate and encourage sportsmanship and to assist in bringing about a closer bond between students in all sports.

## **National Honor Society**

The National Honor Society chapter of East Butler Public School is a duly chartered and affiliated chapter of this prestigious national organization.

### **Admission to the National Honor Society**

Membership is open to those students who meet the required standards in four areas of evaluation: scholarship, leadership, service, and character. Standards for selection are established by the national office of NHS and have been revised to meet our local chapter needs. Students are selected to be members by a five-member Faculty Council, appointed by the principal, which bestows this honor upon qualified students on behalf of the faculty of our school.

Students in the 10th, 11th, or 12th grades are eligible for membership. For the scholarship criterion, a student must have a cumulative grade point average of 90% or 3.0 or better on a 4.0 scale. Those students who meet this criterion are invited to complete an application form that provides the Faculty Council with information regarding the candidate's leadership and service. A history of leadership experiences and participation in school or community service is required.

To evaluate a candidate's character, the faculty council uses two forms of input: first, school disciplinary records are reviewed; second, members of the faculty are solicited for input regarding their professional reflections on a candidate's service activities, character, and leadership. The application forms are carefully reviewed by the Faculty Council to determine membership. A majority vote of the council is necessary for selection. Candidates are notified regarding selection or non-selection according to a predetermined schedule.

Following notification, a formal induction ceremony is held to recognize all the newly selected members. Once inducted, new members are required to maintain the same level of performance in all four criteria (or better) that led to their selection. This obligation includes regular attendance at chapter meetings when and as scheduled and participation in the chapter service project(s).

Students or parents who have questions regarding the selection process or membership obligations can contact the chapter advisor.

## **Removal from National Honor Society**

A student may be removed from the NHS by the action of the Principal upon a determination by the Principal that the student:

- 1. Prior Conduct.** Engaged in conduct prior to induction which was not known at the time of induction and which, if known, would have caused a denial of induction;
- 2. Post-Induction Conduct.** Engaged in conduct after induction which is grounds for a student to be long-term suspended or expelled from school under the student code of conduct; which is grounds for suspension or removal from any extracurricular activity of the school, or which would cause a denial of induction if such conduct had taken place prior to the time of induction.

The student may appeal the Principal's decision to the Superintendent by giving written notice of appeal to the Superintendent within ten calendar days of receipt of the Principal's removal decision. The appeal procedures shall be established in the discretion of the Superintendent such as to allow a fair opportunity for the student's views and information to be considered. The decision of the Superintendent on the appeal shall be final.

### **Speech Team**

Students compete in different categories of competition.

## **NEBRASKA STATE ACTIVITY ASSOCIATION RULES**

### **Eligibility**

In order to represent a high school in interscholastic athletic competition, a student must abide by eligibility rules of the Nebraska School Activities Association. Eligibility requirements are established by the NSAA in its Constitution and its Bylaws and Approved Rulings. These documents can be found online at <https://nsaahome.org/constitution-bylaws/>. A summary of the major rules is given below. Contact the principal, activities director or the activity sponsor or coach for an explanation of the complete rule.

1. Student must be a *bona fide* student of their member school and have not graduated from any high school.
2. After a student's initial enrollment in grade nine, he/she shall be ineligible after eight semesters of school membership beginning with his/her enrollment in grade nine.
3. Student is ineligible if nineteen years of age before August 1 of current school year. (Student in grades 7 or 8 may participate on a

high school team if he/she was 15 years of age prior to August 1 of current school year.)

4. Student must be enrolled in some high school on or before the eleventh school day of the current semester.

5. Student must be continually enrolled in at least twenty credit hours per semester and regular in attendance, in accordance with the school's attendance policy at the school he/she wishes to represent in interscholastic competition.

6. Student must have been enrolled and received twenty hours of credit in school the immediate preceding semester.

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

8. 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 school is eligible. After a student makes an initial choice of high schools, any subsequent transfer, unless there has been a change of domicile by his/her parents, shall render the student ineligible for ninety school days. If a student has participated on a high school team at any level as a seventh, eight, 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 school upon entering ninth or tenth grade, he/she shall be ineligible for ninety school days.

9. Student eligibility related to domicile can be attained in the following manners:

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 the domicile is changed during the summer months and the student is in grade twelve and the student has attended the high school for two or more years, the student may remain at the high school he/she has been attending and retain eligibility.

c. If a student elects to remain at the same high school initially enrolled after being promoted from grade eight of a middle or junior high school, or grade nine of a junior high school, he/she is eligible at that school, or is eligible

at a high school located within the school district in which the parents established their domicile.

d. If the legal parents of a student change their domicile from one school district that has a high school to another school district that has a high school, the student shall be eligible immediately in the school district where the parents established their domicile.

10. Nebraska transfer students whose name appears on the NSAA transfer list prior to May 1 shall be eligible immediately in the fall at the transfer high school. Those students whose name does not appear on the NSAA transfer list prior to May 1 shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.

11. Nebraska transfer students must have signed and delivered all forms necessary to make such transfer to the school in which he/she intends to enroll for the 2020-21 school year prior to May 1, 2020; for the student to be eligible, the school to which the transfer is being made must have notified the NSAA office via an NSAA online transfer form, no later than May 1, 2020. The student would become ineligible for ninety school days the next fall if the student were to change his/her mind and decide not to transfer. If such student were to transfer to the new school, but later decides to return to his/her former district before 90 school days have elapsed, such student will be ineligible in the former district for 90 school days, with the ineligibility period commencing at the start of the fall semester. Those students who did not have their enrollment forms signed, delivered, and accepted prior to May 1, 2020, shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.

12. Once the season of a sport begins, a student shall participate in practices and 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.

13. During the season of a particular sport, athletes participating in that sport for a high school may attend, but may not physically take part, either as an individual or as a member of a team, in the sport activity in which instruction is being offered in the clinic, camp, or school. (\*Refer to NSAA Bylaw 3.5.1.1 for exception in Swimming and Diving.)

14. A student shall not participate on an all-star team while a high school undergraduate.

15. A student must maintain his/her amateur status.

## **NSAA Sportsmanship Rules**

Students must abide by the Nebraska School Activities Association Sportsmanship Rules. A complete copy of these rules can be found at <http://www.nsaahome.org/nsaaforms/pdf/manualsp.pdf>. Unsportsmanlike conduct shall include physical or verbal assault upon any participant, game official, or spectator, or any acts that may endanger the personal safety of individuals involved, or acts which hinder the normal progress of a contest or lead to the restriction or discontinuance of a contest.

If a student, participant, patron, and/or staff member representing a member school acts in a manner constituting unsportsmanlike behavior during the competition the member school and/ or individuals shall be subject to penalties. A student, participant, patron, and/or staff member may not be permitted to attend activities if involved in unsportsmanlike conduct.

## **CODE OF CONDUCT**

All students associated with East Butler Public Schools and participating in extracurricular or school sponsored activities (including all NSAA activities) are required to avoid conduct that is detrimental to the integrity of, and public confidence in, the school. Rules promoting lawful, ethical, and responsible conduct serve the interests of all people associated with the school. Illegal and irresponsible conduct puts people at risk, tarnishes the reputation of the offender and everyone else associated with the school, and undermines the public support and respect of the school district.

**Standard of Conduct.** Participation in school-sponsored or extracurricular activities is a privilege and not a right. Participants must follow board policy, this code, and all the training rules and rules of conduct of the coaches and/or activity sponsors. Students participating in school-sponsored or extracurricular activities are held to a high standard. Students are expected to conduct themselves in a way that is lawful, responsible, promotes the values upon which the school is based, and that brings credit to themselves and the school. Students who fail to live up to the required standard of conduct are guilty of detrimental conduct and subject to discipline under all school policies, the general student code of conduct, and these Activity Participation Rules.

**Coach and Sponsor Rules.** Coaches and/or activity sponsors shall establish training rules or rules of conduct for participation in or attendance at the activity or event. General training rules or rules of conduct shall be established prior to the activity or event. This Code shall control in the event that there is a conflict with coach or sponsor rules.

**Prohibited Conduct.** Students in school-sponsored and/or extracurricular activities may not engage in the following conduct:

1. Receipt of a criminal citation by law enforcement for any reason.
2. Conviction of a crime in adult court or the adjudication of a criminal charge in juvenile court.
3. Any behavior that is illegal under the laws of Nebraska or the United States of America regardless of whether it results in a criminal charge or conviction.
4. Any conduct that substantially interferes with the educational process or disrupts the activity or event.
5. Possession, consumption, use, distribution, or being under the influence of alcohol, illicit drugs, tobacco, controlled substances, or any lookalike or imitations thereof; or being in the presence of alcohol, illicit drugs, controlled substances, or any lookalike or imitations thereof that are being possessed, consumed, used, or distributed by any person under twenty-one (21) years of age without parental supervision. "Lookalike or imitations" means substances such as K2 and products like electronic nicotine delivery systems, vapor pens, etc. (Note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the use or abuse of any substance for the purpose of inducing a condition of intoxication, stupefaction, depression, giddiness, paralysis, inebriation, excitement, or irrational behavior, or in any manner changing, distorting, or disturbing the auditory, visual, mental, or nervous processes).
6. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of "hazing" as defined below. Initiations are prohibited except by permission of the superintendent.
7. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption,

prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault.

8. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post, or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks, or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums; posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages, or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target.
9. Using any Internet or social networking websites to make statements, post pictures, or take any other actions that are indecent, vulgar, lewd, slanderous, abusive, threatening, harassing, or terrorizing.
10. Violating any school policy, handbook provision, or a coach's or activity sponsor's training rules or rules of conduct.
11. Dressing or grooming in a manner which is (A) dangerous to the student's health and safety or a danger to the health and safety of others, (B) lewd, indecent, vulgar, or plainly offensive, (C) materially and substantially disruptive to the work and discipline of the school or an extracurricular activity, (D) interpreted to advocate the use of illegal drugs or other substances by a reasonable observer.
12. Failing to report for an activity at the beginning of a season unless excused by the coach or activity sponsor.
13. Failing to attend scheduled practices and meetings unless excused by the coach or activity sponsor.

Such conduct is prohibited during the school year, regardless of whether it occurs on-campus or off-campus. School year means the period commencing on the first day of fall sports practice through the last day of spring sports practice, events, or attendance at school for a given school year.

**Discipline.** Students who violate any provision of these Activity Participation Rules may be subject to discipline up to and including expulsion from extracurricular activities and school sponsored events. (including but not limited to the graduation ceremony and related activities). These disciplinary consequences and this Activity Code of Conduct are in addition to and do not prejudice, diminish, impede, or reduce any discipline that is authorized by the Nebraska Student Discipline Act, Neb. Rev. Stat. §§ 79-254 to 79-294, Board Policy, or the Student Handbook. Disciplinary action may include a probationary period and conditions that must be satisfied prior to or following reinstatement. Administrators and coaches will take the following into consideration when making disciplinary decisions:

1. Any prior or additional misconduct;
2. The nature and seriousness of the offense;
3. The motivation for the offense;
4. The amount of violence involved;
5. The student's demeanor and attitude regarding the violation;
6. The actual, threatened, or potential risk to the student and others due to the student's behavior;
7. Whether the student has compensated or will compensate the victim in the event of property damage or personal injury;
8. Whether the circumstances of the violation are likely to recur;
9. The student's willingness to participate in evaluations, counseling, or other programs;
10. Any mitigating factors;
11. Any other relevant factors.

If suspended, the student must continue to participate in practices and conditioning during the suspension if required by the coach or activity sponsor. The failure to comply with the practice and conditioning requirement will make the student ineligible for reinstatement to the activity.

**Evaluation, Counseling, and Treatment.** Apart from any other disciplinary procedures, students who violate any provision of these rules may be required to undergo a formal clinical evaluation at the administration's/coach's/sponsor's discretion. Based upon the results of that

evaluation, the student may be encouraged or required to participate in an education program, counseling, or other treatment deemed appropriate by the evaluating professional.

**Reporting of Incident.** Students shall report any violation of these rules to the coach, principal, or superintendent no later than the end of the next school day after the violation has occurred. Failure to report an incident will constitute a violation of these rules and will be taken into consideration in making disciplinary determinations under this policy.

**Discipline Procedures.** Prior to any disciplinary action under this activities code, the following procedures shall be followed:

As used in this "Discipline Procedures" section, "Investigator" means the coach or activity sponsor of the team or activity in which the student is participating, or any teacher, school official, or school representative whom the Principal or the Superintendent has authorized to perform the duties and responsibilities of "Investigator" as described below.

1. The Investigator shall make an investigation of alleged violation and provide an opportunity for the student to present his or her version of the facts surrounding the alleged violation.
2. The Investigator shall consider all information obtained as a result of the investigation, including information obtained from the student, and shall render a decision regarding disciplinary action. Within a reasonable period of time of the Investigator's decision, the student and his/her parent or guardian shall be given written notice of the disciplinary action taken by the Investigator.

**Review of Investigator's Decision.** A student or the student's parents may, within five (5) school days of the notice of disciplinary action from the Investigator, notify the superintendent in writing of their request for a review of the coach or activity sponsor's determination. The superintendent or his or her designee shall review the situation and render a decision within three (3) school days from the date of the request for review. The superintendent's decision shall be in writing and shall be final.

**Misrepresentations.** Any misrepresentation of fact by a student regarding any alleged violation of these rules shall be considered a separate violation of these rules, and the student shall be subject to additional disciplinary action.

**Questions.** Any parent or student who has questions about board policy, this code, training rules, or rules of conduct of coaches or activity sponsors, or their interpretation or application shall consult with the activities director and/or the superintendent.

**Assistance.** Students are encouraged to consult with their coach, an administrator, a counselor, or a teacher to obtain access to educational, counseling, and other programs and resources that may be available to help avoid misconduct that may result in discipline under this policy.

## **A Parent's Guide to Concussions**

### **WHAT IS A CONCUSSION?**

A concussion is a brain injury that results in a temporary disruption of normal brain function. A concussion occurs when the brain is violently rocked back and forth or twisted inside the skull as a result of a blow to the head or body. An athlete does not have to lose consciousness ("knocked-out") to suffer a concussion.

### **CONCUSSION FACTS**

- It is estimated that more than 140,000 high school athletes across the United States suffer a concussion each year. (Data from NFHS Injury Surveillance System).
- Concussions occur most frequently in football, but girl's lacrosse, girls' soccer, boy's lacrosse, wrestling, and girls' basketball follow closely behind. All athletes are at risk.
- A concussion is a traumatic injury to the brain.
- Concussion symptoms may last from a few days to several months.
- Concussions can cause symptoms that interfere with school, work, and social life.
- Athletes who have symptoms from a concussion should not return to sports because they are still at risk for prolonging symptoms and further injury.
- A concussion may cause multiple symptoms. Many symptoms appear immediately after the injury, while others may develop over the next several days or weeks. The symptoms may be subtle and are often difficult to fully recognize.

### **WHAT ARE THE SIGNS AND SYMPTOMS OF A CONCUSSION?**

## **Signs Observed by Parents or Guardians**

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows behavior or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

## **Symptoms Reported by Athlete**

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Does not "feel right"

## **WHAT SHOULD I DO IF I THINK MY CHILD HAS HAD A CONCUSSION?**

An athlete who is suspected of having a concussion must be removed from play immediately, whether it is in a game or practice. Continuing to participate in physical activity after a concussion can lead to worsening concussion symptoms, increased risk of further injury, and even death. Parents and coaches are not expected to be able to "diagnose" a concussion, as that is the job of a medical professional. However, they must be aware of the signs and symptoms of a concussion and if they are suspicious, the child must stop playing:

## **WHEN IN DOUBT – SIT THEM OUT!**

Every athlete who sustains a concussion needs to be evaluated by a health care professional who is familiar with sports concussions. Parents should call their child's physician, explain what has happened, and follow the physician's instructions. A child who is vomiting, has a severe headache, or has difficulty staying awake or answering simple questions should be taken to the parent's doctor or emergency room immediately.

## **WHEN MAY AN ATHLETE RETURN TO PLAY FOLLOWING A CONCUSSION?**

No athlete who has suffered a concussion should return to play or practice the same day. Previously, athletes were allowed to return to play if their symptoms resolved within 15 minutes of the injury. Studies have shown that the young brain does not recover quickly enough for an athlete to return to activity in such a short time.

Concerns about athletes who return to play too quickly have led state lawmakers in Oregon and Washington to pass laws stating that no athlete shall return to play on the day he or she suffered a concussion and the athlete must be cleared by an appropriate health care professional before he or she are allowed to return to play in games or practices. The laws also mandate that coaches receive education on recognizing the signs and symptoms of concussion.

Once an athlete is free of symptoms of a concussion and is cleared to return to play by a health care professional knowledgeable in the care of sports concussions, he or she should proceed with activity in a step-wise fashion to allow the brain to readjust to exertion. On average, the athlete will complete a new step each day. The return-to-play schedule should proceed as below following medical clearance:

*Step 1:* Light exercise, including walking or riding an exercise bike. No weight-lifting.

*Step 2:* Running in the gym or on the field. No helmet or other equipment.

*Step 3:* Non-contact training drills in full equipment. Weight training can begin.

*Step 4:* Full contact practice or training.

*Step 5:* Game play.

If symptoms occur at any step, the athlete should cease activity and be re-evaluated by a health care provider.

## **HOW CAN A CONCUSSION AFFECT SCHOOLWORK?**

Following a concussion, many athletes will have difficulty in school. These problems may last from days to months and often involve difficulties with short and long-term memory, concentration, and organization.

In many cases, it is best to reduce the athlete's class load after the injury. This may include staying home from school for a few days, followed by a lightened schedule for a few days or perhaps a longer period of time if

needed. Decreasing the stress on the brain soon after a concussion may reduce symptoms and shorten the recovery period.

## **WHAT CAN YOU DO?**

- Both you and your child should learn to recognize the “Signs and Symptoms” of a concussion as listed above.
- Emphasize to administrators, coaches, teachers, and other parents your concerns and expectations about concussion and safe play.
- Teach your child to tell the coaching staff if he or she experiences such symptoms.
- Teach your child to tell the coaching staff if he or she suspects that a teammate has a concussion.
- Monitor sports equipment for safety, fit, and maintenance.
- Ask teachers to monitor any decrease in grades or changes in behavior that could indicate concussion.
- Report concussions that occurred during the school year to appropriate school staff. This will help in monitoring injured athletes as they move to the next season’s sports.

## **OTHER FREQUENTLY ASKED QUESTIONS:**

Why is it so important that an athlete not return to play until they have completely recovered from a concussion?

An athlete who has not fully recovered from an initial concussion is very vulnerable to recurrent, cumulative, and even catastrophic consequences of a second concussive injury. Such difficulties are prevented if the athlete is allowed time to recover from the concussion and return-to-play decisions are carefully made. No athlete should return to sport or other at-risk participation when symptoms of a concussion are present and recovery is ongoing.

### **Is a “CT scan” or MRI needed to diagnose a concussion?**

Diagnostic testing which includes CT (“CAT”) and MRI scans are rarely needed following a concussion. While these are helpful in identifying life-threatening brain injuries (e.g., skull fracture, bleeding, swelling), they are not normally used, even by athletes who have sustained severe concussions. A concussion is diagnosed based upon the athlete’s story of the injury and the health care provider’s physical examination.

What is the best treatment to help my child recover more quickly from a concussion?

The best treatment for a concussion is rest. There are no medications that can speed the recovery from a concussion. Exposure to loud noises, bright lights, computers, video games, television, and phones (including text messaging) may exacerbate the symptoms of a concussion. You should allow your child to rest as much as possible in the days following a concussion. As the symptoms decrease, you may allow increased use of computers, phone, video games, etc., but the access must be reduced if symptoms worsen.

### **How long do the symptoms of a concussion usually last?**

The symptoms of a concussion will usually go away within one week of the initial injury. You should anticipate that your child will likely be out of sports for about two weeks following a concussion. However, in some cases, symptoms may last for several weeks or even months. Symptoms such as headache, memory problems, poor concentration, and mood changes can interfere with school, work, and social interactions. The potential for such long-term symptoms indicates the need for careful management of all concussions.

### **How many concussions can an athlete have before he or she should stop playing sports?**

There is no “magic number” of concussions that determine when an athlete should give up playing contact or collision sports. The circumstances surrounding each individual injury, such as the way the injury happened and length of symptoms following the concussion are very important and must be considered when assessing the athlete’s risk for further and potentially more serious concussions. The decision to “retire” from sports is a decision best reached following a complete evaluation by your child’s primary care provider and consultation with a physician or neuropsychologist who specializes in treating sports concussion.

I’ve read recently that concussions may cause long-term brain damage in professional football players. Is this a risk for high school athletes who have had a concussion?

The issue of “chronic encephalopathy” in several former NFL players has received a great deal of media attention lately. Very little is known about what may be causing dramatic abnormalities in the brains of these unfortunate retired football players. At this time, we have very little knowledge of the long-term effects of concussions that happen during high school athletics.

In the cases of the retired NFL players, it appears that most had long careers in the NFL after playing in high school and college. In most cases, they played football for over 20 years and suffered multiple concussions in addition to hundreds of other blows to their heads. Alcohol and steroid use may also be contributing factors in some cases. Obviously, the average high school athlete does not come close to suffering the total number or sheer force of head trauma seen by professional football players. However, the fact that we know very little about the long-term effects of concussions in young athletes is further reason to carefully manage each concussion.

Adapted from A Parent's Guide to Concussion in Sports, National Federation of High School Associations.

Some of this information has been adapted from the CDC's "Heads Up: Concussion in High School Sports" materials by the NFHS's Sports Medicine Advisory Committee. Please go to [www.cdc.gov/ncipc/tbi/Coaches\\_Tool\\_Kit.htm](http://www.cdc.gov/ncipc/tbi/Coaches_Tool_Kit.htm) for more information.

## **Extracurricular Drug Testing Program**

The school district supports and values student participation in extracurricular activities, but such participation in school district extracurricular activities is a privilege and not a right. Students in all extracurricular activities in grades 7-12 shall be subject to mandatory and random testing for the presence of alcohol or illegal drugs.

### **1. Purpose of Random Drug Testing**

- a. The school district has recognized that observed and suspected drug and alcohol use and abuse has increased among the student population, including students participating in extracurricular activities.
- b. The school district seeks to provide safe, drug-free schools.
- c. The school district seeks to deter the use of illegal and prohibited drugs and alcohol among students.
- d. The school district recognizes that students who use illegal and prohibited drugs pose a threat to the health and safety of themselves, other students, teachers, administrators, and other persons.

e. The school district finds that the drug and alcohol problem among the student body will be effectively addressed by making sure that the large number of students participating in extracurricular activities do not use drugs and alcohol.

2. **Notice.** Each student who participates or seeks to participate in extracurricular activities shall be given a copy of this policy. This policy may also be included in the student handbook.

3. **Drug Testing Coordinator.** The Drug Testing Coordinator shall be the Superintendent or his or her designee unless otherwise indicated.

4. **Extracurricular Activities.** This policy applies to any activity that meets the guidelines of an extracurricular activity at the school district which includes but is not necessarily limited to the following:

Basketball	Student Council	Dances
Cheerleading	Cross Country	FFA
DECA	One Act Plays	Football
Wrestling	Volleyball	Track
Softball	Speech	Band
Spiritleading	Letter Club	FBLA
FCCLA		

5. **Students Who Are Required to Submit to Drug Testing**

a. **Grades.** All students in grades 7-12 who participate in any extracurricular activity or competition are part of the pool subject to random drug testing.

b. **Consent.** A student and his or her parent(s)/guardian(s) must sign a consent form before the student shall be eligible to try out for, practice with, or participate in the extracurricular activity. The consent form is attached to this policy.

c. **Selection Pool Eligibility.** Students shall remain in the selection pool for an entire calendar year (365 days) from the date the consent form is received by the school district except

that students who quit during the season or activity (prior to being selected for testing) or students who are cut from an activity will be removed from the testing pool.

d. **Withdrawal.** Students who have a consent form on file remain eligible for drug tests from the date the consent form is received by the school district and throughout the remainder of the school year or until the student files a Withdrawal of Student from Activity form signed by the student and his or her parent(s)/guardian(s). Upon withdrawal, the student shall not be eligible to participate in any activity that is subject to drug testing for the remainder of the school year. A student who files a Withdrawal of Student from Activity form after selected for a random drug test but before submitting to the test or after testing positive shall be ineligible to participate in any extracurricular activities for one calendar year from the date the Withdrawal of Student from Activity form is received by the Drug Testing Coordinator.

6. **Drugs.** Students participating in extracurricular activities are prohibited from using, possessing, distributing, manufacturing, or having drugs present in their system. "Drugs" means:

- a. Any substance considered illegal by the Uniform Controlled Substances Act, Neb. Rev. Stat. § 28-401 *et seq.*
- b. Any substance which is controlled by the Food and Drug Administration unless prescribed to the student by any licensed medical practitioner authorized to prescribe controlled substances or other prescription drugs;
- c. Alcohol for any student under the age of 21. Alcohol shall have the meaning as provided in Neb. Rev. Stat. § 48-1902(1).

7. **Testing Procedures**

a. **Student Selection.** All students who participate in extracurricular activities and submit a consent form will be included in a master list and will be subject to random drug screening. The master list shall be submitted to the company employed by the district to conduct the testing. Students must submit a consent form as the school year commences within a two week window designated by the administration. Students who wish to enter into the testing pool after the designated two week window will be subject to immediate testing.

b. **Reasonable Suspicion Testing.** In addition to random drug testing, a student is subject to drug testing at any time when the Drug Testing Coordinator determines there is individualized reasonable suspicion based upon articulable facts to believe that the student has used a drug. The Drug Testing Coordinator will notify the student and take the necessary steps to schedule a test as soon as practicable.

c. **Parental Request.** Students who do not participate in extracurricular activities may be added to the random drug screening master list upon parental request. Parent(s)/guardians may also request that their student be subject to non-random drug screening. The school will arrange for the test as soon as practicable. The parent(s)/guardian(s) making a request under this subparagraph must submit a signed consent form and indicate which type of test is being requested. Any cost associated with tests administered as a result of parental request must be paid by the parent(s)/guardian(s) in advance of the test.

d. **Type of Test.** The school district reserves the right to utilize breath, saliva, hair or urinalysis testing procedures. Urine and oral fluid samples which screen positive will be confirmed by GC/MS. Positive saliva or breath alcohol tests will be confirmed by EBT (Evidential Breath Tester).

e. **Collection Site.** The Drug Testing Coordinator will designate the collection site at which students will provide specimens. The collection site may be off the premises of the school district.

f. **Collection Procedures.** The school board will select a Drug Program Administrator (DPA). The DPA shall randomly select the students subject to drug testing from the master list. The DPA will maintain and follow generally accepted industry standards for collecting, maintaining, shipping, and accessing all specimens. The DPA will seek to obtain the sample in a manner designed to insure accurate testing protocols while minimizing intrusion into a student's privacy. The DPA and the school district will provide a copy of the collection procedures upon request.

g. **Drugs.** Students may be randomly tested for any drugs, including but not limited to alcohol, amphetamines, marijuana or cannabinoids, cocaine, methadone, methaqualone,

propoxyphene, hallucinogens, opiates, phencyclidine, synthetic opiates and PCP, steroids, barbiturates, benzodiazepines, alcohol, and any prescription drug that was obtained without proper authorization.

h. **Results.** The DPA shall notify the student and the Drug Testing Coordinator of any positive test after the initial screening. The school representative shall notify the student's parents. The DPA will use a secure method to transmit all positive test results to the DPA's Medical Review Officer (MRO). The MRO will be certified by an MRO accreditation body. The MRO will be responsible for reviewing test results and determining whether the use of a substance identified by the sample analysis is from illicit use or a legitimate medical use. Prior to making a final decision, the MRO or his or her assistant shall contact the student and his or parent(s)/guardian(s) to discuss the result either face-to-face or over the telephone. If the MRO determines the test results are negative, no further action shall be taken against the student. The MRO will report results of verified positives to the DPA. The DPA shall then notify the Drug Testing Coordinator of the positive test result. The Drug Testing Coordinator shall notify the student and his or her parent(s)/guardian(s) and any staff members responsible for implementing the consequences of this policy.

i. **Request for a Retest.** A split specimen will be collected for all testing methods, with the exception of alcohol testing. A positive alcohol test will be confirmed with an EBT device. A student's parent(s)/guardian(s) may request that the split specimen be tested at a second nationally certified laboratory from a list provided by the MRO. The request for the test must be submitted in writing to the MRO (with a copy sent to the Drug Testing Coordinator) within 72 hours of being notified of the final testing result. The student and his or her parent(s)/guardian(s) must pay the associated costs for an additional test in advance. The costs will be reimbursed if the result of the split sample test is negative. The student will remain subject to the consequences of this policy during the retesting procedure.

8. **Negative Tests.** Students and their parents will receive verbal or written notice when the student's test result is negative.

9. **Consequences for Testing Positive.** Whenever the test results indicate the presence of drugs, the Drug Testing Coordinator shall schedule and hold a confidential meeting with the student,

parent/guardian, and sponsor/coach. Other members of the school's administration may also attend the meeting. At the meeting, the Drug Testing Coordinator shall explain the drug testing procedures and the policy of the district. The consequences shall be as follows (All offenses are cumulative in grades 7-8. Offenses that occur in grades 7-8 shall not count as offenses in grades 9-12. All offenses are cumulative in grades 9-12):

a. First Offense

i. The student shall be required to attend practice.

ii. The student will be ineligible to publicly perform in any extracurricular activity for 30 calendar days. The day of the positive test result shall be the first day for counting purposes. If the end of the activity precedes the end of the 30 days, the remaining days will carry over to the next activity so the student completes the required number of days.

iii. The students and parents agree to participate in a school-approved program for chemical dependency. Said program must be administered by a certified alcohol and drug abuse and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to school's principal. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extra-curricular activities for an additional 10 days from date of finding of violation. All costs associated with the program are to be borne by the student/parent or guardian.

iv. The student will be subject to follow-up drug tests.

b. Second Offense

i. The student shall be required to attend practice.

ii. The student will be ineligible to publicly perform in any extracurricular activity for 90 calendar days. The day of the positive test result shall be the first day for counting purposes. If the end of the activity precedes the end of

the 90 days, the remaining days will carry over to the next activity so the student completes the required number of days.

iii. The students and parents agree to participate in a school-approved program for chemical dependency. Said program must be administered by a certified alcohol and drug abuse and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of the program must be submitted in writing to the school's principal. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extra-curricular activities for an additional 10 days from date of finding of violation. All costs associated with the program are to be borne by the student/parent or guardian.

iv. The student will be subject to follow-up drug tests.

c. Third Offense

i. The student will be ineligible to practice or publicly perform in any extracurricular activity for one year from the date of the third positive test or end upon graduation. The day of the positive test result shall be the first day for counting purposes.

ii. The student will be subject to follow-up drug tests.

d. Fourth Offense

i. The student will be ineligible to participate in any extracurricular activity for the remainder of the student's time at the school district.

10. Refusal to Test

A student who refuses to submit to a drug test authorized under this policy, or fails or refuses to comply with any other provision of this policy, shall be deemed to have submitted a positive test.

11. Tampering

Tampering is the use of any agent or technique which is designed to avoid detection of a drug and/or compromise the integrity of a drug test and is prohibited. This includes providing false urine samples (for example, urine substitution), contaminating the urine sample with chemicals or chemical products, the use of diuretics to dilute urine samples, and the use of masking. If the Drug Testing Coordinator determines that a student tampered with a drug test, the student shall be deemed to have submitted a positive test.

The use of any such agent or technique shall be treated as a positive test for drugs prohibited by this Policy and shall be subject to the penalties set forth in Section 9 of this Policy.

## 12. Maintenance of Records

All results of drug testing shall be confidential. Procedures for maintaining confidentiality will be developed by the school district and the testing organization. The Drug Testing Coordinator shall maintain records of positive tests in a secure location. This information will not be available to anyone other than appropriate school personnel and parents. This information will be destroyed upon the student's graduation or one year after the student's class graduates. Under no circumstances will this information become a part of the student's permanent file, nor will it be sent to another school when the student moves to another district or transfers to another school. The school district will not share drug testing results with any law enforcement agencies.

## 13. Appeal.

A student participating in extracurricular activities who has been determined by school district officials to be in violation of this policy shall have the right to appeal the decision to the Superintendent or his/her designee(s). The request for a review must be submitted to the Superintendent in writing within five (5) calendar days of notice of the positive test. A student requesting a review will remain eligible to participate in any extracurricular activities until the review is completed. The Superintendent or his/her designee(s) shall then determine whether the original finding was justified. No further review of the Superintendent's decision will be provided, and his/her decision shall be final in all respects. Any necessary interpretation or application of this policy shall be in the sole and exclusive judgment and discretion of the Superintendent which shall be final and non-appealable.

14. Severability

If any portion of this policy is deemed to be contrary to the law of the state of Nebraska or the United States by judicial decision or an act of Congress, then only such portion or provision directly deemed to be unconstitutional shall be stricken, and the remainder of the policy shall remain in full force.

AUTHORIZATION AND ACKNOWLEDGEMENT

WARNING: SERIOUS CATASTROPHIC AND PERHAPS FATAL INJURY MAY RESULT FROM ATHLETIC PARTICIPATION

Many forms of athletic competition result in violent physical contact among players, the use of equipment that may result in accidents, strenuous physical exertion, and numerous other exposures to risk of injury. Students and parents must assess the risks involved in such participation and make their choice to participate in spite of those risks. No amount of instruction, precaution, or supervision will eliminate these risks. Students have suffered accidents resulting in death, paraplegia, quadriplegia, and other very serious permanent physical impairment while playing sports. By granting permission for your student to participate in athletic competition, you, the parent or guardian, acknowledge that such risk exists. Students will be instructed in proper techniques to be used in athletic competition and in the proper utilization of all equipment worn or used in practice and competition. Students must adhere to that instruction and utilization and must refrain from improper uses and techniques.

I understand the statement above and I understand that by allowing my student to participate in athletic events, I assume the risk that he/she may be injured, perhaps severely.

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Printed Name of Parent

\_\_\_\_\_  
Date

## STAFF DIRECTORY

### Members of the Board of Education

Name	Contact Information
Megan Kozisek, President	mkozisek@ebutler.esu7.org
Kim TePoel, Vice President	ktepoel@ebutler.esu7.org
Sarah Strizek, Secretary	sstrizek@ebutler.esu7.org
Brandon Jisa	bjisa@ebutler.esu7.org
Ryan Pekarek	rpekarek@ebutler.esu7.org
Dylan Spatz	dspatz@ebutler.esu7.org

### Administrative Staff

Name	Position	School	Contact Information
Michael Eldridge	Superintendent	District Office	meldridge@ebutler.esu7.org
Mark Cidlik	Secondary Principal	Jr/Sr High School	mcidlik@ebutler.esu7.org
Shawn Biltoft	Elementary Principal	Brainard & Dwight	sbiltoft@ebutler.esu7.org

### Teaching Staff - East Butler Jr/Sr High School

Name	Position	Grades
Lisa Bohaty	Computer Science & Tech Integration	7-12
Sandy Bongers	Family Consumer Science	7-12
Jodi Chapek	Reading	8
Aaron Christensen	Math	8-12
Caitlin Dalton	Art	7-12
Gabriel Gauthier	Social Sciences	7-12
Doug Glasshoff	Math	7-12

Brian Hermelbracht	Physical Education and Assistant AD	7-8
Jodi Hibbert	Foreign Language - Spanish	8-12
Vickie Hines	Music	7-8
Greg Jahde	Physical Education and AD	7-12
Michelle Janda	English	7-9
Heather Kavan	Library	7-12
Jenny Kocian	Agriculture	7-12
James Kriz	Science	7-12
Dale Nielsen	Social Sciences	9-12
Chris Palensky	Skilled & Technical	7-12
Lana Robinson	School Counselor	7-12
Ryan Salak	Business & Music	7-12
Karmen Widick	English, Journalism, and Yearbook	9-12
Kathy Witzel	Special Education	7-12
Andrew Wood	Science	8-12
Colleen Zajac	Reading	7

**East Butler Elementary School - Brainard**

<b>Name</b>	<b>Position</b>	<b>Grades</b>
Kathy Bohac	Classroom Teacher	5th
Jalynn Brase	Special Education	K-3
Jodi Chapek	Title I	K-6
Caitlin Dalton	Art	K-6
Molly Dohmen	Preschool	PK
Becky Dozler	Classroom Teacher	2nd
Chris Hampl	Classroom Teacher	3rd

Brian Hermelbracht	Physical Education	K-6
Sophie Hermelbracht	Classroom Teacher	K
Vickie Hines	Music	K-6
Heather Kavan	Library and Keyboarding	K-6
Stephanie Maca	Classroom Teacher	6th
Lana Robinson	School Counselor	K-6
Molly Smith	Classroom Teacher	1st
Valerie Vandenberg	Classroom Teacher	4th
Colleen Zajac	Special Education	4-6

**East Butler Elementary School - Dwight**

<b>Name</b>	<b>Position</b>	<b>Grades</b>
Tanya Brabec	Classroom Teacher	1st & 2nd
Caitlin Dalton	Art	K-6
Brittney Gauthier	Classroom Teacher	K
Brian Hermelbracht	Physical Education	K-6
Vickie Hines	Music	K-6
Heather Kavan	Library & Keyboarding	K-6
Patti Meysenburg	Classroom Teacher	5th & 6th
Mary Miller	Special Education	K-6
Jean Raiter	Team Teacher	K-6
Lana Robinson	School Counselor	K-6
Marilyn Walla	Classroom Teacher	3rd & 4th

**Support Staff**

<b>Name</b>	<b>Building</b>	<b>Position</b>
Doug Ault	Brainard & Dwight	Maintenance
Sammi Beckstead	Brainard	Paraprofessional
Sonny Brokaw	Brainard	Cook
Daniel Cole	Dwight	Custodian
Patricia Coufal	Dwight	Administrative Assistant
Melissa Dewitt	Brainard	Paraprofessional
Lyle Divis		Bus Driver
Shauna Fiala	Brainard	Paraprofessional
Kim Fuehrer	Brainard	Administrative Assistant
James Geewe		Bus Driver
Kyla Geewe	Brainard	Paraprofessional
Lisa Hanks	Brainard	Food Service Manager
Kim Heiser	Brainard	Custodian
Rachel Hines	Dwight	Paraprofessional
LuAnn Hofpar	Brainard	Administrative Assistant
Brenda Janak	Brainard	Bookkeeper
Katelyn Kavan	Brainard	Paraprofessional
Valerie Klabenes	Brainard	Paraprofessional
Deb Kost	Brainard	Cook
Sharon Kremlacek	Brainard	Paraprofessional
Tom Laing		Bus Driver
Ronda Masek	Brainard	Paraprofessional
Rebecca Matthews	Brainard	Paraprofessional

Tracy Patocka	Brainard	Cook
Susie Pernicek	Brainard	Paraprofessional
Shannon Pleskac	Dwight	Paraprofessional
Gary Polacek		Bus Driver
Taylor Pollock	Brainard & Dwight	Maintenance & Bus Driver
Shannon Prochaska	Brainard	Paraprofessional
Kathy Ptacek	Brainard	Cook
Yavonne Rezac	Brainard	Custodian
Kim Rhynalds	Brainard	Paraprofessional
Angie Sisel	Brainard & Dwight	Nurse
Karen Sousek	Brainard	Assistant Bookkeeper
Nancy Steager	Brainard	Custodian
Kathy Strizek	Brainard	Paraprofessional
Jeff Struck		Bus Driver
Connie Styskal	Brainard	Paraprof. & Bus Driver
Jamie Tejral	Dwight	Paraprofessional

# FORMS

## Attendance Improvement Plan

This collaborative plan has been developed as a result of a meeting or meetings held on the following dates: \_\_\_\_\_.

Those in attendance included: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The attendees considered the following actions to reduce barriers to improve regular attendance:

1. Illness related to physical or behavioral health of the child:

\_\_\_ It was determined that the physical or behavioral health of the child is not a barrier to improve regular attendance.

\_\_\_ The child's physical or behavioral health poses a barrier to regular attendance. The following actions will be taken in response: \_\_\_\_\_  
\_\_\_\_\_.

2. Educational counseling (e.g. curriculum changes):

\_\_\_ It was determined that educational counseling is not needed to reduce barriers to improve regular attendance.

\_\_\_ Educational counseling \_\_\_ has been \_\_\_ will be provided, consisting of the following: \_\_\_\_\_  
\_\_\_\_\_.

3. Educational evaluation:

\_\_\_ It was determined that an educational evaluation is not needed to reduce barriers to improve regular attendance.

\_\_\_ An educational evaluation \_\_\_ has been \_\_\_ will be conducted to assist in determining the specific condition, if any, contributing to the problem of excessive absenteeism. The evaluation will include: \_\_\_\_\_  
\_\_\_\_\_.

4. Referral to community agencies for economic services:

\_\_\_ It was determined that economic services are not needed to reduce barriers to improve regular attendance.

\_\_\_ The family \_\_\_ has been \_\_\_ will be given information about community agencies which may have economic services available to the family, which includes: \_\_\_\_\_  
\_\_\_\_\_.

5. Family or individual counseling:

\_\_\_ It was determined that family or individual counseling is not needed to reduce barriers to improve regular attendance.

\_\_\_ The family \_\_\_ has been \_\_\_ will be given information about family or individual counseling that is available pertaining to: \_\_\_\_\_  
\_\_\_\_\_.

\_\_\_\_\_.

6. Assisting the family in working with other community services:

\_\_\_ It was determined that assistance in working with community services is not needed to reduce barriers to improve regular attendance.

\_\_\_ The family \_\_\_ has been \_\_\_ will be given assistance in working with community services pertaining to: \_\_\_\_\_

\_\_\_\_\_.

Other actions to be taken:

Action	Responsible Person	Date to Complete

Plan completed by:

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Date

**Summary of the School Immunization Rules and Regulations  
2022-2023 School Year**

<b>Student Age Group</b>	<b>Required Vaccines</b>
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
Students entering school (Kindergarten or 1st Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4 <sup>th</sup> birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7 <sup>th</sup> grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: <http://www.hhs.state.ne.us/reg/t173.htm> (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)

**Updated 1/26/2018**

**PARENTAL AUTHORIZATION AND RELEASE FORM  
ADMINISTRATION OF NON- PRESCRIPTION DRUGS TO STUDENTS**

While the administration of medications to students should be scheduled outside of school hours whenever possible, occasionally it may be necessary for school personnel to administer nonprescription drugs to a student as authorized by the student's parents, guardians, or medical professionals and state law. School personnel will only dispense those nonprescription drugs which have been approved by state and federal law for use as a drug and meet the definition of nonprescription drugs in Nebraska's Medication Aide law which states:

Nonprescription drugs means nonnarcotic medicines or drugs which may be sold without a medical order and which are prepackaged for use by the consumer and labeled in accordance with the requirements of the laws and regulations of this state and the federal government.

In order for students to be administered nonprescription medication by school personnel, a parent or guardian must:

- Complete and return this authorization form.
- Provide the district with any nonprescription drugs you wish to be administered in its original container from the manufacturer, which must include legible, unadulterated manufacturer instructions. The container must be labeled with the student's name.
- Provide the district with specific written instructions regarding the requested nonprescription drug's administration, including the date(s) the student is to be administered the drug, the dosage to be administered, the frequency of administration, and any other details or conditions relevant to administration.

School personnel will not administer nonprescription drugs in a manner inconsistent with the manufacturer instructions or state law. School personnel will not administer non-prescription drugs that is expired.

The undersigned are the parent(s), guardian(s), or person(s) in charge of

\_\_\_\_\_.  
(name of the student)

I authorize and request school personnel to administer nonprescription drugs to my student. I release the school district, its officials, and employees from any and all liability concerning the administration of nonprescription drugs to my student.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Parent/Guardian

**PARENTAL AUTHORIZATION AND RELEASE FORM  
ADMINISTRATION OF PRESCRIPTION DRUGS TO STUDENTS**

The undersigned are the parent(s), guardian(s), or person(s) in charge of

\_\_\_\_\_  
(name of the student)

It is necessary that the student receive (name of drug) \_\_\_\_\_, a physician-prescribed drug, during school intervals beginning on (date) \_\_\_\_\_ and continuing through \_\_\_\_\_ (date)

I hereby request that the School District, or its authorized representative, administer the drug named above to my child named above, in accordance with the prescribing physician's instructions, and agree to:

1. Submit this request to the teacher.
2. Make certain the Physician's Request for the Administration of Prescription Medication by School Personnel is submitted to the teacher.
3. Make sure personally that the drug is received by the teacher and/or county nursing service administering it, in the container in which it was dispensed by the prescribing physician or licensed pharmacist.
4. Make sure personally that the container in which the drug is dispensed is marked with the drug name, dosage, interval dosage, and date after which no administration should be given.
5. Submit a REVISED STATEMENT signed by the physician prescribing the drug to the teacher IF ANY OF THE INFORMATION PROVIDED BY THE PHYSICIAN CHANGES.
6. Release the School District and the Board of Education of the School District and all employees, agents, and the representatives of the School District from any liability concerning the giving or non-giving of the drug to the student.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Parent/Guardian

## MEDICATION ADMINISTRATION RECORD

Attention physician/licensed prescribers: If you are faxing this sheet please send to:

East Butler Public Schools    Attention: School Nurse    Phone 402-545-2081    Fax 402-545-2023

### Parent and Physician Request for Administration of Medication at School

\_\_\_\_\_ is under my care and should receive  
(Name)

\_\_\_\_\_  
(Medication)                      (Dose)                      (Route)                      (Frequency)

Adverse Reactions which should be reported to physician: \_\_\_\_\_

Special Instructions for administration: \_\_\_\_\_

Known Allergies: \_\_\_\_\_

Date: \_\_\_\_\_      **Physician/ Licensed prescriber signature** \_\_\_\_\_

**Parent/ Guardian Signature** \_\_\_\_\_

\*\*\*SHOULD A CHANGE IN ANY OF THE ABOVE INFORMATION OCCUR, A REVISED WRITTEN PHYSICIAN STATEMENT MUST BE SUBMITTED. MEDICATION MUST BE BROUGHT TO SCHOOL BY AN ADULT, IN THE ORIGINAL CONTAINER AS DISPENSED BY THE PHARMACIST OR PRESCRIBER

\*\*\*\*\* (below this line is for school use only) \*\*\*\*\*

Date	Medication/Dose	Number of Tablets	Parent Signature	Nurse Signature

ALL MEDICATIONS MUST BE PICKED UP BY THE END OF THE SCHOOL YEAR OR IT WILL BE DISCARDED

Medication returned: \_\_\_\_\_  
(Date)    (# of tabs)    (Received by)    (Nurse Signature)

**EAST BUTLER PUBLIC SCHOOL  
COMPLAINT FORM**

Name \_\_\_\_\_ Home Telephone \_\_\_\_\_

Address \_\_\_\_\_

City, State, Zip \_\_\_\_\_

Please check all areas that apply to your reason for submitting this complaint.

**Discrimination or Harassment based on:**

- \_\_\_ Race or Color
- \_\_\_ Sex
- \_\_\_ Religion
- \_\_\_ National Origin
- \_\_\_ Age
- \_\_\_ Disability
- \_\_\_ Other (Specify) \_\_\_\_\_
- \_\_\_ Not Applicable (my complaint is not about discrimination or harassment)

**I am being harassed by:**

- \_\_\_ A coworker
- \_\_\_ A student
- \_\_\_ My supervisor
- \_\_\_ Other
- \_\_\_ Not Applicable

Date(s) that conduct took place: \_\_\_\_\_

Give the name(s) of the person(s) against whom you are complaining:

\_\_\_\_\_  
Please state the nature of your complaint. Please attach extra sheets where you provide date(s) and time(s) of incident(s) where possible. \_\_\_\_\_

\_\_\_\_\_  
Others who may have information about my complaint (witnesses), with information about what they may know and where they may be contacted:

\_\_\_\_\_  
Relief requested (**what I want you to do**):

\_\_\_\_\_  
Where I may be contacted (if other than the above listed address/telephone):

\_\_\_\_\_  
I state that the above information is all true and accurate and I consent to the complaint being investigated.

Signature \_\_\_\_\_ Date: \_\_\_\_\_

## SHARING INFORMATION WITH OTHER PROGRAMS

Dear Parent/Guardian:

To save you time and effort, the information you gave on your Free and Reduced Price School Meals Application may be shared with other programs for which your children may qualify. **For the following programs, we must have your permission to share your information. Sending in this form will not change whether your children get free or reduced price meals.**

\_\_\_\_\_ No! I **DO NOT** want information from my Free and Reduced Price School Meals Application shared with any of these programs.

**If you checked no, stop here. You do not have to complete or send in this form. Your information will not be shared.**

\_\_\_\_\_ Yes! I **DO** want school officials to share information from my Free and Reduced Price School Meals Application with the **District Student Fee Program**.

\_\_\_\_\_ Yes! I **DO** want school officials to share information from my Free and Reduced Price School Meals Application with the **Early Childhood Education Program**.

**If you checked "Yes" to any or all of the boxes above, fill out the form below. Your information will be shared only with the programs you checked.**

Child's Name: \_\_\_\_\_ School: \_\_\_\_\_

Child's Name: \_\_\_\_\_ School: \_\_\_\_\_

Child's Name: \_\_\_\_\_ School: \_\_\_\_\_

Child's Name: \_\_\_\_\_ School: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Address: \_\_\_\_\_

For more information, you may call 402-545-2081

**Return this form to:  
East Butler Public School  
P.O. Box 36  
Brainard, NE 68626**

**EAST BUTLER PUBLIC SCHOOLS**  
**Guest Permission Form for School-Sponsored Dances**

- Guests must currently be enrolled in High School or under the age of 20. All Guests must complete the **Box A** located below.
- If the Guest is currently a High School student, then an administrator for his/her school must complete the **Box B** located below. If the guest graduated or is not enrolled in high school, they must complete the name of their last school and phone number in **Box B**.
- A signed form must then be returned to East Butler HS either via fax 402-545-2023 or in person.
- The completed form must be returned to East Butler High School by Wednesday before the dance.

**EBHS Student Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

<b>Box A - To be completed by Guest:</b>	
Name: _____	Age: _____ Date of Birth: _____
Home Address: _____	City: _____ State: _____
Home Phone: _____	Alternate Phone: _____
Parent/Guardian Signature: _____	
<b>Box B - To be completed by an Administrator of the Guest's home High School:</b>	
Name of School: _____	School Phone: _____
Is the above-named student currently in good standing?	<b>YES      NO</b>
Do you recommend that he/she be admitted to the EBHS dance?	<b>YES      NO</b>
School Administrator Signature and Title: _____	
Please print name here: _____	
<b>**The Guest's school Administrator must fax this form to EBHS @ 402-545-2023.**</b>	

I, \_\_\_\_\_ (Guest), agree to obey all rules and regulations set forth by East Butler High School's Parent-Student Handbook page 60 concerning school dances.  
 Signed (Guest): \_\_\_\_\_ Date: \_\_\_\_\_

**This form WILL NOT be accepted at the door on the night of the dance!**  
**EBHS Fax: 402-545-2023 /Attention: Mark Cidlik, HS Principal - [mcidlik@ebutler.esu7.org](mailto:mcidlik@ebutler.esu7.org)**

**CONSENT TO PERFORM RANDOM DRUG TESTING  
2022-2023**

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

As a student and parent:

- < We understand and agree that participation in extracurricular activities is a privilege that may be withdrawn for violations of the Extracurricular Drug Testing Policy.
- < We have read the Extracurricular Drug Testing Policy and understand the responsibilities and consequences as an activity participant if the student violates the policy.
- < We understand that when students participate in any extracurricular activity, they will be subjected to random drug testing, and if they refuse, will not be allowed to practice or participate in any extracurricular activity. We have read this consent statement and agree to its terms.
- < We understand this is binding while a student is enrolled in the East Butler School District.

**CONSENT TO PERFORM DRUG TESTING**

We hereby consent to allow the student named on this form to undergo drug testing for the presence of drugs and alcohol in accordance with the Extracurricular Drug Testing Program adopted by the Board of Education. We understand that any samples will be sent only to a qualified laboratory for actual testing. We hereby give our consent to the medical vendor selected by the school board, their Medical Review Office (MRO), laboratory, doctors, employees, or agents, together with any clinic, hospital, or laboratory designated by the selected medical vendor to perform testing for the detection of drugs and to release the results of those tests as provided in the policy. We understand these results will be forwarded to school district officials and will also be made available to us. We agree to sign any necessary releases if requested to do so.

We understand that consent pursuant to this Consent to Perform Random Drug Testing will be effective for all extracurricular activities in which this student might participate during the current school year.

We hereby release the East Butler Board of Education and its employees from any legal responsibility or liability for the release of such information and records, pursuant to the policy.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**WITHDRAWAL OF STUDENT FROM ACTIVITY**

**2022-2023 SCHOOL YEAR**

I understand that by signing this form I am rescinding my permission for random drug screening and no longer wish to participate in any extracurricular activity. I further understand that I am forfeiting my privilege to participate in athletics and/or extracurricular activities for the remainder of this school year.

I hereby rescind my consent to the administration of the drug screening and forfeit all participation in extracurricular activities for the remainder of the school year at the school district.

Student's Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian's Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**East Butler Public School  
STAFF HANDBOOK  
2022-23**



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## **INTRODUCTION**

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

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

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

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

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

## **NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES**

The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Name: Michael Eldridge  
Title: Superintendent  
Address: 212 S. Madison Street, Brainard, NE 68626  
Telephone: 402-545-2081  
E-mail: [meldridge@ebutler.esu7.org](mailto:meldridge@ebutler.esu7.org)

For further information on notice of nondiscrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area or call 1-800-421-3481.

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

## **DRUG-FREE WORKPLACE REQUIREMENTS**

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

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

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

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

## **POLICIES AND PROCEDURES REGARDING ALL STAFF**

### **Accidents and Injuries**

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

### **Activity Accounts and Fundraising**

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

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

### **Activity Tickets**

All staff and their spouse will be admitted to home games free of charge. Activity tickets will be issued to staff through the building offices.

### **Agents, Salesmen and Other Business Representatives**

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

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

### **Announcements and Circulars**

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

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

### **Board Policies, Rules, and Directives**

The board of education has adopted policies that govern the operation of the

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

### **Child Abuse**

School employees who have reasonable cause to believe that a child has been subjected to child abuse or neglect or observe a child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect will report the suspected abuse or neglect according to the following procedure.

1. Any school employee who has reasonable cause to believe that a child has been abused or neglected shall report the suspicion to the building principal immediately. Employees shall also personally report or cause a report to be made to local law enforcement or to the Department of Health and Human Services.
2. When the principal makes a report of suspected child abuse or neglect, he/she shall inform the employee(s) who made the initial report.
3. Nothing in the paragraph above shall hinder a school employee from fulfilling his/her/their obligation to report suspected abuse or neglect if he, she or they have reasonable cause to believe that a child has been abused or neglected.
4. Any doubt or question in reporting such cases shall be resolved in the favor of reporting the suspected abuse or neglect. Consultation between the administrator and school employee is encouraged, keeping in mind that prompt reporting is essential.

### **Complaint Procedure**

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members,

patrons, students, and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below.

A preponderance of the evidence will be required to discipline a party accused of misconduct. This means that the investigator must conclude that it is more likely than not that misconduct occurred.

### **Complaint and Appeal Process.**

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
  - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
  - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
  - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
  - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov); by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
  - a) Determine whether the complainant has discussed the matter with the staff member involved.
    - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
    - 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
  - b) Strongly encourage the complainant to reduce his or her concerns to writing.
  - c) Interview the complainant to determine:
    - 1) All relevant details of the complaint;
    - 2) All witnesses and documents which the complainant believes support the complaint;
    - 3) The action or solution which the complainant seeks.
  - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.
4. If either the complainant or the accused party is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint, he or she may appeal the decision to the superintendent.
  - a) This appeal must be in writing.
  - b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.

- c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
  - d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.
5. If either the complainant or the accused party is not satisfied with the superintendent's decision regarding a complaint, he or she may appeal the decision to the board.
- a) This appeal must be in writing.
  - b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
  - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
  - d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.
  - e) There is no appeal from a decision of the board.
6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the superintendent.
    - 1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
    - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole

discretion, determine whether the complaint should be pursued further.

- b) Strongly encourage the complainant to reduce his or her concerns to writing.
- c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
- d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

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

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

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

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

Complaints about the educational services provided to a student who

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

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

### **Computers and the Internet: Acceptable Use by Staff**

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

#### **I. Staff Expectations in Use of the Internet**

##### **A. Acceptable Use While on Duty or on School Property**

1. Staff shall be restricted to use the Internet to conduct research for instructional purposes.
2. Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents, and patrons.
3. Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.
4. Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content

on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

## **B. Unacceptable Use While on Duty or on School Property**

1. Staff shall not access obscene or pornographic material.
2. Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.
3. Staff shall not use school computers or district internet access to use peer-to-peer sharing systems such as BitTorrent, or participate in any activity which interferes with the staff member's ability to perform their assigned duties.
4. The only political advocacy allowed by staff on school computers or district internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.
5. Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

## **II. School Affiliated Websites**

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

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

Publication of student work or personality-identifiable student information on the Internet may violate the Federal Education Records Privacy Act. Staff

must obtain the consent of their building principal or the superintendent prior to posting any student-related information on the Internet.

### III. **Enforcement**

#### **A. Methods of Enforcement**

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

1. The district uses a technology protection measure that blocks access to some sites that are not in accordance with the district's policy. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
2. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measures that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.
3. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

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

1. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;
2. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;
3. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

#### **IV. Off-Duty Personal Use**

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

#### **Conflict of Interest**

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

#### **Contact Information**

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

#### **Copyright and Fair Use**

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

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

following

site:

<http://www.loc.gov/teachers/usingprimarysources/copyright.html>.

### **Corporal Punishment**

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

### **Crisis Response Team**

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

### **Disability Leave (Short-Term)**

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

### **Discrimination and Harassment**

The school district prohibits discrimination and harassment based upon or related to race, color, national origin, sex, religion, marital status, disability, age or any other unlawful basis that (1) has the purpose or effect of creating an intimidating, hostile, or offensive school environment, (2) has the purpose or effect of substantially or unreasonably interfering with an employee's school performance, or (3) otherwise adversely affects an employee's employment opportunities. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their disability should contact the following Section 504 Coordinator: Lana Robinson at 402-545-2081, [lrobinson@ebutler.esu7.org](mailto:lrobinson@ebutler.esu7.org) or in person at school. Employees who believe that they have been the subject of unlawful discrimination or harassment due to their sex should contact the following Title IX Coordinator: Greg Jahde at 402-545-2081, [gjahde@ebutler.esu7.org](mailto:gjahde@ebutler.esu7.org), 212 S. Madison Street, Brainard, NE 68626, or in person at school. Employees who believe that they have been the subject of any other unlawful discrimination or harassment should contact the Michael Eldridge at 402-545-2081, [meldridge@ebutler.esu7.org](mailto:meldridge@ebutler.esu7.org) or in person at school.

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

### **Driving (both school and personal vehicles)**

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

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

### **Dress Code**

It is important for teachers to project a professional image to students, parents and co-workers. Appropriate attire and grooming is one of the means of projecting a professional image. Teachers are expected to maintain conservative and 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.

### **Drug and Alcohol Testing**

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

### **Duty to Report**

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

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

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

### **Electronic Communication While Driving**

Except as provided below, school personnel shall not use any electronic communication device to read a written communication, manually type a written communication, send a written communication, verbally communicate with others, or otherwise communicate with others while operating a school vehicle or while using a school-issued electronic communication device while operating a private vehicle. This prohibition includes but is not limited to answering or making telephone calls not related to the transportation and reading or responding to e-mails, instant messages, or text messages.

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

### **Expenses**

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

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

All claims for reimbursement must be approved by the board, so some delay is probable. Mileage reimbursement will be denied if a school vehicle was available. (mileage reimbursement requests MUST be submitted monthly)

### **Family and Medical Leave (FMLA)**

Qualified employees will be provided leave under the Family and Medical Leave Act (FMLA) as provided in board policy.

### **In-School Communication**

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

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

### **Intellectual Property**

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

### **Jury and Witness Duty Leave**

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

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

### **Keys**

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

system after hours.

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

### **Locker Room Supervision**

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

### **Maintenance & Cleaning Request Forms**

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

### **Meals Program**

Staff may take advantage of meals offered through the district's foods program. Staff may purchase lunches from the school cafeteria for \$3.40 per day. The lunch price includes one carton of milk. Extra cartons cost \$.40 cents. Staff members must deposit funds in their lunch accounts before purchasing meals. Staff members will not be allowed to run a deficit in their lunch accounts.

### **Military Leaves of Absence**

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

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

### **Milk Expression**

The district will provide reasonable break time for an employee who wishes to express breast milk for her nursing child in a place, other than a bathroom, which is shielded from view and free from intrusion from co-workers, students, and the public for one year after the child's birth.

## **News and Press Releases**

Positive media coverage of the school district and its activities is good for the school, its staff, and its students. Staff should endeavor to establish and maintain cordial relationships with local media outlets.

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

Communicating with the public, keeping the public informed, and public relations with the community are important tasks. News of important and/or interesting events and activities are usually welcomed by the newspapers.

## **School Bulletin**

The district secretary will inform staff of the relevant deadlines for each newsletter. Staff members are encouraged to submit articles for the newsletter that reports recent classroom activities and emphasizes positive aspects of the district's mission.

## **Obligations Related to American Civics Instruction**

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

## **Outside Employment**

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

## **Political Activities**

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

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

### **Professional Boundaries Between Staff and Students**

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

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

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

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

### **Professional Growth**

All employees must complete 6 credit hours within a 6 year period of time and shall be provided opportunities for the development of increased competence beyond that which they may attain through the performance of their assigned duties.

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

## **Purchasing**

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

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

## **Records and Reports**

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

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

## **Recordings of Students and Classrooms**

Staff members may make audio and video recordings of classroom instruction and school activities upon authorization of the superintendent or supervising administrator. Staff should refer to Board Policy 5063 for information on recording by students.

## **School Calendar**

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

## **School Property**

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

superintendent.

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

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

### **School Vehicle Use**

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

### **Security**

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

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

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

### **Smoking on School Premises or at School Activities**

Smoking, including the possession or use of cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product, is not permitted on school property at any time.

### **Sniffer (Drug) Dogs**

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

1. Lockers may be sniffed by sniffer dogs at any time.
2. Vehicles parked on school property may be sniffed by sniffer dogs at any time.
3. Classrooms and other common areas may be sniffed by sniffer dogs at any time students and staff are not present.
4. If contraband of any kind is found, the student or staff member shall be subject to appropriate disciplinary action.

### **Social Media Usage by Staff**

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

### **Solicitation and Distribution of Merchandise**

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

### **Staff Room**

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

### **Student Interviews**

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

### **Telephones**

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

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

## **Threat Assessment and Response**

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

### **1. Definitions**

- a. A **threat** is an expression of willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.
  - i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
  - ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
  - iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.
- b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assess them and to manage/address them. Threat assessment is the process of distinguishing “transient” threats from serious ones in a systematic, data-informed way.
  - i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or emergency exclusion without complying with state law and board policy related governing those actions.
  - ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student’s educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

## **2. Obligation to Report Threatening Statements or Behaviors.**

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

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

### **1. Threat Assessment Investigation and Response**

All reports of violent, threatening, stalking or other behavior or statements which could be interpreted as posing a threat to school safety will immediately be forwarded to the designated law enforcement unit. Upon receipt of an initial report of any threat, the law enforcement unit shall initiate an initial inquiry/triage and make a determination of the seriousness of the threat as expeditiously as possible. The law enforcement unit must contact local law enforcement if it determines that an individual poses a clear and immediate threat of serious violence.

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

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the law enforcement unit determines to be reasonable and useful.

If the threat has been made by, or is directed towards, a student with a disability, the superintendent must confer with a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate.

At the conclusion of the investigation, the law enforcement unit will share its findings with the superintendent. The superintendent will determine what, if any, response to the threat is appropriate. The superintendent is authorized

to disclose the results of the investigation to law enforcement and to the target(s) of any threatened acts. The superintendent may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of the investigation to the student's individualized education plan team.

#### **4. Communication with the Public about Reported Threats**

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

#### **5. Coordination with the Crisis Team After Resolution of Threat**

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

### **Ticket Taking**

Staff members who coach a sport may take tickets at an event they do not coach. Staff members who are unavailable to take tickets at the event they are assigned to work must find their own replacements and notify the activity director of who will be taking their place.

### **Visitors**

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

All visitors must report to the building office before visiting any classroom or other areas of the building.

Visitors must comply with the following guidelines:

- children must be accompanied by a parent or guardian
- all visitors must have the prior approval of the principal or superintendent
- salespeople and other such agents will not be allowed to solicit staff members during school hours
- visitors must sign in to the office upon arrival.

## **Wage and Salary Payments**

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

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

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

## **Weather-Related Closings**

If school is called off because of bad weather or for any other reason, it will be announced on "school messenger" and local media outlets.

Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. Staff members should treat the absence like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in case of a tornado) at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

## **Workplace Searches**

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

## **POLICIES AND PROCEDURES REGARDING CERTIFIED STAFF**

### **Absences**

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

#### **1. Sick Leave**

Certified staff members who are too ill to perform their teaching duties must enter their absence into the subfinder as well as contact their building principal.

#### **2. Personal Leave**

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

#### **3. Professional Leave**

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

#### **4. Substitute Folders**

Each teacher must prepare a substitute folder and keep the completed folder in the upper right-hand drawer of his/her desk. The folder must contain:

- a.) the current seating chart for each class;
- b.) the daily routine followed by each class;
- c.) all schedules (fire drill procedures, lunch schedule, etc.);
- e.) plans for the day if the teacher's absence was anticipated.

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

### **Assemblies**

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

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

### **Assignment of Teachers**

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

### **Certificates, Teacher Contracts, Salary Information**

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

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

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

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

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

### **Cheating**

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

### **Check-out Forms**

All certified staff must complete a check-out form and obtain the building principal's signature on the form prior to departing for the summer. Classrooms must be tidy to allow the custodial staff to clean classrooms and

work areas. Certified staff members who do not clean their work area before departing for the summer will not receive their paychecks until the work is completed.

### **Class Record Books**

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

### **Classroom Management and Student Discipline**

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

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

Classroom teachers should have a well-defined discipline plan that is known to the students. Rules and consequences should be stated clearly and posted where appropriate.

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

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

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

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

Classes should begin on time and end promptly. Work should continue throughout the period assigned for it. Classroom teachers may not dismiss classes early except by permission of the building principal.

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

### **Classroom Sanitation**

#### **1. Handling of Body Fluids**

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

#### **2. Infectious Diseases**

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

### **Coaching Supplies**

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

Coaches must fill out and submit inventory forms to the activities director immediately at the end of the year.

### **Collection of Student Money**

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

Money collected from students should be turned into the office on the day it is collected for deposit in the proper activity or school district fund. Any checks written by students or parents for various payments should be made out to East Butler Public School, unless otherwise instructed. Certified staff must submit a financial accountability form when they turn funds into the office.

When students purchase items such as coats, rings, etc., through the school

district, they must pay for these and other major items before the order is sent. The sponsor of any school organization is not to give merchandise to students; items will be distributed by the office after proper payment.

### **Community Involvement**

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

### **Display of Classroom Work in the School and the Community**

Classroom teachers are encouraged to display student work for public viewing. Students and parents enjoy viewing the display and may be even more supportive of their school because the display shows them many of the things the students do. Classroom teachers may use the window area of the central office or the commons area to display student work or they may use during a night activity. Certified staff must contact the principal before displaying student work at an evening activity.

### **Duties of Certified Staff**

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

- a) Becoming acquainted with board policies, district rules and regulations, and the state laws concerning teachers and pupils.
- b) Attending such education conferences as are required by law or administrative directives.
- c) Attending school assemblies unless excused by the principal.
- d) Instructing pupils in the proper use of equipment and instructional supplies.
- e) Reporting in writing to the principal any injury to any child while under the jurisdiction of the school, including athletic injuries.
- f) Complying with the Teachers Professional Code of Ethics which has been promulgated by the Nebraska Department of Education (92 Neb. Admin. Code § 27) and adopted by the Board of Education of the district.
- g) Discussing a student only with the child's parents and the superintendent, principal, guidance counselor or classroom teachers who may know the circumstances and have a need to know. It is unprofessional and inappropriate to discuss student or other staff members in the staff lounge.
- h) Being responsible for students whom they keep in school at times other than during regular school time. Certified staff will be responsible for any special work done by their students, including field trips, joint assemblies, school programs, etc.
- i) Refraining from joining book clubs or film clubs using the school name.

- j) Turning in all monies collected to the main office by the end of the school day.
- k) Clearing all class meetings or trips through the principal's office.
- l) Participating in Student Assistance Teams pursuant to board policy.
- m) Assisting with the administration of standardized testing as assigned by the administration.
- n) Provide homebound instruction as assigned by the administration.
- o) Performing additional duties as assigned by the administration.

### **Extracurricular Activities**

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

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

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

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

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

### **Evacuations**

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

## **1. Fire Drills**

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

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

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

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

## **2. Tornado Drills**

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

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

## **3. Protocol for all Evacuations**

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

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

### **Evaluations**

The appropriate district administrator will evaluate tenured and probationary teachers as required by law and district policy. Additional evaluations, both formal and informal, may be conducted as the district administration deems appropriate.

### **Faculty Meetings**

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

### **Field Trip Request**

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

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

### **Grading Policy**

Failing reports for Jr.-Sr. High School students must be turned into Powerschool on or before 8:00 a.m. on each Monday.

Grades are given as letter or percentage as requested by the building principal. No incompletes or condition grades will be given, but grades may be changed by request of the classroom teacher to the principal.

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

### **Guest Lecturers**

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

### **Hall Duty**

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

### **Homework Policy**

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

### **Instructional Media Materials**

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

### **Lesson Plans**

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

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

Lesson plans for the upcoming week must be completed by 4:00 p.m. on Friday of each week or the last day of the week if it ends earlier.

### **Media Center/Library**

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

Students may use the media center during study halls, at lunch, after school and in the evenings. Classroom teachers may send individual students to

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

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

### **Paraeducators**

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

### **Parent-Teacher Communication**

Students' academic success has been closely linked to parental involvement in school. Certified staff should strive to develop open and supportive relationships with parents and guardians. Each classroom teacher is responsible for keeping a student's parents informed about the student's progress. This may be done by letter, telephone, e-mail, or personal conference. Certified staff must attend parent teacher conferences, promptly return phone calls, participate in teacher events for students and parents, and where necessary utilize a planner as a communication tool. Certified staff who need additional support in communicating with parents should contact their building principal or guidance counselor.

## **Parties**

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

## **Planning Time**

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

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

## **PowerSchool**

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

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

Classroom teachers are not permitted to install PowerSchool on their home computer.

Certified staff who have trouble/problems with PowerSchool should contact Kim Fuehrer (kfuehrer@ebutler.esu7.org).

## **Private Tutoring**

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

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

### **Pupils' Records**

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

### **Rights of Certified and Probationary Teachers**

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

### **School Day**

All certified staff must be at school or on duty between the hours of 7:45 a.m. and 3:45 p.m., Monday through Thursday. On Fridays, staff are permitted to leave at 3:30 p.m. Under special circumstances, certified staff may seek permission from their building principal to vary these duty hours. In addition, certified staff may be assigned responsibilities at other hours by the principal or superintendent for supervising or directing school activities or affairs or for participation in affairs under the direct sponsorship of the school.

Each teacher will be in his or her classroom and ready to teach at 8:00 a.m.

each day. Classroom teachers will stand at their doors when class is dismissed and must be outside their classroom doors before each class period. Classroom teachers must be physically present in their classrooms at all times during class periods and conference periods.

Personal work may not be done on school time.

### **Sponsors**

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

### **Student Activities**

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

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

### **Student Aides**

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

### **Student Attendance**

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

Each teacher must maintain an accurate record of student attendance each day. Classroom teachers must carefully check and record attendance

information at the beginning of each school day and, in upper grades, at the beginning of each period. Students and student assistants are not permitted to check attendance. Excessive absenteeism should be reported to the building principal or guidance counselor.

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

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

### **Student Attire**

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

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

### **Student Illness**

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

### **Student Medication**

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

Trained staff members may dispense medications (prescription or over-the-counter) to students at any time.

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

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

school employees only.

### **Student Searches**

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

### **Substitute Teaching During Planning Period**

Certified staff may be required to substitute during their planning period. If the Administration is unable to find a substitute teacher at a particular time, it may request that other regular teachers fill in during their preparation period and receive \$20.00 compensation for the additional duties performed.

### **Teaching Controversial Issues**

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

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

### **Textbooks**

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

Textbooks are to be stored in the classroom or storeroom. Textbooks are to be checked out to the students with teachers keeping an accurate record of

each book by number in the place provided in grade books. Pupils are to pay for lost or damaged books.

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

### **Weapon-Free Workplace**

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.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

- a. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
- b. The frame or receiver of any object described in the preceding example;
- c. Any firearm muffler or silencer;
- d. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
- e. Any bludgeon, sandclub, metal knuckles, or throwing star;
- f. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;
- g. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun; and
- h. A teacher may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will

be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. A teacher who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.

- i. A teacher may possess an item which may be considered a weapon where such item is used for instructional purposes and the teacher has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.
- j. Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase "possession of a weapon" includes, without limitation, a weapon in a teacher's personal possession, as well as in a teacher's motor vehicle, desk, locker, briefcase, backpack, or purse.

## **POLICIES AND PROCEDURES REGARDING CLASSIFIED STAFF**

### **At-Will Employment**

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

### **Bereavement Leave**

Classified employees will be granted up to 3 days off from work with pay in the event of the death of a member of your immediate family (spouse, children, grandchildren, parent, grandparent, in-laws (mother, father, brother, sister, son or daughter) sister, brother, aunt or uncle) All requests for bereavement leave should be submitted to the Superintendent.

### **Holidays**

Full-time Employees (12 month) will receive paid time off on the following holidays: New Year's Eve and Day, Memorial Day, Independence Day, Labor Day, Thanksgiving, Easter, Christmas Eve & Day.

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

### **Hours**

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

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

### **Overtime and Compensatory Time**

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

## **Personal Leave**

Classified employees will receive up to 2 days of paid personal leave each school year for personal business that cannot be taken care of outside regular business hours and other events of personal significance. Personal leave must be approved in advance by the employee's immediate supervisor or the Superintendent. There shall be no carryover of personal days from year to year. Classified employees shall be paid for any unused personal days at the end of the school year or in the event of termination of employment.

## **Reporting When School is Closed**

Unless the superintendent directs otherwise, staff shall not be required to report when school is canceled due to inclement weather.

## **Sick Leave**

Full-time classified employees will receive 8 days of sick leave per year, accumulative to 40 days. Part-time classified employees will receive 4 1/2 days of sick leave per year, accumulative to 20 days. A staff member who is too ill to come to work, or who has a qualifying family member who is too ill to be left alone, must notify his or her immediate supervisor at least three hours prior to the time he/she regularly reports to work. Sick leave does not accumulate from year to year. Classified employees shall not be paid for accrued unused sick days at the end of the school year or in the event of termination of employment.

## **Vacation**

Eligible classified employees will receive 10 paid vacation days each school year. Employees should consult with their immediate supervisor for vacation information. There is no pay for unused vacation days during or upon ending employment except as required by law.

## **Internet**

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

### **I. Staff Expectations in Use of the Internet**

#### **A. Acceptable Use While on Duty or on School Property**

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

2. Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents, and patrons.
3. Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.
4. Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

**B. Unacceptable Use While on Duty or on School Property**

1. Staff shall not access obscene or pornographic material.
2. Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.
3. Staff shall not use school computers or district internet access to use peer-to-peer sharing systems such as BitTorrent, or participate in any activity which interferes with the staff member's ability to perform their assigned duties.
4. The only political advocacy allowed by staff on school computers or district internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.
5. Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

**II. School Affiliated Websites**

Staff must obtain the permission of the administration prior to creating or publishing any school-affiliated web page which represents itself to be school-related, or which could be reasonably understood to be

school-related. This includes any website which identifies the school district by name or which uses the school's mascot name or image.

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

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

### **III. Enforcement**

#### **A. Methods of Enforcement**

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

1. The district uses a technology protection measure that blocks access to some sites that are not in accordance with the district's policy. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
2. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measures that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.
3. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

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

1. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;
2. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;
3. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

#### **IV. Off-Duty Personal Use**

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

## **Title IX Policy and Grievance Procedures**

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

### **1. Title IX Coordinator**

1.1. **Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "**Title IX Coordinator.**" The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

2. **Definitions.** As used in this policy, the following terms are defined as follows:

2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

2.3. **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).

2.4. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

2.5. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

2.6. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

- 2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
- 2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it

effectively denies a person equal access to the district's education program or activity;

2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:

2.6.3.1. **Sex Offenses, Forcible**—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

2.6.3.1.1. **Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

2.6.3.1.2. **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.3. **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.4. **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

- 2.6.3.2. **Sex Offenses, Non-forcible**—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.
  - 2.6.3.2.1. **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law
  - 2.6.3.2.2. **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent
- 2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a), which means violence committed by a person—
  - 2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - 2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - 2.6.4.2.1. The length of the relationship.
    - 2.6.4.2.2. The type of relationship.
    - 2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.
- 2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a), which includes felony or misdemeanor crimes committed by a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction receiving grant funding and, in the case of victim services, includes the use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse that may or may not constitute criminal behavior, by a person who—
  - 2.6.5.1. is a current or former spouse or intimate partner of the victim, or person similarly situated to a spouse of the victim;

2.6.5.2. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

2.6.5.3. shares a child in common with the victim; or

2.6.5.4. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

2.6.6.1. fear for his or her safety or the safety of others; or

2.6.6.2. suffer substantial emotional distress.

2.7. **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

### 3. **Discrimination Not Involving Sexual Harassment.**

3.1. **General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular,

research, occupational training, or other education program or activity operated by the district.

**3.2. Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

- 3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- 3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- 3.2.3. Deny any person any such aid, benefit, or service;
- 3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- 3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;
- 3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- 3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

**3.3. Complaint Procedure.** All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district’s general complaint procedure, Board Policy 2006.

#### **4. Response to Sexual Harassment**

**4.1. Reporting Sexual Harassment.** Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District’s Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation.

Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

**4.2. General Response to Sexual Harassment.** When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy “education program or activity” includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district’s response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

**4.3. Emergency Removal.** Nothing in this policy precludes the district from removing a respondent from the district’s education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

**4.4. Administrative Leave.** Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that

complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

**4.5. General Response Not Conditioned on Formal Complaint.** With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

## **5. Grievance Process for Formal Complaints of Sexual Harassment.**

### **5.1. General Requirements.**

- 5.1.1. Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Remedies may include the same individualized services described in subsection 2.7 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.
- 5.1.2. Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.
- 5.1.3. Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.
- 5.1.4. Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train

these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

5.1.4.1. **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.

5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:

5.1.4.2.1. The definition of sexual harassment in subsection 2.6;

5.1.4.2.2. The scope of the district's education program or activity;

5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and

5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.

5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.

- 5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- 5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- 5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.
- 5.1.8. **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.
- 5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

## 5.2. **Notice of Allegations.**

- 5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:

- 5.2.1.1. A copy of this policy.

5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

### 5.3. **Dismissal of Formal Complaint.**

5.3.1. The district will investigate the allegations in a formal complaint.

5.3.2. **Mandatory Dismissals.** The district **must** dismiss a formal complaint if the conduct alleged in the formal complaint:

5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;

- 5.3.2.2. Did not occur in the district's education program or activity; or
- 5.3.2.3. Did not occur against a person in the United States.
- 5.3.3. **Discretionary Dismissals.** The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:
  - 5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
  - 5.3.3.2. The respondent is no longer enrolled in or employed by the district; or
  - 5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- 5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.
- 5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.

5.4. **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

5.5. **Investigation of Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the district will:

- 5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;
- 5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);
- 5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- 5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- 5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;
- 5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative

interviews, or other meetings, with sufficient time for the party to prepare to participate;

- 5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and
- 5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

## 5.6. **Determination Regarding Responsibility**

- 5.6.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).
- 5.6.2. **Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove

that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

5.6.3. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:

5.6.3.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;

5.6.3.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

5.6.3.3. Findings of fact supporting the determination;

5.6.3.4. Conclusions regarding the application of the district's code of conduct to the facts;

5.6.3.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

5.6.3.6. The district's procedures and permissible bases for the complainant and respondent to appeal.

5.6.4. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination

of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

- 5.6.5. The Title IX Coordinator is responsible for effective implementation of any remedies.

5.7. **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.

- 5.7.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.

- 5.7.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:

- 5.7.2.1. Procedural irregularity that affected the outcome of the matter;

- 5.7.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

- 5.7.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

5.7.3. As to all appeals, the district will:

- 5.7.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
- 5.7.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
- 5.7.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.
- 5.7.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- 5.7.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and
- 5.7.3.6. Provide the written decision simultaneously to both parties.

**5.8. Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

5.8.1. Provides to the parties a written notice disclosing:

- 5.8.1.1. The allegations;
- 5.8.1.2. The requirements of the informal resolution process including the circumstances under which it precludes

the parties from resuming a formal complaint arising from the same allegations;

5.8.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and

5.8.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

5.8.2. Obtains the parties' voluntary, written consent to the informal resolution process; and

5.8.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

#### **5.9. Recordkeeping.**

5.9.1. The district will maintain for a period of seven years records of:

5.9.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the district's education program or activity;

5.9.1.2. Any appeal and the result therefrom;

5.9.1.3. Any informal resolution and the result therefrom; and

5.9.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials available upon request for inspection by members of the public.

5.9.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

6. **Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

7. **Access to Classes and Schools.**

7.1. **General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

7.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

7.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

7.1.4. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

7.2. **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

8. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

8.1. **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.

8.2. **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams will not constitute noncompliance with this section.

9. **Certain Different Treatment on the Basis of Sex Permitted.** Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

10. **Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a

report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

#### **10.1. Specific Circumstances.**

10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.

10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

**11. Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

**12. Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

13. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

14. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

**ACKNOWLEDGMENT OF RECEIPT**

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **2008 Meetings**

The formation of policy is public business and will be conducted openly in accordance with the Nebraska Open Meetings Act.

### 1. Types of Meetings

- a. The board shall hold its regular meetings on or before the third Monday of each month.
- b. Special and emergency meetings may be called as provided by law.
- c. The board may schedule work sessions and retreats in order to provide board members and administrators with the opportunity to plan, research, and engage in discussion.

### 2. Notice

The board shall give reasonable advance publicized notice of the time and place of each of its meetings, which generally will be 48 hours or more in advance of the meeting. Such notice shall be transmitted to all members of the board and to the public. Notice of regular and special meetings shall be published in a newspaper of general circulation within the district and, if available, on the newspaper's website. Newspapers of general circulation in the district include but are not necessarily limited to, the Banner-Press, Wahoo Newspaper, or the Omaha World-Herald. Such notice shall contain a statement that the agenda shall be readily available for public inspection at the administration office of the school during normal business hours. In addition, the superintendent is authorized, but not required, to publish the notice of any meeting on the school district's website, posting in three prominent places within the school district, or by any other appropriate method designated by the board.

When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes of the meeting, and any formal action taken in such meeting shall pertain only to the emergency. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public no later than the end of the next regular business day.

### 3. Weather Delays

In the event of inclement weather which makes it dangerous or unreasonable for board members or members of the public to attend a meeting for which notice has already been given, such meeting may be postponed by the board president. The board will communicate the delay to members of the public by posting it on the district's website and by following the same communication protocol that the district follows when student attendance at school is called off due to inclement weather. When possible, the board president and superintendent will attempt to communicate the information to local media members and business owners to assist in notifying the public of the delay. Notice of the date, time, and location of the postponed meeting will be advertised as required in the "Notice" section above.

### 4. Minutes

- a. The board shall keep minutes of all meetings showing the time, place, members present and absent, the method(s) and date(s) of the meeting notice, and the substance of all matters discussed.
- b. Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the board in open session, and the record shall state how each member voted, or if the member was absent or not voting.
- c. The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public record and shall be published on the school district's website within ten working days of the last meeting or prior to the next convened meeting, whichever occurs earlier. The minutes shall be available on the website for at least six months.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

**2010**  
**Preparation for Board Meetings**

The superintendent will create the agenda and board packet in consultation with the board president. The materials will be sent or delivered to each board member in advance of the meeting. Members of the public have no entitlement to place an item on the board's agenda but may address the board during the next meeting at which the board receives public comment. The agenda shall be placed on the district's website at least 24 hours before the school board meeting and shall remain available on the website for at least six months.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

**3003.1**  
**Bidding for Construction, Remodeling, Repair, or Related Projects**  
**Financed with Federal Funds**

**I. Applicability of the Policy**

This policy applies only to construction and contracts undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

The District will also comply with the requirements of the public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106) when the contemplated expenditure for the complete project exceeds \$109,000, the Political Subdivisions Construction Alternatives Act (NEB. REV. STAT. §§ 13-2901 through 13-2914), energy financing contracts (NEB. REV. STAT. §§ 66-1062 through 66-1066), other applicable state laws, and the board's general policy on Bidding for Construction and Related Projects. In addition, all procurement and construction shall comply with the rules and requirements of 2 CFR part 200.317 through 200.326 and 34 CFR sections 75.601 through 75.615. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

**II. All projects undertaken pursuant to this policy will be subject to the following bond requirements**

- A. A bid guarantee from each bidder equivalent to five percent of the bid price. The "bid guarantee" must consist of a firm commitment such as a bid bond, certified check, or other negotiable instrument accompanying a bid as assurance that the bidder will, upon acceptance of the bid, execute such contractual documents as may be required within the time specified.
- B. A performance bond on the part of the contractor for 100 percent of the contract price. A "performance bond" is one executed in connection with a contract to secure fulfillment of all the contractor's obligations under such contract.
- C. A payment bond on the part of the contractor for 100 percent of the contract price. A "payment bond" is one executed in connection with a contract to assure payment as required by law of all persons supplying labor and material in the execution of the work provided for in the contract.

**III. Construction Projects with an Anticipated Cost of Under \$250,000**

A. Methods of Bidding/Soliciting Quotations or Estimates

The type of procedures required depends on the anticipated cost of the project.

1. Construction with an Anticipated Cost of up to \$10,000 (Micro-Purchases)

Micro-purchase means a purchase of supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed \$10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing.

2. Construction with an Anticipated Cost of between \$10,000 and \$250,000 (Small Purchase Procedures)

For construction projects subject to this policy, small purchases are purchases that, in the aggregate amount, is more than \$10,000 and less than \$250,000 annually. For small purchases, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts.

B. Construction Projects with an estimated cost of between \$109,000 and \$249,999 will be made pursuant to the District's Policy on Bid Letting and Contracts.

Pursuant to Nebraska law, construction projects which have an anticipated aggregate cost of \$109,000 or more are subject to state public lettings laws (NEB. REV. STAT. §§ 73-101 through 73-106). The board will follow its standard policy on bid letting and contracts for construction projects financed with federal funds which have an anticipated aggregate cost of between \$109,000 and \$250,000.

#### **IV. Construction Projects with an Anticipated Cost Over \$250,000**

- A. Sealed Bids: All constructions projects subject to this policy with an anticipated cost of \$250,000 or more will be publicly solicited using the sealed bid method
1. Bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids, for state, local, and tribal governments, the invitation for bids must be publicly advertised;
  2. The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
  3. Sealed bids will be publicly opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.
  4. The contract will be awarded to the lowest responsive and responsible bidder.
    - a) Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest.
    - b) Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of.
    - c) Any or all bids may be rejected if there is a sound documented reason.
  5. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the bid specifications. This means that the board will select the bid that offers the best value and award a contract based upon the amount of the bid and the bidder's ability and capacity to carry on the work, its equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.
  6. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

## B. Advertising for Bids.

1. The superintendent or designee will arrange to advertise for bids by publishing notice in any newspaper of general circulation within the school district at least 7 calendar days prior to the date on which bids are due.
2. Nothing shall prevent the superintendent or designee from advertising in additional media outlets or for a longer period of time.

## C. Bid Documents

1. The bid documents shall identify the day upon which the bids shall be returned, received, or opened and shall identify the hour at which the bids will close or be received or opened.
2. The bid documents shall also provide that such bids shall be opened simultaneously in the presence of the bidders or their representatives.
3. Bids received after the date and time specified in the bid documents shall be returned to the bidder unopened.
4. If bids are being opened on more than one contract, the board, in its discretion, may award each contract as the bids are opened.
5. Sealed bids will be opened in a place and at the specific time stated in the bid solicitation. Bidders shall be notified of the opening and invited to be present.
6. Bids will be reviewed by the Superintendent and/or designee and submitted to the board for approval.
7. The board shall have discretion in determining which bidders are responsible and responsive and shall award the contract to the lowest, responsible, and responsive bidder whose bid meets the bid specifications. This means that the board will select the bid that offers the best value and award a contract based upon the amount of the bid and the bidder's ability and capacity to carry on the work, its equipment and facilities, honesty, integrity, skills, business judgment, experience, equipment, facilities, financial stability, past performance, and other relevant factors.

8. The board will generally complete its review of bids and select a vendor within 30 days of bid submission.

D. The terms of any construction project undertaken pursuant to this policy will be memorialized in a written contract which has been reviewed by the district's legal counsel and approved by the board.

## **V. Other Contract Matters.**

### A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

### B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible and consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in the U.S. or processed in the U.S. substantially using agricultural commodities produced in the U.S.

### C. Full and Open Competition

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

### D. Debarment and Suspension

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix

II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

#### E. Settlements of Issues Arising Out of Contract

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

#### F. Record Keeping

##### 1. Record Retention

- a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.
- b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding construction projects

for a minimum of five (5) years after the sale or demolition of the building. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

- c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.
2. Maintenance of Construction Records for Projects Financed with Federal Funds
- a) The District must maintain records sufficient to detail the history of all construction projects financed with federal funds. These records will include, but are not necessarily limited to the following: rationale for the method of construction, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.
  - b) Retention of construction records shall be in accordance with applicable law and Board policy.

## **VI. Conflict of Interest and Code of Conduct**

- A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.
- B. Contracts covered by this policy are subject to the following additional provisions.
  - 1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.
  - 2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or

other interest in or a tangible personal benefit from a firm considered for a contract.

3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

#### C. Favors and Gifts

The officers, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, with the limited exception of unsolicited items of nominal value.

#### D. Enforcement

Disciplinary Actions will be applied for violations of such standards by officers, employees, or agents of the District at the board's discretion.

### **VII. Financial Management**

#### A. Identification.

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

#### B. Financial Reporting

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

#### C. Accounting Records

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances,

assets, expenditures, income and interest and be supported by source documentation.

#### D. Internal Controls

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The District adequately safeguards all such property and assures that it is used solely for authorized purposes.

#### E. Budget Control

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

#### F. Payment Methods

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment quarterly to the federal agency. The District may retain interest amounts up to \$500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Nebraska Department of Education to review upon request.

#### G. Allowability of Costs

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the District will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her designee will also consider whether all state - and District-level requirements and policies regarding expenditures have been followed.

#### H. Use of Program Income – Deduction, Addition, or Cost Sharing or Matching

The default method for the use of program income for the District is the deduction method. 2 C.F.R. § 200.307(e). Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the federal awarding agency or pass-through entity. 2 C.F.R. § 200.307(e)(1). The District may also request prior approval from the federal awarding agency to use the addition method. Under the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award. 2 C.F.R. § 200.307(e)(2). The District may also request prior approval from the federal awarding agency to use the cost sharing or matching method.

While the deduction method is the default method, the District always refers to the grant award notice prior to determining the appropriate use of program income.

#### I. Cost Sharing or Matching

For all Federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the non-Federal entity's cost sharing or matching when such contributions meet all of the following criteria:

- (1) Are verifiable from the non-Federal entity's records;
- (2) Are not included as contributions for any other Federal award;
- (3) Are necessary and reasonable for accomplishment of project or program objectives;
- (4) Are allowable under [subpart E \(Cost Principles\) of this part](#);
- (5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- (6) Are provided for in the approved budget when required by the Federal awarding agency; and
- (7) Conform to other provisions of this part, as applicable.

#### J. Documentation of Personnel Expenses

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

### **VIII. Other Contract Matters.**

#### A. Required Terms

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

#### B. Contracting with Certain Vendors

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in US or processed in US substantially using agricultural commodities produced in US.

#### C. Record Keeping

##### 1. Record Retention

a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

## 2. Maintenance of Procurement Records

a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale

for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of procurement records shall be in accordance with applicable law and Board policy.

#### D. Privacy

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

## **3004.1 Fiscal Management for Purchasing and Procurement Using Federal Funds**

### **I. Applicability of Policy**

This policy applies only to non-construction related purchases undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

All other non-construction purchases will be governed by the Board's general purchasing policy, which can be found earlier in this subsection. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

This procurement policy shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. The district's goal is to fully implement all required procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the Nebraska Department of Education.

### **II. Procurement System**

The District maintains the following purchasing procedures.

#### **A. Responsibility for Purchasing**

The authority to make purchases shall be governed by the District's purchasing policy, which can be found elsewhere in this section. Except as otherwise provided in the District's purchasing policy, the acquisition of services, equipment, and supplies shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the purchasing program of the school district. Purchases or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.

## **B. Methods of Purchasing**

The type of purchase procedures required depends on the cost of the item(s) being purchased.

### **1. Purchases up to \$10,000 (Micro-Purchases)**

Micro-purchase means a purchase of supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed \$10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market prices for the geographic area.

To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing, which can be found earlier in this subsection.

### **2. Purchases between \$10,000 and \$250,000 (Small Purchase Procedures)**

Small purchases are purchases that, in the aggregate amount, is more than \$10,000 and less than \$250,000 annually. For small purchases, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts, which can be found earlier in this subsection.

### **3. Purchases Over \$250,000**

#### **a) Sealed Bids (Formal Advertising)**

For purchases over \$250,000, the district will generally follow the bidding process outlined in the board's policy on Bidding for Construction, Remodeling, Repair or Site Improvement.

#### **b) Contract/Price Analysis**

The District performs a cost or price analysis in connection with every procurement action in excess of \$250,000, including contract modifications. The district will make an independent estimate of costs prior to receiving bids or proposals.

#### **4. Noncompetitive Proposals (Sole Sourcing)**

- a) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:
  - 1) The item is available only from a single source;
  - 2) The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
  - 3) The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District; or
  - 4) After solicitation of a number of sources, competition is determined inadequate.
- b) Noncompetitive proposals may only be solicited with the approval of the superintendent or the board. Sufficient and appropriate documentation that justifies the sole sourcing decision must be maintained by the superintendent or designee.
- c) A cost or price analysis will be performed for noncompetitive proposals when the price exceeds \$250,000.

#### **5. Competitive Proposals.**

- a) The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

- 1) Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
  - 2) Proposals must be solicited from an adequate number of qualified sources; and
  - 3) Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.
- b) The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.
- c) The District may select a proposal that offers the best value and that is based upon the proposer's responsiveness to the proposal, experience, reputation, staff qualifications, ability and capacity to carry on the work, price, honesty, integrity, skills, business judgment, financial stability, past performance, and other relevant factors. The evaluation may be conducted by the school board, a designated committee, or another designee of the school board.

### **C. Use of Purchase (Debit & Credit) Cards**

District use of purchase cards is subject to the policy on purchase cards which can be found elsewhere in this subsection.

## **D. Federal Procurement System Standards**

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319.

The District will maintain and follow general procurement standards consistent with 2 C.F.R. §200.318.

## **E. Debarment and Suspension**

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300.

The District will verify debarment or suspension by revising the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

## **F. Settlements of Issues Arising Out of Procurements**

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

## **III. Conflict of Interest and Code of Conduct**

### **A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.**

**B. Purchases covered by this policy are subject to the following additional provisions.**

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.
2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

**C. Favors and Gifts**

The officers, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, except that this provision does not prohibit the receipt of unsolicited items of nominal value. For purposes of this policy, "nominal value" means a fair market value of \$25 or less.

**D. Enforcement**

Disciplinary Actions including, but not limited to, counseling, oral reprimand, written reprimand, suspensions without pay, or termination of employment, will be applied for violations of such standards by officers, employees, or agents of the District.

**IV. Property Management Systems**

**A. Property Classifications**

1. Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$5,000.

2. Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$5,000, regardless of the length of its useful life. 2 C.F.R. §200.94.
3. Computing Devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or “peripherals”) for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.20.
4. Capital Assets means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:
  - a) Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and
  - b) Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.12.

## **B. Inventory Procedure**

Newly purchased property shall be received and inspected by the staff member who ordered it to ensure that that it matches the purchase order, invoice, or contract and that it is in acceptable condition.

Equipment, Computing Devices, and Capital Assets must be tagged with an identification number, manufacturer, model, name of individual who tagged the item, and date tagged).

## **C. Inventory Records**

For equipment, computing devices, and capital assets purchased with federal funds, the following information is maintained in the property management system:

1. Serial number;
2. District identification number;
3. Manufacturer;
4. Model;
5. Date tagged and individual who tagged it;
6. Source of funding for the property;
7. Who holds title;
8. Acquisition date and cost of the property;
9. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
10. Location, use and condition of the property; and
11. Any ultimate disposition data including the date of disposal and sale price of the property.

The inventory list shall be adjusted by the superintendent of schools or his/her designee for property that is sold, lost, stolen, cannot be repaired, or that cannot be located.

#### **D. Physical Inventory**

1. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
2. The Superintendent or his/her designee will ensure that the physical inventory is performed. The physical inventory will generally occur during the months of June or July, but may be conducted during other time periods with the approval of the superintendent.

#### **E. Maintenance**

In accordance with 2 C.F.R. 313(d)(4), the District maintains adequate maintenance procedures to ensure that property is kept in good condition.

#### **F. Lost or Stolen Items**

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property.

#### **G. Use of Equipment**

Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the District will not encumber the property for any non-federal program use without prior approval of the federal awarding agency and the pass-through entity.

## **H. Disposal of Equipment**

When it is determined that original or replacement equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Superintendent or his/her designee will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

If the item has a current FMV of \$5,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency.

## **I. Equipment and Capital Expenditures**

All equipment and capital expenditures shall comply with the rules and requirements of 2 CFR 200.439.

## **J. Depreciation**

All depreciation shall comply with the rules and requirements of 2 CFR 200.436.

## **V. Financial Management**

### **A. Identification**

The District will identify, in its accounts, all federal awards received and expended and the federal programs under which they were received. Federal program and award identification include, as applicable, the CFDA title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass-through entity.

### **B. Financial Reporting**

The District will make an accurate, current, and complete disclosure of the financial results of each federal award or program in accordance with the

financial reporting requirements set forth in the Education Department General Administrative Regulations (EDGAR).

### **C. Accounting Records**

The District maintains records which adequately identify the source and application of funds provided for federally-assisted activities. These records must contain information pertaining to grant or subgrant awards, authorizations, obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

### **D. Internal Controls**

The Superintendent or his/her designee must maintain effective control and accountability for all funds, real and personal property, and other assets through board review and approval of claims, an annual audit of the district's finances pursuant to the applicable Nebraska Department of Education and federal rules and regulations, and comparison of expenditures and outlays to budgeted amounts. The District adequately safeguards all such property and assures that it is used solely for authorized purposes.

### **E. Budget Control**

Actual expenditures or outlays will be compared with budgeted amounts for each federal award at least annually and more often as required by law or deemed prudent by the board or administrative staff.

### **F. Payment Methods**

The District will comply with applicable methods and procedures for payment that minimize the time elapsing between the transfer of funds and disbursement by the District, in accordance with the Cash Management Improvement Act at 31 CFR Part 205. Generally, the District receives payment from the Nebraska Department of Education on a reimbursement basis. 2 CFR § 200.305. However, if the District receives an advance in federal grant funds, the District will remit interest earned on the advanced payment quarterly to the federal agency. The District may retain interest amounts up to \$500 per year for administrative expenses. 2 CFR § 200.305(b)(9).

Consistent with state and federal requirements, the District will maintain source documentation supporting the federal expenditures (invoices, time sheets, payroll stubs, etc.) and will make such documentation available for the Nebraska Department of Education to review upon request.

## **G. Allowability of Costs**

Expenditures must be aligned with approved budgeted items. Any changes or variations from the state-approved budget and grant application need prior approval.

When determining how the District will spend its grant funds, the Superintendent or his/her designee will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed good or service. All costs supported by federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474 and 2 CFR Part. The Superintendent or his/her designee must consider these factors when making an allowability determination.

The Superintendent or his/her designee will consider Part 200's cost guidelines when federal grant funds are expended. The Superintendent or his/her designee will also consider whether all state - and District-level requirements and policies regarding expenditures have been followed.

## **H. Use of Program Income – Deduction, Addition, or Cost Sharing or Matching**

The default method for the use of program income for the District is the deduction method. 2 C.F.R. § 200.307(e). Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the federal awarding agency or pass-through entity. 2 C.F.R. § 200.307(e)(1). The District may also request prior approval from the federal awarding agency to use the addition method. Under the addition method, program income may be added to the Federal award by the Federal agency and the non-Federal entity. The program income must then be used for the purposes and under the conditions of the Federal award. 2 C.F.R. § 200.307(e)(2). The District may also request prior approval from the federal awarding agency to use the cost sharing or matching method.

While the deduction method is the default method, the District always refers to the grant award notice prior to determining the appropriate use of program income.

## **I. Cost Sharing or Matching**

For all Federal awards, any shared costs or matching funds and all contributions, including cash and third-party in-kind contributions, must be accepted as part of the non-Federal entity's cost sharing or matching when such contributions meet all of the following criteria:

- (1) Are verifiable from the non-Federal entity's records;
- (2) Are not included as contributions for any other Federal award;
- (3) Are necessary and reasonable for accomplishment of project or program objectives;
- (4) Are allowable under [subpart E \(Cost Principles\) of this part](#);
- (5) Are not paid by the Federal Government under another Federal award, except where the Federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
- (6) Are provided for in the approved budget when required by the Federal awarding agency; and
- (7) Conform to other provisions of this part, as applicable.

## **J. Documentation of Personnel Expenses**

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

## **VI. Written Compensation Policies**

### **A. Time and Effort Standards**

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with state or local funds but is used to meet a required "match" in a federal program. These documents, known as time and effort records, are maintained in order to charge the costs of personnel compensation to federal grants. Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- (1) Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- (2) Be incorporated into official records;

- (3) Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
- (4) Encompass both federally assisted and all other activities compensated by the District on an integrated basis;
- (5) Comply with the established accounting policies and practices of the District and
- (6) Support the distribution of the employee's salary or wages among specific activities or costs objectives.

#### **B. Time and Effort Procedures**

Time and effort procedures will follow and comply with 2 CFR 200.430(i).

#### **C. Fringe Benefits**

Except as provided otherwise by federal law, the costs of fringe benefits will be allowable provided that the benefits are reasonable and required by law, a district-employee agreement, or another policy of the District.

#### **D. Leave**

The cost of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if they are provided under established written District leave policies.

#### **E. Unexpected or Extraordinary Circumstances**

In the event of a pandemic or other unexpected or extraordinary circumstance, the District may close school or individual buildings. In such case, the District may compensate federally funded or other employees during such closure to ensure the return of staff to employment after the closure as allowed by state or federal law.

#### **F. Documentation for Personnel Expenses**

Records that reflect charges to federal awards for salaries and wages will comply with the rules and requirements of 2 CFR 200.430.

### **VII. Other Contract Matters.**

#### **A. Required Terms**

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

## **B. Contracting with Certain Vendors**

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in US or processed in US substantially using agricultural commodities produced in US.

## **C. Record Keeping**

### 1. Record Retention

- a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.
- b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain

records for a minimum of six (6) years from the date on which the final Financial Status Report is submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

2. Maintenance of Procurement Records

a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of procurement records shall be in accordance with applicable law and Board policy.

**D. Privacy**

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

Adopted on: \_\_\_\_\_  
Revised on: \_\_\_\_\_  
Reviewed on: \_\_\_\_\_

## **3012**

### **School Meal Program and Meal Charges**

**Meal Program.** The school district will make a school meal program available to students. The cost of the program will be determined by the board of education so as to make the program as nearly self-supporting as possible. With board approval, the district may contract with a private company or corporation for the management and/or provision of the program.

The district will notify the families with children attending school of the current guidelines for free or reduced-price school meals. A copy of the complete regulations and procedures regarding reduced-price and free meals shall be available in the office of the superintendent. Families may apply for free or reduced-price school meals at any time during the school year.

**Payment Options.** Families may pay for school lunches using cash or check. Electronic or e-fund payments are also available through a link on the school district's website.

**Meal Charge Policy.** The district will notify students and their families of the policy for charged meals, meaning meals received by a student when the student does not have money in hand or in his or her food account. This policy applies to students who receive meals at the free, reduced, or full rates.

Notice of this policy must be provided in writing to all households at the start of each school year and to households that transfer to the school during the school year. Notice may be provided through the student handbook, student registration materials, online portal used to access student accounts, direct mailing or e-mail, newsletter, the district website, and/or any other appropriate means. Notice of this policy will also be provided all school staff responsible for the enforcement of it, including food service professionals responsible for collecting payment for meals at the point of service, staff involved in notifying families of low or negative balances, and other staff involved in enforcing any aspect of this policy.

The district's policy on charged meals is:

If a student has no funds available to pay for a meal, the student will be provided and charged for up to five "courtesy meals". Thereafter, if a student has no funds available to pay for a meal, a limited lunch will be provided, such as a sandwich.

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

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

### **Collection of Delinquent Meal Charge Debt**

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

Collection efforts may continue into a new school year.

In the event that the Nebraska Department of Education develops a state-level meal charge policy, it shall supersede that portion of this policy.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

**3057**  
**Title IX Policy**

It is the policy of the school district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the school district's programs or activities. The district is required by Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106 to not discriminate in such a manner.

**1. Title IX Coordinator**

1.1. **Designation.** The district will designate and authorize at least one employee to coordinate its efforts to comply with its responsibilities under this policy, who will be referred to as the "**Title IX Coordinator.**" The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment). This report may be made by any means, including but not limited to, in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours).

**2. Definitions.** As used in this policy, the following terms are defined as follows:

2.1. **Actual knowledge** means notice of sexual harassment or allegations of sexual harassment to any district employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only district employee with actual knowledge is the respondent (as that term is defined below). "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in subsection 1.1 above.

2.2. **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

2.3. **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the district investigate the allegation of sexual harassment. The only district official who is authorized to initiate the Grievance Process for Formal Complaints of Sexual Harassment against a respondent is the Title IX Coordinator (by signing a formal complaint). At the time of filing a formal complaint with the district, a complainant must be participating in or attempting to participate in the district's education program or activity. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator under subsection 1.1 above, and by any additional method designated by the district. As used in this paragraph, the phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the district) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party under this policy or under 34 C.F.R. part 106, and will comply with the requirements of this policy and 34 C.F.R. part 106, including subsections 5.1.3–5.1.4 and 34 C.F.R. § 106.45(b)(1)(iii).

2.4. **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

2.5. **Consent** for purposes of this policy means the willingness in fact for conduct to occur. An individual may, as a result of age, incapacity, disability, lack of information, or other circumstances be incapable of providing consent to some or all sexual conduct or activity. Neither verbal nor physical resistance is required to establish that an individual did not consent. District officials will consider the totality of the circumstances in determining whether there was consent for any specific conduct. Consent may be revoked or withdrawn at any time.

2.6. **Sexual harassment** means conduct on the basis of sex that satisfies one or more of the following:

- 2.6.1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2.6.2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;

2.6.3. **Sexual assault**, as defined in 20 U.S.C. § 1092(f)(6)(A)(v), which means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation:

2.6.3.1. **Sex Offenses, Forcible**—Any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent.

2.6.3.1.1. **Rape**—(Except Statutory Rape) The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.

2.6.3.1.2. **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.3. **Sexual Assault With An Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.1.4. **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her

age or because of his/her temporary or permanent mental or physical incapacity

2.6.3.2. **Sex Offenses, Non-forcible**—(Except Prostitution Offenses) Unlawful, non-forcible sexual intercourse.

2.6.3.2.1. **Incest**—Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law

2.6.3.2.2. **Statutory Rape**—Non-Forcible sexual intercourse with a person who is under the statutory age of consent

2.6.4. **Dating violence**, as defined in 34 U.S.C. § 12291(a), which means violence committed by a person—

2.6.4.1. who is or has been in a social relationship of a romantic or intimate nature with the victim; and

2.6.4.2. where the existence of such a relationship shall be determined based on a consideration of the following factors:

2.6.4.2.1. The length of the relationship.

2.6.4.2.2. The type of relationship.

2.6.4.2.3. The frequency of interaction between the persons involved in the relationship.

2.6.5. **Domestic violence**, as defined in 34 U.S.C. § 12291(a), which includes felony or misdemeanor crimes committed by a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction receiving grant funding and, in the case of victim services, includes the use or attempted use of physical abuse or sexual abuse, or a pattern of any other coercive behavior committed, enabled, or solicited to gain or maintain power and control over a victim, including verbal, psychological, economic, or technological abuse that may or may not constitute criminal behavior, by a person who—

2.6.5.1. is a current or former spouse or intimate partner of the victim, or person similarly situated to a spouse of the victim;

2.6.5.2. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

2.6.5.3. shares a child in common with the victim; or

2.6.5.4. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

2.6.6. **Stalking**, as defined in 34 U.S.C. § 12291(a), which means engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

2.6.6.1. fear for his or her safety or the safety of others; or

2.6.6.2. suffer substantial emotional distress.

2.7. **Supportive measures** means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The district will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the district to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

### **3. Discrimination Not Involving Sexual Harassment.**

**3.1. General Prohibition.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the district.

**3.2. Specific Prohibitions.** Except as provided elsewhere in Title IX, 34 C.F.R. part 106, or this policy, in providing any aid, benefit, or service to a student, the district will not on the basis of sex:

- 3.2.1. Treat one person differently from another in determining whether such person satisfies any requirement or condition for the provision of such aid, benefit, or service;
- 3.2.2. Provide different aid, benefits, or services or provide aid, benefits, or services in a different manner;
- 3.2.3. Deny any person any such aid, benefit, or service;
- 3.2.4. Subject any person to separate or different rules of behavior, sanctions, or other treatment;
- 3.2.5. Apply any rule concerning the domicile or residence of a student or applicant;
- 3.2.6. Aid or perpetuate discrimination against any person by providing significant assistance to any agency, organization, or person which discriminates on the basis of sex in providing any aid, benefit or service to students or employees;
- 3.2.7. Otherwise limit any person in the enjoyment of any right, privilege, advantage, or opportunity.

**3.3. Complaint Procedure.** All complaints regarding any alleged discrimination on the basis of sex, including without limitation violations of this policy, 34 C.F.R. part 106, Title IX, Title VII, or other state or federal law—when the alleged discrimination does not arise from or relate to an allegation of sexual harassment as defined in subsection 2.6 above—shall be addressed pursuant to the district's general complaint procedure, Board Policy 2006.

#### 4. **Response to Sexual Harassment**

4.1. **Reporting Sexual Harassment.** Any person who witnesses an act of unlawful sexual harassment is encouraged to report it to the District's Title IX Coordinator. No person will be retaliated against based on any report of suspected sexual harassment or retaliation. Any District employee who receives a report of sexual harassment or has actual knowledge of sexual harassment must convey that information to the Title IX Coordinator as soon as reasonably practicable, but in no case later than the end of the following school day.

4.2. **General Response to Sexual Harassment.** When the district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, the district will respond promptly in a manner that is not deliberately indifferent. The district will be deemed to be deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. For the purposes of this policy "education program or activity" includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs. The district's response will treat complainants and respondents equitably by offering supportive measures as defined in subsection 2.7 above to a complainant, and by following the grievance process described in section 5 below before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent. The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

4.3. **Emergency Removal.** Nothing in this policy precludes the district from removing a respondent from the district's education program or activity on an emergency basis, provided that the district undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In the event that the district so removes a respondent on an emergency basis, then the district will provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision may not be

construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

4.4. **Administrative Leave.** Nothing in this policy precludes the district from placing a non-student employee respondent on administrative leave during the pendency of a grievance process that complies with section 5 below. This provision may not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act.

4.5. **General Response Not Conditioned on Formal Complaint.** With or without a formal complaint, the district will comply with the obligations and procedures described in this section 4.

## 5. **Grievance Process for Formal Complaints of Sexual Harassment.**

### 5.1. **General Requirements.**

5.1.1. **Equitable Treatment.** The district will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following the grievance process described in this section 5 before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies will be designed to restore or preserve equal access to the district's education program or activity. Remedies may include the same individualized services described in subsection 2.7 as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

5.1.2. **Objective Evaluation.** This grievance process requires an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence. Credibility determinations may not be based on a person's status as a complainant, respondent, or witness.

5.1.3. **Absence of Conflicts of Interest or Bias.** The district will require that any individual designated by a recipient as a Title IX Coordinator, investigator, decision-maker, or any

person designated by a recipient to facilitate an informal resolution process, not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

5.1.4. **Training.** The district will ensure that all individuals or entities described in this Training section 5.1.4 receive training as provided below. Any materials used to train these individuals will not rely on sex stereotypes and will promote impartial investigations and adjudications of formal complaints of sexual harassment.

5.1.4.1. **All District Employees and Board Members.** All district employees and board members will be trained on how to identify and report sexual harassment.

5.1.4.2. **Title IX Coordinators, Investigators, Decision-Makers, or Informal Resolution Facilitators.** The district will ensure that Title IX Coordinators, investigators, decision-makers, or any person designated by the district to facilitate an informal resolution process receive training on:

5.1.4.2.1. The definition of sexual harassment in subsection 2.6;

5.1.4.2.2. The scope of the district's education program or activity;

5.1.4.2.3. How to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable; and

5.1.4.2.4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

5.1.4.3. **Decision-Makers.** The district will ensure that decision-makers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's

sexual predisposition or prior sexual behavior are not relevant, as set forth in subsection 5.6.

- 5.1.4.4. **Investigators.** The district will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth in subsection 5.5.8.
- 5.1.5. **Presumption.** It is presumed that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- 5.1.6. **Reasonably Prompt Time Frames.** This grievance process shall include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the district offers informal resolution processes. The process shall also allow for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
- 5.1.7. **Range of Possible Sanctions and Remedies.** Following a determination of responsibility, the district may impose disciplinary sanctions and remedies in conformance with this and the district's student discipline policy, and other state and federal laws. Depending upon the circumstances, these policies provide for disciplinary sanctions and remedies up to and including expulsion.
- 5.1.8. **Range of Supportive Measures.** The range of supportive measures available to complainants and respondents include those listed in subsection 2.7.
- 5.1.9. **Respect for Privileged Information.** The district will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information

protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

## 5.2. **Notice of Allegations.**

5.2.1. **Initial Notice.** Upon receipt of a formal complaint, the district will provide the following written notice to the parties who are known:

5.2.1.1. A copy of this policy.

5.2.1.2. Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined in subsection 2.6, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice will include a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The written notice will inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, under subsection 5.5.5, and may inspect and review evidence under subsection 5.5.5. The written notice will inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

5.2.2. **Supplemental Notice.** If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the Initial Notice described above, the district will provide notice of the additional allegations to the parties whose identities are known.

## 5.3. **Dismissal of Formal Complaint.**

- 5.3.1. The district will investigate the allegations in a formal complaint.
- 5.3.2. **Mandatory Dismissals.** The district **must** dismiss a formal complaint if the conduct alleged in the formal complaint:
  - 5.3.2.1. Would not constitute sexual harassment as defined in subsection 2.6 even if proved;
  - 5.3.2.2. Did not occur in the district's education program or activity; or
  - 5.3.2.3. Did not occur against a person in the United States.
- 5.3.3. **Discretionary Dismissals.** The district **may** dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing:
  - 5.3.3.1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
  - 5.3.3.2. The respondent is no longer enrolled in or employed by the district; or
  - 5.3.3.3. Specific circumstances prevent the district from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- 5.3.4. Upon a dismissal required or permitted pursuant to subsections 5.3.2 or 5.3.3 above, the district will promptly send written notice of the dismissal and an explanation of that action simultaneously to the parties.
- 5.3.5. Dismissal of a formal complaint under this policy does not preclude the district from taking action under another provision of the district's code of conduct or pursuant to another district policy.

5.4. **Consolidation of Formal Complaints.** The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant

against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one respondent, references in this policy to the singular "party," "complainant," or "respondent" include the plural, as applicable.

**5.5. Investigation of Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the district will:

- 5.5.1. Designate and authorize one or more persons (which need not be district employees) as investigator(s) to conduct the district's investigation of a formal complaint;
- 5.5.2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties provided that the district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so for a grievance process under this section (if a party is not an "eligible student," as defined in 34 CFR 99.3, then the district will obtain the voluntary, written consent of a "parent," as defined in 34 CFR 99.3);
- 5.5.3. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- 5.5.4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- 5.5.5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the

choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding; however, the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties;

- 5.5.6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- 5.5.7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation. Prior to completion of the investigative report, the district will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least 10 calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report; and
- 5.5.8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

## 5.6. **Determination Regarding Responsibility**

- 5.6.1. **Decision-Maker(s).** The decision-maker(s) cannot be the same person as the Title IX Coordinator or the investigator(s).

5.6.2. **Exchange of Written Questions.** After the district has sent the investigative report to the parties pursuant to subsection 5.5.8, but before reaching a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

5.6.3. **Written Determination.** The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) will apply the preponderance of the evidence standard. The written determination will include:

5.6.3.1. Identification of the allegations potentially constituting sexual harassment as defined in subsection 2.6;

5.6.3.2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;

5.6.3.3. Findings of fact supporting the determination;

5.6.3.4. Conclusions regarding the application of the district's code of conduct to the facts;

5.6.3.5. A statement of, and rationale for, the result as to each allegation, including a determination regarding

responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and

5.6.3.6. The district's procedures and permissible bases for the complainant and respondent to appeal.

5.6.4. The district will provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

5.6.5. The Title IX Coordinator is responsible for effective implementation of any remedies.

5.7. **Appeals.** The district will offer both parties the opportunity to appeal from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, on the grounds identified below.

5.7.1. **Time for Appeal.** Appeals may only be initiated by submitting a written Notice of Appeal to the Office of the Superintendent of Schools within ten (10) calendar days of the date of the respective written determination of responsibility or dismissal from which the appeal is taken. The Notice of Appeal must include (a) the name of the party or parties making the appeal, (b) the determination, dismissal, or portion thereof being appealed, and (c) a concise statement of the specific grounds (from subsection 5.8.2 below) upon which the appeal is based. A party's failure to timely submit a Notice of Appeal will be deemed a waiver of the party's right to appeal under this policy, 34 C.F.R. part, 106, and Title IX.

5.7.2. **Grounds for Appeal.** Appeals from a determination regarding responsibility, and from the district's dismissal of a formal complaint or any allegations therein, are limited to the following grounds:

- 5.7.2.1. Procedural irregularity that affected the outcome of the matter;
  - 5.7.2.2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  - 5.7.2.3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- 5.7.3. As to all appeals, the district will:
- 5.7.3.1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
  - 5.7.3.2. Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
  - 5.7.3.3. Ensure that the decision-maker(s) for the appeal complies with the standards set forth in subsections 5.1.3–5.1.4.
  - 5.7.3.4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
  - 5.7.3.5. Issue a written decision describing the result of the appeal and the rationale for the result; and
  - 5.7.3.6. Provide the written decision simultaneously to both parties.

**5.8. Informal Resolution.** The district will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of

sexual harassment consistent with this section. Similarly, the district will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the district may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the district:

5.8.1. Provides to the parties a written notice disclosing:

5.8.1.1. The allegations;

5.8.1.2. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;

5.8.1.3. That at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and

5.8.1.4. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;

5.8.2. Obtains the parties' voluntary, written consent to the informal resolution process; and

5.8.3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

## 5.9. **Recordkeeping.**

5.9.1. The district will maintain for a period of seven years records of:

5.9.1.1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant

designed to restore or preserve equal access to the district's education program or activity;

5.9.1.2. Any appeal and the result therefrom;

5.9.1.3. Any informal resolution and the result therefrom;  
and

5.9.1.4. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The district will make these training materials publicly available on its website, or if the district does not maintain a website then the district will make these materials available upon request for inspection by members of the public.

5.9.2. For each response required under section 4, the district will create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the district will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the district's education program or activity. If the district does not provide a complainant with supportive measures, then the district will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the district in the future from providing additional explanations or detailing additional measures taken.

**6. Superintendent Authorized to Contract.** The board authorizes the Superintendent to contract for, designate, and appoint individuals to serve in the roles of the district's investigator(s), decision-maker(s), informal resolution facilitator(s), or appellate decision-maker(s) as contemplated by this policy.

**7. Access to Classes and Schools.**

**7.1. General Standard.** Except as provided in this section or otherwise in 34 C.F.R. part 106, the district will not provide or

otherwise carry out any of its education programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on the basis of sex.

7.1.1. **Contact sports in physical education classes.** This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

7.1.2. **Ability grouping in physical education classes.** This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

7.1.3. **Human sexuality classes.** Classes or portions of classes that deal primarily with human sexuality may be conducted in separate sessions for boys and girls.

7.1.4. **Choruses.** The district may make requirements based on vocal range or quality that may result in a chorus or choruses of one or predominantly one sex.

7.2. **Classes and Extracurricular Activities.** The district may provide nonvocational single-sex classes or extracurricular activities as permitted by 34 C.F.R. part 106.

8. **Athletics.** It is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, club, or intramural athletics offered by the district, and that the district will not provide any such athletics separately on such basis.

8.1. **Separate Teams.** Notwithstanding the foregoing paragraph, the district may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport.

8.2. **Equal opportunity.** The district will provide equal athletic opportunity for members of both sexes. Unequal aggregate expenditures for members of each sex or unequal expenditures for

male and female teams will not constitute noncompliance with this section.

**9. Certain Different Treatment on the Basis of Sex Permitted.**

Nothing herein shall be construed to prohibit the district from treating persons differently on the basis of sex as permitted by Title IX or 34 C.F.R. part 106. For example, and without limiting the foregoing, the district may provide separate toilet, locker room, and shower facilities on the basis of sex, but such facilities provided for students of one sex shall be comparable to such facilities provided for students of the other sex.

**10. Retaliation Prohibited.** Neither the district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, 34 C.F.R. part 106, or this policy, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. The district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA statute, 20 U.S.C. § 1232g, or FERPA regulations, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to shall be addressed pursuant to Board Policy 2006 (Complaint Procedure).

**10.1. Specific Circumstances.**

10.1.1. The exercise of rights protected under the First Amendment does not constitute retaliation prohibited by this section.

10.1.2. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this part does not constitute retaliation prohibited under this section, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

11. **Notification of Policy.** The district will notify applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the existence of this policy. The requirement to not discriminate, as stated in Title IX and 34 C.F.R. part 106, in the district's education program(s) or activities extends to admission and employment, and inquiries about the application of Title IX and 34 C.F.R. part 106 to the district may be referred to the district's Title IX Coordinator, the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

12. **Publication of Policy.** The district will prominently display on its website, if any, and in each handbook that it makes available to applicants for admission and employment, students, parents or legal guardians of students, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district, the name or title, office address, electronic mail address, and telephone number of the employee or employees designated as the Title IX Coordinator(s).

13. **Application Outside the United States.** The requirements of this policy apply only to sex discrimination occurring against a person in the United States.

14. **Scope of Policy.** Nothing herein shall be construed to be more demanding or more constraining upon the district than the requirements of Title IX (20 U.S.C. § 1681) and 34 C.F.R. part 106. To the extent that the district is in compliance with Title IX and 34 C.F.R. part 106, then all of the district's obligations under this policy shall be deemed to be fulfilled and discharged.

Adopted on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

Revised on: \_\_\_\_\_

## 4064

### Transporting Students in Employee Vehicles

**[NOTE TO BE DELETED: PICK ONE OF THE OPTIONS BELOW IF YOU ADOPT THIS POLICY, AND DELETE THE OTHER]**

**[Option 1]** With the permission of the superintendent, school employees may transport students in the employee's personal vehicle even if those students do not live within the employee's household. School employees who transport students in their personal vehicles and those children do not live within the employee's household must comply with the board's policies on pupil transportation and school vehicle use, including Pupil Transportation Driver Qualification Criteria.

**[Option 2]** School employees shall not use their personal vehicle to transport students except for those students who reside in the employee's own household or if an emergency exists. If an emergency occurs, the employee will contact the administration and parents whenever practicable before providing the emergency transportation.

**5012**  
**Testing and Assessment Program**

**I. Basic Testing and Assessment Program**

The school district will use a basic testing and assessment program to evaluate the outcome of the educational program and to provide information needed in working with individuals. The program will be supplemented by such individual and supplementary tests as the needs of the educational program and the district indicate. The superintendent and designees will coordinate the program from Kindergarten through twelfth grade to provide continuity. Teachers are prohibited from engaging in any behavior that adversely affects the validity of test scores as a measure of student achievement. Teachers should consult with relevant board policies and district protocols assessment administration and security.

**II. Accountability Reporting**

At the board of education’s regular July meeting, or as soon after as a report can be completed, the superintendent of schools shall provide an annual written report as required by NDE Rule 10. The report shall be presented to the board and made available to the public. The report must contain the elements required by Rule 10, including but not limited to: student academic performance as reported to NDE (demographics, achievement, educational input characteristics, as defined in section 005.02 of Rule 10); school system demographics; school improvement goals and progress; and financial information about the school district. Building level results will be reported only to appropriate staff for review, goal setting, and intervention as needed.

This report shall not include any individual test scores or assessment, but individual student test scores or assessment results will be reported to the student's parents or legal guardian(s). If the school has fewer than ten students in the grades being reported, or if reporting would allow for the identification of students because they all had comparable scores, no public reports of student performance are provided for those grades.

A comprehensive evaluation of the district shall be conducted at least once every five years using instruments and guides approved by NDE.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

## **6021**

### **District Criteria for Selecting Evaluators to be Used for Special Education Evaluation and Verification and Independent Educational Evaluations**

The following criteria shall be used for selecting evaluators according to 92 Nebraska Administrative Code 51-006.07B:

1. Those in-state service agencies that have approved rates for the current year established by the Nebraska Department of Education. A list of service agencies with approved rates, including state agencies, individual providers, and in-state providers may be found at <https://www.education.ne.gov/sped/service-agencies/>.
2. Those Nebraska providers located within 100 miles of the building of the district where the child attends when driving by ordinary public roadways.
3. Evaluations must consider the educational, health, or other student records of the student provided by the district. The parents, guardians, or age-appropriate student must provide any required consent to the disclosure of these records unless disclosure is already authorized by state and federal law.
4. Evaluations must be provided to the district, including all educational, health, student, or other records created as part of or relied upon to complete the evaluation. The parents, guardians, or age-appropriate student must provide any required consent to the disclosure of these records unless disclosure is already authorized by state and federal law.
5. Evaluations must be conducted by a provider that is authorized, available, and willing to discuss, confer, or otherwise cooperate with the district regarding the evaluation, its results, or any other information related to the evaluation. Such cooperation may include reasonable participation in, or the submission of additional reports or information to, an IEP, MDT, or SAT team. Evaluators must make available to the district any documents or records created in relation to the evaluation, including evaluation and assessment protocols and responses, when the district determines in its sole discretion that such documentation is necessary in order to permit meaningful parental participation. The parents, guardians, or age-appropriate student must provide any required consent to the disclosure of these records or information unless disclosure is already authorized by state and federal law.
6. Evaluations must be sufficiently comprehensive for the evaluator to submit to the district a report that specifically details whether the student should be

considered eligible for special education and related services, the nature of special education and related services recommended to accommodate the student's suspected disability, and the particular facts or findings underlying the evaluator's conclusions. This report must be submitted to the district within 45 days after the conclusion of the evaluation.

7. Evaluations must meet the then-current state standards for reliability, research-based processes, and educational or professional best practices.
8. Reimbursement to any evaluator chosen in conformance with this policy shall not exceed the cost that would be charged by the school district's contracted providers for the same or substantially similar evaluation.

All special education evaluations, including those independently obtained at the district's expense, must be obtained in a manner consistent with the criteria set forth above, unless state or federal law requires waiver of one or more criteria in order to accommodate unique circumstances.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

## **6037**

### **Selection and Review of Library Media**

The board approves curriculum and curriculum-related materials for the district with input from administrators and staff. Those processes are covered in other board policies. Staff members seeking to procure materials for use during instruction must follow board policy, practices, and directives. Those items are not covered by this policy.

The district procures library books and other media available to students that are not part of a specific class or curriculum. For purposes of this policy, those will be called library materials. This policy addresses the selection and review of library materials, regardless of their source. This policy applies regardless of whether library materials are purchased using district funds, donated, or shared at no cost to the district.

**No Right to Materials.** The board supports having excellent educational opportunities for students, including availability of library materials used to enrich the educational experience. However, the board and administration are responsible for considering materials based on a variety of factors and legal obligations. There is no right to force any material to be included or excluded. Staff requesting library materials do so only within the course and scope of their employment with the district.

**Selection Process.** The selection and approval of new library materials must comply with the district's general requisition, donation, and budgeting requirements. To ensure materials selected are appropriate for the district's students and consistent with the district's legal obligations, the following process applies to selection of library materials.

The superintendent will establish a library material review committee on an as-needed basis, consisting of at least one administrator, one teacher, and the librarian or media specialist. If the district has no assigned librarian or media specialist, then the committee will include two administrators and a teacher. The superintendent may appoint any teacher he or she deems appropriate based on availability and expertise related to the requested materials.

The school librarian, media specialist, or any individual requesting inclusion of library materials is responsible for submitting the request in writing to the library material review committee. The request must include the following

1. Name of the book, material, or resource;
2. The author, publisher, and supplier of the material;

3. The physical medium (*i.e.*, book, magazine, video, game, digital subscription, etc.);
4. The cost of the material;
5. A summary of the content of the material, including how it supports age-appropriate learning objectives, enriches the curriculum, and/o supports student development and learning;
6. The material's accolades, such as presence on best seller lists, awards won, and recommendations from professional library journals and organizations with a focus on K-12 school library materials; and
7. Whether any of the content in the material represents a perspective that may not be universal, such as a political, religious, or social perspective for which disagreement or differences of opinion exist. The summary should include a description of these items.

The committee will review the requested materials within the timeframe established by the superintendent. In the event the committee does not agree on a particular request, the administrator makes the final determination. There is no appeal from this determination.

**Requested Review of Library Materials.** A concerned parent of a current student or patron living within the school district boundaries may request the review of a specific library material (*i.e.*, a specific book, magazine, etc.) or portion of a specific library material. The parent or patron must first discuss their concern with the building principal and explain their concern regarding the library material. If there is no principal assigned to that building, the parent or patron should discuss their concern with the superintendent. The board believes most concerns will be resolved in this manner.

If the parent or patron is dissatisfied after the informal review and discussion with the relevant administrator, they may request a review in writing. To request a review, the individual must complete the Library Material Review Request form and submit it to the superintendent.

The superintendent will review the request within a reasonable time after receiving it. The superintendent may consult with the school's librarian or media specialist, staff, and legal counsel at his or her discretion. The superintendent may decide to remove the material, keep the material, restrict access to the material to students based on age or grade level, or make any other determination the superintendent deems appropriate. The superintendent's decision regarding the review will be communicated to the requester in writing.

The decision of the superintendent is final, and the board will not hear any appeal regarding the review of library material.

**Additional Rules for Library Media Review.** Unless the superintendent decides otherwise, the library material will remain in circulation while a review is pending. Unless otherwise required by law, no library material will be reviewed again within 4 years after a requested review is completed. Any parent or patron requesting review of multiple library materials may only request a maximum of 5 materials to be reviewed at one time, and a new request cannot be submitted until the prior review is completed and notice of the determination is provided to the requesting party. Nothing in this policy prohibits the superintendent or their designee from reviewing library material outside of the review process contained in this policy and taking any action the superintendent or their designee deems appropriate.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_



## **Secondary Principal Report July 2022 – School Board Meeting**

### **I. Handbook Changes**

#### **A. 7-12 Tardy Consequences**

Third tardy - Cell phone confiscated for one school day

Sixth tardy - Cell phone confiscated for one school day

Ninth tardy - Cell phone confiscated for one school day

Starting on the tenth tardy – cell phone confiscated for a school day for each tardy received.

Subsequent tardies will result in a parent meeting and disciplinary consequences such as extended after school time, loss of privileges, in-school suspensions, and loss of credit.

### **II. Evaluation process for Teachers and Classified Staff**

A. A comprehensive evaluation process has been created this summer for our teaching staff and classified staff for the upcoming 2022/2023 school year. This evaluation model is based on the Danielson instructional model that our school has adopted.

B. The certified teacher evaluation utilizes the four domains in the Danielson Instructional Model: Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

C. The Classified Staff Evaluation utilizes ten areas of criteria that measure employees using the following criteria: unsatisfactory, basic, proficient, & distinguished.

### **III. MANDT Training**

A. Selected East Butler staff members have been certified in MANDT Training. This is an approach to de-escalate students who increase their behaviors to the point of intervention. ESU 7 provides has provided the training sessions this summer.

### **IV. Professional Learning Days**

A. Teaching staff will report on Monday, August 8 and students begin classes on Thursday, August 11.

B. Paraeducators will report on Wednesday, August 10. They will be attending meetings and discuss expectations for the upcoming school year.

C. The teaching staff will have presentations on Canvas, Cognitive Coaching, & the Danielson Instructional Model.

### **V. Administrative Days**

A. Administration Days will be held in Kearney on July 27-29. There will be keynote speakers and sessions concerning current educational topics.

## Elementary Principal Report July Board Meeting



### **I. Before and After School Program/Tiger Kids Club**

- A. A letter and registration information was mailed and emailed to parents on June 6. Registration forms were due to the office by June 30.
- B. Enrollment numbers for Tiger Kids Club
  - 1. Dwight - 10 Students (10 marked All Year Participation)
  - 2. Brainard - 3 Students (1 marked All Year Participation)
- C. Mrs. Bohaty has agreed to be the coordinator for the program. Nicole Buresh will be helping with the program in Dwight, if employment is approved by the board. A handbook has been created and is attached. Additional paraeducators will be contacted to help supervise the program. We will also be exploring the possibility of student workers.

### **II. Reading and Math Program (RAMP)**

- A. The Reading and Math Program started July 5 and will end July 28 in Dwight from 8:30-11:30 a.m. each day.
- B. RAMP Participation:
  - 1. Grades K-1: 12 students
  - 2. Grades 2-3: 6 students
- C. Teaching Staff
  - 1. Gr. K-1 teacher: Mrs. Walla
  - 2. Gr. 2-3 teacher: Mrs. Vandenberg
  - 3. Substitute: Mrs. Hampl

### **III. Parent-Student Handbook/Teacher Handbook**

- A. The 2022-2023 handbooks are available for approval. The handbooks were updated to the KSB law version to align with board policies.
- B. Notable Parent-Student Handbook Elementary Updates:
  - 1. Elementary Tardy Policy (p. 53)
  - 2. Head Lice (p. 32)
- C. Staff Handbook updates including definitions to match current board policies.

### **IV. Staff Evaluation Process**

- A. East Butler Staff Evaluation Process information is included in the board information. This evaluation aligns with the Danielson Instructional Model. Administration met with Educational Service Unit #7 staff to learn their process and adapt that model for East Butler.

### **V. Professional Learning Days**

- A. Teaching staff will report to school August 8 with students beginning school August 11. The days will include staff meetings and an introduction to the staff evaluation process. There will also be information regarding the upcoming school improvement visit.

### **VI. Administrator Days**

- A. Administrator Days will be held July 27-29 at Kearney. This professional development opportunity will include keynote speakers and break-out sessions.