

Agenda

1. Date Public Notice appeared in the Norfolk Daily News:
2. Call to Order
 - 2.1. Roll Call
 - 2.2. Declaration of a Legal Meeting
3. Pledge of Allegiance
4. Parent Involvement Hearing
5. Presentations
 - 5.1. Building Visits
 - 5.2. Strategic Planning Presentations
 - * Safety
 - * Staff Recruitment and Retention
6. Public Comments & Communication
7. Information and Discussion Items
 - 7.1. Finance & Facilities Report
 - 7.2. Teaching & Learning Report
 - 7.3. Student Programs Report
 - 7.4. Student Services Report
 - 7.5. Human Resources & Accreditation Report
 - 7.6. Superintendent's Report
8. Committee Reports
 - 8.1. Facilities & Finance Committee Report
 - 8.2. Policy Committee Report
 - 8.3. Government Relations Committee Report
 - 8.4. Norfolk Public Schools Foundation Committee Report
9. Approve Consent Agenda
 - 9.1. Minutes of Previous Meetings
 - 9.2. Personnel
 - 9.2.1. Contract Approval
 - 9.3. Claims
10. Action Items
 - 10.1. Discuss, consider and take action to approve the 2025-2026 Classified Hourly Pay Schedule
 - 10.2. Discuss, consider and take action to approve the 2025-2026 Classified Salaried Pay Scale
 - 10.3. Discuss, consider and take action to approve the 2025-2026 student meal prices
 - 10.4. Discuss, consider and take action to reaffirm Board Policies 5008 (attendance), 5415 (anti-bullying), 5417 (school wellness), and 6370 (multicultural education)
 - 10.5. Discuss, consider and take action to approve the first reading of board policy 5423 -- Student Searches and Handheld Devices

- 10.6. Discuss, consider and take action to approve the first reading of board policy 5507--Foster Care Student Transportation
- 10.7. Discuss, consider and take action to approve the first reading of board policy 6113 – Electronic Communication Devices and Cell Phones
- 10.8. Discuss, consider and take action to approve the first reading of board policy 6931 - Behavioral Intervention and Classroom Management
- 10.9. Discuss, consider and take action to approve the first reading of revised board policies
- 10.10. Discuss, consider and take action to rescind board policies 1211 – Title IX Procedure for Complaints of Sexual Harassment, 5103--Tribal Regalia, 6410 – Combined District and School Title I Parent and Family Engagement Policy
11. Future Meetings
12. Adjournment



Norfolk Public Schools Public Comment Information & Guidelines

The Norfolk Public School's Board of Education values and welcomes input during the public comment times at all monthly Board meetings. Feedback is an essential part of the NPS Board's decision-making process, helping us to better understand and address the needs and concerns of the community. We encourage you to share your thoughts and ideas.

- At the first meeting of the month (2nd Monday), individual speakers will have up to five minutes to address the Board.
- For all other meetings, individual speakers will have up to three minutes, and the Board shall hear up to thirty cumulative minutes of public comment.
- These time limits are per speaker, per meeting, and may not be transferred or assigned to other speakers.
- Persons must be present in order to participate in the public comment section of the meeting. Phone conferencing, recording or other communication via electronic devices will not be allowed.
- Providing printed materials (paper no larger than 8.5 x 11 inches) to the Board is allowed.
- According to state law, members of the public who wish to comment must identify themselves, including their address, the name of the organization they represent and the topic that they wish to address. Public comment cards are available at the media table and need to be completed.
- Concerns related to school personnel need to be addressed to the Superintendent using the approved district protocol. Individuals who make false, defamatory, or slanderous statements during public comments may be held legally liable. Slanderous comments are not protected simply because they are made at a Board meeting.
- Persons attending Board meetings and/or speaking to the Board during public comment or during a public hearing must follow all requirements established by the Board, as well as all Board and staff directions in order to help maintain the order, proper decorum, safety and security, and the non-disruptive functioning of the Board meeting. These include, but are not limited to the following:
 - Refraining from applauding, cheering, jeering, or engaging in speech that defames any individual(s), or stymies or blocks meeting progress.
 - Refraining from the use of audio recordings, video recordings, or any digital still images, posters, signs, costumes, other props and/or photographs.
 - Refraining from abusive, offensive, disruptive, defamatory, hostile or threatening language, gestures, and conduct.
 - Staying in the areas identified by the Board as reserved for the public.
- If at any time persons appearing before the Board do not comply with these or any other Board requirements, the chair shall declare that person or persons out of order and require a change in behavior, delay or recess the meeting, or refuse permission to continue to address the Board, and ultimately may require the person or persons to leave the premises of the Board meeting.
- Board members cannot discuss or act upon matters that are not listed on the agenda. Therefore, Board members will not respond to comments or questions. If persons wish to request that an item be placed on a future Board agenda, contact the Superintendent's office during normal business hours.

NORFOLK PUBLIC SCHOOLS
INTERIM COMBINED STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS
ALL FUNDS
For Month Ending May 31, 2025

| Fund/Account | 2024-2025 Beginning Balance | Monthly Receipts | Monthly Disbursements | Ending Balance | |
|--|-----------------------------------|------------------------|--------------------------|------------------------|--|
| QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND (2) | \$1,374,378.27 | \$290,158.08 | \$80,521.00 | \$1,584,015.35 | |
| SPECIAL BUILDING FUND (3) | \$2,935,403.98 | \$7,190.77 | \$178,104.00 | \$2,764,490.75 | |
| DEPRECIATION RESERVE FUND (3) | \$6,393,634.55 | \$18,085.71 | \$127,940.00 | \$6,283,780.26 | |
| ACTIVITIES ACCOUNT (2) | \$647,476.17 | \$117,689.45 | \$123,365.32 | \$641,800.30 | |
| SUBSIDIARY ACCOUNT (2) | \$474,394.94 | \$8,339.99 | \$25,570.60 | \$457,164.33 | |
| GENERAL FUND (1) | \$18,375,225.13 | \$14,161,857.62 | 4,959,195.28 | \$27,577,887.47 | |
| PAYROLL ACCOUNT (2) | \$7,682.46 | \$4,308,188.60 | \$4,306,211.92 | \$9,659.14 | |
| SCHOOL LUNCH FUND (2) | \$695,713.52 | \$247,795.76 | \$315,881.77 | \$627,627.51 | |
| BOND FUND (3) | \$1,184,979.91 | \$2,813.86 | \$0.00 | \$1,187,793.77 | |
| COOPERATIVE FUND (2) | \$409,847.25 | \$9,757.45 | \$148,782.36 | \$270,822.34 | |
| EMPLOYEE BENEFIT FUND (2) | \$3,992.19 | \$11.31 | \$0.00 | \$4,003.50 | |
| ATHLETIC FIELD COOPERATIVE FUND (2) | \$370,279.75 | \$979.55 | \$252,511.87 | \$118,747.43 | |
| CONVENIENCE FEE FUND (2) | \$18,934.70 | \$1,021.99 | \$0.00 | \$19,956.69 | |
| STUDENT FEE FUND (2) | \$530,497.72 | \$8,289.48 | \$1,819.89 | \$536,967.31 | |
| TOTAL ALL FUNDS | \$33,422,440.54 | \$19,182,179.62 | \$10,519,904.01 | \$42,084,716.15 | |
| BALANCES CLASSIFIED BY DEPOSITORY | | | | | |
| (1) BANK FIRST | | | | \$27,577,887.47 | |
| (2) ELKHORN VALLEY BANK | | | | \$4,270,763.90 | |
| (3) MIDWEST BANK | | | | \$10,236,064.78 | |
| TOTAL BALANCES | | | | \$42,084,716.15 | |



Finance and Facilities Committee Meeting Minutes
Monday, May 12, 2025 at 4:00 PM
Location: NPS Central Administration Building

Attendance:

- Board Members Present: Brenda Carhart, Tom Stanton, Steve McNally
- NPS Staff Present: Dr. Jami Jo Thompson, Erik Wilson, Callan Collins

Meeting began at 4:10 PM

1. Finance Updates & Claims Review
 - a. May Claims/Board Bills
 - i. Wilson answered questions about the claims
 - b. All Funds Report
 - c. Revenue Report
2. Board Agenda Items for 5/12/25
 - a. Student Fees Hearing and Approval
 - i. Hearing to discuss, consider, and receive input on the student fee policy and proposed fees for 2025-2026
 - ii. Minor increases in fees due to price increases
 - b. Tech/Maintenance Sale
 - i. Agenda item to discuss, consider and take action to approve the sale of technology and other miscellaneous items via a community garage sale
 - ii. Sale would take place May 29th at the Maintenance building
 - iii. Maintenance will visit buildings prior to sale and collect items to put on the sale
 - iv. Items not sold at sale will go to dump, scrap, or auction
 - v. Some items will have reserve prices
 - c. Sub Pay for 25/26
 - i. Agenda item to discuss, consider and take action to approve the 2025-2026 substitute teacher rates
 - ii. Rate increases explained
 - d. Arrow Stage Lines Contract - Transportation Renewal
 - i. Agenda item to discuss, consider and take action to approve a one year renewal with Arrow Stage Lines for student transportation services
 - ii. 4% increase in transportation costs
 - e. Lunchtime Solutions (LSI) Contract - Food Service Renewal
 - i. Agenda item to discuss, consider and take action to approve a one year renewal with Lunchtime Solutions for nutrition services
 - ii. 1% increase for cost of materials
3. Board Member Conflict Statements for 5/12/25
 - a. Steve McNally
 - b. Brenda Carhart

- c. Patti Gubbels
 - 4. Facilities/Construction Update
 - a. Middle School
 - i. General construction update
 - 1. Remodel is currently underway in the existing building, with additional work planned to take place once school is out.
 - 2. The project remains on schedule.
 - b. Chiller Project at High School
 - i. The system is up and running, and the commissioning agent is scheduled to perform a final inspection and check-off on Wednesday.
 - 5. Other Items:
 - a. District Accounts
 - i. Once McAllister's contract is signed, the Business Office will work to get names on accounts changed over to the new Superintendent beginning in July.
 - b. \$3-3.5 Million loss in TEEOSA presented to Board members
 - i. Erik and Dr. Thompson previously met with all board members to discuss. He will keep everyone informed as new information is released.
 - c. NRD Grant
 - i. A \$25,000 grant was awarded for the new inclusive playground at Bel Air, which will be completed in three phases. The project will not use any District funds and will be entirely supported by the PTO, donations, and additional grants.
 - d. Booster Club
 - i. Athletic Booster Club to purchase new scoreboards
 - e. Transportation Coordinator
 - i. Currently, there are two separate transportation coordinator roles—one for SPED and one for general routing. With the upcoming retirement of one staff member, we are proposing to consolidate these roles into a single District Transportation Coordinator position. Additional responsibilities will be redistributed among existing staff. We are also exploring creating SPED drivers teams.
 - 6. Next Month agenda items:
 - a. Classified hourly/salary in June
 - i. To add a District Transportation Coordinator position
 - b. 25/26 meal prices coming in June
 - i. Meal prices will be increasing
 - ii. Review pricing at other schools for comparison
 - 7. Upcoming Meeting Dates: June 9, 2025
 - a. Start time may be adjusted depending on the agenda
- Meeting adjourned at 5:15 PM

Norfolk Public Schools
Board of Education 2nd Monthly Meeting
Thursday, May 22, 2025 12:00 PM
NPS Central Administration Office
512 West Phillip Avenue
Norfolk, NE 68701

Teri Bauer: Present
Cindy Booth: Present
Brenda Carhart: Present
Patti Gubbels: Present
Steve McNally: Present
Tom Stanton: Present

1. Date Public Notice appeared in the Norfolk Daily News: May 14, 2025
2. Call to Order
 - A. The Norfolk Public School District's Board of Education meeting was called to order at Noon.
 - 2.1. Roll Call – See attendance above.
 - 2.2. Declaration of a Legal Meeting - The meeting was declared legal.
3. Pledge of Allegiance
4. Public Comments & Communication
 - A. No community members spoke during the public comment period.
5. Reports and Discussion Items
 - 5.1. Finance & Facilities Report
 - A. The total amount of claims to be approved on the consent agenda by specific fund are listed below:
General Fund = \$316,832.61
Nutrition Fund = \$773.31
Cooperative Fund = \$1,994.69
Subsidiary Fund = \$13,625.08
Depreciation Fund = \$127,940.00
Special Building Fund = \$390.90
Senior High Activity Fund = \$86,998.32
Junior High Activity Fund = \$3,161.59
Athletic Field Fund = \$252,511.87
Student Fee Fund = \$749.21
 - B. All of these claims were reviewed earlier by the Finance and Facilities Committee.
 - 5.2. Superintendent Report - Electronic Communication Device (Cell Phone) Policy Process/Timeline
 - A. Last Wednesday, May 14, 2025, our State Legislators passed LB 140, which requires all public school districts to adopt a Board Policy related to the use of electronic communication devices such as cell phones and smartwatches. The policy must be developed with stakeholder input and

be in place by the start of the 2025-2026 school year, giving us a very short timeframe to work with. Although the Governor has not officially signed the bill into law yet, it is expected he will, as the bill was introduced by Senator Sanders at the Governor's request. Upon learning of the bill's passage, I met with COLT to develop a tentative process, timeline, and stakeholder surveys, which I shared with the Board via email for initial feedback. Depending on how today's conversation goes, we are prepared to move forward. On May 20, we sent a copy of the student survey to parents, including opt-out instructions for those who do not want their children to participate. If no concerns arise today, we plan to send the student, parent, and staff surveys later today or tomorrow, with all responses due to Angie Baumann by May 29, 2025. We expect to receive a draft policy from Perry Law Firm on June 2, and our administrative team will meet on June 3 to review both the draft and survey data to prepare an NPS policy for the Board Policy Committee's review. The committee will meet on June 4 or 5 to revise the draft, and the policy will appear on the June 9 agenda for First Reading, the June 23 agenda for Second Reading, and be included in our student handbooks on July 14. If all goes according to plan, we will be ready for online registration on July 15, 2025, with the new policy and handbooks in place.

B. Board members received a copy of Legislative Bill 140

C. During the discussion among board members, several key points were raised regarding a new policy and its implementation. There was a question about whether feedback had been gathered from building principals; it was noted that the junior high is reportedly seeking a more restrictive approach than what is currently in place, while the senior high is comfortable with the current cell phone rules. The board emphasized the importance of stakeholder input and research on how cell phones affect learning. While something must be implemented to comply with the law in a short timeframe, members expressed a desire to gather more stakeholder feedback in the future. A survey was mentioned as a good starting point for collecting feedback. The policy committee will continue to discuss the issue in more detail, including how to enforce the policy. The public is encouraged to give the board input. Overall, the board is comfortable with the current timeline and process moving forward.

6. Consent Agenda

Motion to approve the consent agenda at 12:17 PM passed with a motion by Patti Gubbels and a second by Tom Stanton.

Teri Bauer: Yea, Cindy Booth: Yea, Brenda Carhart: Yea, Patti Gubbels: Yea, Steve McNally: Yea, Tom Stanton: Yea

Yea: 6, Nay: 0

6.1. Minutes of Previous Meetings

A. Minutes from the meeting on May 12, 2025 were reviewed.

6.2. Personnel

6.2.1. Contract Approval

- Acuna, Roberto - 2025-2026 Spanish Teacher, Norfolk Senior High School
- Adams, Vanessa - 2025-2026 District Speech Pathologist, K-12 Norfolk Public Schools
- Smith, DeAnn - 2025-2026 District Speech Pathologist, K-12 Norfolk Public Schools
- Vincent, Miakken - 2025-2026 Math Teacher, Norfolk Senior High School

6.3. Claims

- A. Claims were attached and reviewed by our Finance and Facilities Committee.
- B. There were no conflict statements.

7. Future Meetings

- A. The next regular meeting of the Board of Education will be held on Monday, June 9th, 2025 at 5:30 PM.
- B. The 2nd monthly meeting of the Board of Education is scheduled for Monday, June 23rd, 2025 at Noon.
- C. All components of these meetings will be held at the NPS Central Administration Offices and will be open to the public unless an Executive Session is needed in order to protect the interest of the district or the reputation of an individual.

8. Adjournment

- A. The meeting adjourned at 12:18 PM

Chairperson

Superintendent

JUNE 9, 2025

NORFOLK PUBLIC SCHOOLS
NORFOLK, NEBRASKA

GENERAL FUND

| | | | | |
|----|--------------------------------------|--------------------------|-----------------------|------------|
| 1 | ADVANCE AUTO PARTS | PARTS | 01 2620 610 2 001 000 | \$95.42 |
| 2 | ADVANCE AUTO PARTS | PARTS | 01 2650 610 1 001 000 | \$63.87 |
| 3 | ADVANCE AUTO PARTS | PARTS | 01 2650 610 1 001 000 | \$95.42 |
| 4 | ADVANCE AUTO PARTS | PARTS | 01 2650 610 1 001 000 | \$20.54 |
| 5 | ADVANCE AUTO PARTS | BATTERY | 01 2650 610 1 001 000 | \$85.91 |
| 6 | ADVANCE AUTO PARTS | PARTS | 01 2650 610 2 001 000 | \$63.86 |
| 7 | ADVANCE AUTO PARTS | PARTS | 01 2650 610 2 001 000 | \$20.54 |
| 8 | ADVANCE AUTO PARTS | BATTERY | 01 2650 610 2 001 000 | \$85.91 |
| 9 | ADVANCE AUTO PARTS Total | | | \$531.47 |
| 10 | AMAZON CAPITAL SERVICES | MARKER BOARDS | 01 1100 610 1 403 014 | \$35.87 |
| 11 | AMAZON CAPITAL SERVICES | FOLDERS | 01 1100 610 1 403 014 | \$77.58 |
| 12 | AMAZON CAPITAL SERVICES | HEAD PHONES | 01 1100 610 1 406 014 | \$84.38 |
| 13 | AMAZON CAPITAL SERVICES | SUPPLIES | 01 1100 610 1 407 014 | \$98.76 |
| 14 | AMAZON CAPITAL SERVICES | BINDER SLEEVES | 01 1100 610 1 407 014 | \$17.98 |
| 15 | AMAZON CAPITAL SERVICES | COUNSELING DEPT SUPPLIES | 01 1100 610 1 430 014 | \$12.99 |
| 16 | AMAZON CAPITAL SERVICES | BAND SUPPLIES | 01 1100 610 2 117 002 | -\$18.06 |
| 17 | AMAZON CAPITAL SERVICES | SCIENCE SUPPLIES | 01 1100 610 2 137 002 | \$275.57 |
| 18 | AMAZON CAPITAL SERVICES | PE SUPPLIES | 01 1100 610 2 143 002 | \$240.30 |
| 19 | AMAZON CAPITAL SERVICES | SUMMER SCHOOL BOOKS | 01 1100 640 1 028 000 | \$134.23 |
| 20 | AMAZON CAPITAL SERVICES | COUNSELING DEPT SUPPLIES | 01 2120 610 1 404 014 | \$450.12 |
| 21 | AMAZON CAPITAL SERVICES | SUPPLIES | 01 2130 610 1 425 014 | \$133.15 |
| 22 | AMAZON CAPITAL SERVICES | SUPPLIES | 01 6200 610 1 028 000 | \$69.43 |
| 23 | AMAZON CAPITAL SERVICES | SUPPLIES | 01 6200 610 1 028 000 | \$278.05 |
| 24 | AMAZON CAPITAL SERVICES | TITLE 1 SUPPLIES | 01 6200 610 1 028 000 | \$59.37 |
| 25 | AMAZON CAPITAL SERVICES | TITLE SUPPLIES | 01 6200 610 1 028 000 | \$64.29 |
| 26 | AMAZON CAPITAL SERVICES | TITLE SUPPLIES | 01 6200 610 1 028 000 | \$18.99 |
| 27 | AMAZON CAPITAL SERVICES | TITLE SUPPLIES | 01 6200 610 1 028 000 | \$127.16 |
| 28 | AMAZON CAPITAL SERVICES | TITLE SUPPLIES | 01 6200 610 1 028 000 | \$123.27 |
| 29 | AMAZON CAPITAL SERVICES | TITLE SUPPLIES | 01 6200 610 1 028 000 | \$195.73 |
| 30 | AMAZON CAPITAL SERVICES | SUPPLIES | 01 6910 610 1 004 000 | \$2,066.54 |
| 31 | AMAZON CAPITAL SERVICES | SUPPLIES | 01 6910 610 1 004 000 | \$201.92 |
| 32 | AMAZON CAPITAL SERVICES | SUPPLIES | 01 6910 610 2 004 000 | \$2,066.53 |
| 33 | AMAZON CAPITAL SERVICES | SUPPLIES | 01 6910 610 2 004 000 | \$201.92 |
| 34 | AMAZON CAPITAL SERVICES Total | | | \$7,016.07 |
| 35 | ANDERSEN, HOLLY | PARENT MILEAGE | 01 2713 332 1 004 021 | \$72.80 |
| 36 | ANDERSEN, HOLLY Total | | | \$72.80 |

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|----|----------------------------------|---------------------------|-----------------------|-------------|
| 37 | APPEARA | SHIRTS | 01 2610 431 1 001 000 | \$54.48 |
| 38 | APPEARA | MOP CLEANING | 01 2610 431 1 001 000 | \$46.71 |
| 39 | APPEARA | MOP CLEANING | 01 2610 431 1 001 000 | \$46.71 |
| 40 | APPEARA | MOP CLEANING | 01 2610 431 1 001 000 | \$46.71 |
| 41 | APPEARA | SHIRTS | 01 2610 431 2 001 000 | \$54.48 |
| 42 | APPEARA | MOP CLEANING | 01 2610 431 2 001 000 | \$46.71 |
| 43 | APPEARA | MOP CLEANING | 01 2610 431 2 001 000 | \$46.71 |
| 44 | APPEARA | MOP CLEANING | 01 2610 431 2 001 000 | \$46.71 |
| 45 | APPEARA | SHIRTS | 01 2620 431 1 001 000 | \$13.62 |
| 46 | APPEARA | SHIRTS | 01 2620 431 2 001 000 | \$13.62 |
| 47 | APPEARA Total | | | \$416.46 |
| 48 | ARROW STAGE LINES | FIELD TRIP | 01 2710 340 1 001 000 | \$865.00 |
| 49 | ARROW STAGE LINES | FIELD TRIP | 01 2710 340 1 001 000 | \$1,730.00 |
| 50 | ARROW STAGE LINES | GIRLS TRACK BUS SERVICE | 01 2710 340 1 001 000 | \$865.00 |
| 51 | ARROW STAGE LINES | BOYS TRACK BUS | 01 2710 340 1 001 000 | \$865.00 |
| 52 | ARROW STAGE LINES | FIELD TRIP BUS | 01 2710 340 1 001 000 | \$865.00 |
| 53 | ARROW STAGE LINES | FIELD TRIP | 01 2710 340 1 001 000 | \$1,730.00 |
| 54 | ARROW STAGE LINES | FIELD TRIP | 01 2710 340 2 001 000 | \$865.00 |
| 55 | ARROW STAGE LINES | FILED TRIP | 01 2710 340 2 001 000 | \$1,730.00 |
| 56 | ARROW STAGE LINES | GIRLS TRACK BUS SERVICE | 01 2710 340 2 001 000 | \$865.00 |
| 57 | ARROW STAGE LINES | FIELD TRIP | 01 2710 340 2 001 000 | \$1,730.00 |
| 58 | ARROW STAGE LINES | BOYS TRACK BUS | 01 2710 340 2 001 000 | \$865.00 |
| 59 | ARROW STAGE LINES | FIELD TRIP BUS | 01 2710 340 2 001 000 | \$865.00 |
| 60 | ARROW STAGE LINES Total | | | \$13,840.00 |
| 61 | ASBURY, CHRISTOPHER | FUEL FOR SCHOOL VAN | 01 2650 626 2 001 000 | \$15.11 |
| 62 | ASBURY, CHRISTOPHER Total | | | \$15.11 |
| 63 | ATKINSON, CLAUDIA | PARENT MILEAGE | 01 2713 332 1 004 021 | \$171.36 |
| 64 | ATKINSON, CLAUDIA Total | | | \$171.36 |
| 65 | BALLARD & TIGHE | ELL EDUCATIONAL MATERIALS | 01 6925 610 1 004 000 | \$422.48 |
| 66 | BALLARD & TIGHE | ELL EDUCATIONAL MATERIALS | 01 6925 610 2 004 000 | \$422.47 |
| 67 | BALLARD & TIGHE Total | | | \$844.95 |
| 68 | BAUER, RACHEL | STAFF MILEAGE | 01 3541 333 1 004 000 | \$98.63 |
| 69 | BAUER, RACHEL Total | | | \$98.63 |
| 70 | BLAYLOCK, JILL M | MILEAGE | 01 6200 333 1 028 000 | \$56.56 |
| 71 | BLAYLOCK, JILL M Total | | | \$56.56 |
| 72 | BOMGAARS SUPPLY | GLOVES, WELDING JACKET | 01 2620 610 1 001 000 | \$38.13 |
| 73 | BOMGAARS SUPPLY | SUPPLIES | 01 2620 610 1 001 000 | \$11.99 |
| 74 | BOMGAARS SUPPLY | SUPPLIES | 01 2620 610 1 001 000 | \$34.93 |
| 75 | BOMGAARS SUPPLY | POSTAGE REIMBURSEMENT | 01 2620 610 1 001 000 | -\$3.00 |
| 76 | BOMGAARS SUPPLY | SUPPLIES | 01 2620 610 1 001 000 | \$3.27 |
| 77 | BOMGAARS SUPPLY | SUPPLIES | 01 2620 610 1 001 000 | \$11.99 |
| 78 | BOMGAARS SUPPLY | SOFTENER SALT | 01 2620 610 1 001 010 | \$408.87 |
| 79 | BOMGAARS SUPPLY | SOFTENER SALT | 01 2620 610 1 001 014 | \$97.35 |

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|---|------------------------|-----------------------|------------|
| 80 BOMGAARS SUPPLY | SOFTENER SALT | 01 2620 610 1 001 021 | \$64.90 |
| 81 BOMGAARS SUPPLY | GLOVES, WELDING JACKET | 01 2620 610 2 001 000 | \$38.12 |
| 82 BOMGAARS SUPPLY | SUPPLIES | 01 2620 610 2 001 000 | \$11.98 |
| 83 BOMGAARS SUPPLY | POSTAGE REIMBURSEMENT | 01 2620 610 2 001 000 | -\$3.00 |
| 84 BOMGAARS SUPPLY | SUPPLIES | 01 2620 610 2 001 000 | \$34.92 |
| 85 BOMGAARS SUPPLY | SUPPLIES | 01 2620 610 2 001 000 | \$3.27 |
| 86 BOMGAARS SUPPLY | SUPPLIES | 01 2620 610 2 001 000 | \$11.98 |
| 87 BOMGAARS SUPPLY | SOFTENER SALT | 01 2620 610 2 001 001 | \$408.87 |
| 88 BOMGAARS SUPPLY | SUPPLIES | 01 2630 610 1 001 000 | \$100.00 |
| 89 BOMGAARS SUPPLY | SUPPLIES | 01 2630 610 2 001 000 | \$99.99 |
| 90 BOMGAARS SUPPLY Total | | | \$1,374.56 |
| 91 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1100 340 1 104 010 | \$270.49 |
| 92 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1100 340 1 201 003 | \$188.64 |
| 93 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1100 340 1 302 004 | \$157.91 |
| 94 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1100 340 1 430 014 | \$433.45 |
| 95 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1100 340 1 602 005 | \$167.01 |
| 96 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1100 340 1 705 008 | \$229.30 |
| 97 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1100 340 1 819 009 | \$178.87 |
| 98 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1100 340 1 904 012 | \$149.65 |
| 99 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1100 340 2 016 001 | \$4.27 |
| 100 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1100 340 2 141 002 | \$316.89 |
| 101 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1100 340 2 209 001 | \$1,330.70 |
| 102 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1190 610 1 163 021 | \$112.20 |
| 103 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1200 610 1 004 000 | \$477.35 |
| 104 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1200 610 2 004 000 | \$477.34 |
| 105 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1291 610 1 017 000 | \$68.36 |
| 106 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 1292 610 1 017 000 | \$68.35 |
| 107 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 2530 340 1 001 000 | \$1,791.27 |
| 108 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 2530 340 1 001 000 | \$12.37 |
| 109 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 2530 340 2 001 000 | \$1,791.27 |
| 110 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 2530 340 2 001 000 | \$12.36 |
| 111 CAPITAL BUSINESS SYSTEMS | COPIES/PRINTERS | 01 2620 431 0 001 000 | \$36.09 |
| 112 CAPITAL BUSINESS SYSTEMS Total | | | \$8,274.14 |
| 113 CDW GOVERNMENT, INC | PROJECTOR AND LAMP | 01 1100 650 1 430 014 | \$174.38 |
| 114 CDW GOVERNMENT, INC | PROJECTOR AND LAMP | 01 1100 650 1 430 014 | \$416.64 |
| 115 CDW GOVERNMENT, INC Total | | | \$591.02 |
| 116 CITY OF NORFOLK | WATER/SEWER | 01 2610 410 1 001 000 | \$239.74 |
| 117 CITY OF NORFOLK | WATER/SEWER | 01 2610 410 1 001 003 | \$485.22 |
| 118 CITY OF NORFOLK | WATER/SEWER | 01 2610 410 1 001 004 | \$811.29 |
| 119 CITY OF NORFOLK | WATER/SEWER | 01 2610 410 1 001 005 | \$669.17 |
| 120 CITY OF NORFOLK | WATER/SEWER | 01 2610 410 1 001 008 | \$671.78 |
| 121 CITY OF NORFOLK | WATER/SEWER | 01 2610 410 1 001 009 | \$638.58 |
| 122 CITY OF NORFOLK | WATER/SEWER | 01 2610 410 2 001 000 | \$239.75 |

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| 123 | CITY OF NORFOLK | WATER/SEWER | 01 2610 410 2 001 002 | \$1,325.64 |
| 124 | CITY OF NORFOLK | WASTE DISPOSAL | 01 2630 420 1 001 000 | \$1.50 |
| 125 | CITY OF NORFOLK | WASTE DISPOSAL | 01 2630 420 2 001 000 | \$1.50 |
| 126 | CITY OF NORFOLK Total | | | \$5,084.17 |
| 127 | CLASS INTERCOM, LLC | CLASS INTERCOM PLATFORM | 01 2310 643 1 010 000 | \$2,672.50 |
| 128 | CLASS INTERCOM, LLC | CLASS INTERCOM PLATFORM | 01 2310 643 2 010 000 | \$2,672.50 |
| 129 | CLASS INTERCOM, LLC Total | | | \$5,345.00 |
| 130 | CLEARFLY COMMUNICATIONS | PHONE SERVICE | 01 2510 382 1 001 000 | \$191.88 |
| 131 | CLEARFLY COMMUNICATIONS | PHONE SERVICE | 01 2510 382 1 001 003 | \$97.35 |
| 132 | CLEARFLY COMMUNICATIONS | PHONE SERVICE | 01 2510 382 1 001 004 | \$96.98 |
| 133 | CLEARFLY COMMUNICATIONS | PHONE SERVICE | 01 2510 382 1 001 005 | \$96.98 |
| 134 | CLEARFLY COMMUNICATIONS | PHONE SERVICE | 01 2510 382 1 001 008 | \$96.98 |
| 135 | CLEARFLY COMMUNICATIONS | PHONE SERVICE | 01 2510 382 1 001 009 | \$96.98 |
| 136 | CLEARFLY COMMUNICATIONS | PHONE SERVICE | 01 2510 382 1 001 010 | \$96.98 |
| 137 | CLEARFLY COMMUNICATIONS | PHONE SERVICE | 01 2510 382 1 001 012 | \$94.39 |
| 138 | CLEARFLY COMMUNICATIONS | PHONE SERVICE | 01 2510 382 1 001 014 | \$194.30 |
| 139 | CLEARFLY COMMUNICATIONS | PHONE SERVICE | 01 2510 382 1 001 021 | \$97.68 |
| 140 | CLEARFLY COMMUNICATIONS | PHONE SERVICE | 01 2510 382 2 001 000 | \$191.88 |
| 141 | CLEARFLY COMMUNICATIONS | PHONE SERVICE | 01 2510 382 2 001 001 | \$389.86 |
| 142 | CLEARFLY COMMUNICATIONS | PHONE SERVICE | 01 2510 382 2 001 002 | \$196.86 |
| 143 | CLEARFLY COMMUNICATIONS Total | | | \$1,939.10 |
| 144 | COLES, MARY | PARENT MILEAGE | 01 2713 332 1 004 021 | \$202.16 |
| 145 | COLES, MARY Total | | | \$202.16 |
| 146 | COLLINS, NICHOLAS | AFS @ OMAHA | 01 2190 580 2 001 000 | \$14.67 |
| 147 | COLLINS, NICHOLAS Total | | | \$14.67 |
| 148 | COLSDEN, EMMA | STAFF MILEAGE | 01 1200 333 1 004 000 | \$19.60 |
| 149 | COLSDEN, EMMA Total | | | \$19.60 |
| 150 | CRAVEN, SHEILA | OCCUPATIONAL THERAPY SERVICES | 01 2161 320 1 004 000 | \$8,363.25 |
| 151 | CRAVEN, SHEILA | OCCUPATIONAL THERAPY SERVICES | 01 2161 334 1 004 000 | \$76.65 |
| 152 | CRAVEN, SHEILA Total | | | \$8,439.90 |
| 153 | CURRICULUM ASSOCIATES | ELL STUDENT CURRICULUM | 01 6925 610 1 004 000 | \$114.24 |
| 154 | CURRICULUM ASSOCIATES | ELL STUDENT CURRICULUM | 01 6925 610 2 004 000 | \$114.24 |
| 155 | CURRICULUM ASSOCIATES Total | | | \$228.48 |
| 156 | DANIEL, JULIE | STAFF MILEAGE | 01 2181 333 1 004 000 | \$795.09 |
| 157 | DANIEL, JULIE | STAFF MILEAGE | 01 2181 333 1 004 000 | \$660.73 |
| 158 | DANIEL, JULIE | STAFF MILEAGE | 01 2181 333 2 004 000 | \$56.01 |
| 159 | DANIEL, JULIE | STAFF MILEAGE | 01 2181 333 2 004 000 | \$243.81 |
| 160 | DANIEL, JULIE | STAFF MILEAGE | 01 2182 333 1 004 021 | \$37.92 |
| 161 | DANIEL, JULIE | STAFF MILEAGE | 01 2182 333 1 004 021 | \$10.99 |
| 162 | DANIEL, JULIE | STAFF MILEAGE | 01 2183 333 1 004 000 | \$29.82 |
| 163 | DANIEL, JULIE | STAFF MILEAGE | 01 2183 333 1 004 000 | \$14.84 |
| 164 | DANIEL, JULIE Total | | | \$1,849.21 |
| 165 | ECHO GROUP INC | LIGHTBULBS | 01 2620 610 1 001 014 | \$89.50 |

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| 166 | ECHO GROUP INC Total | | | | \$89.50 |
| 167 | EDUCATIONAL SERVICE UNIT | 3RD QUARTER SERVICES | 01 1200 591 2 004 000 | | \$3,493.05 |
| 168 | EDUCATIONAL SERVICE UNIT | 3RD QUARTER SERVICES | 01 1200 890 2 004 000 | | \$404.25 |
| 169 | EDUCATIONAL SERVICE UNIT | 3RD QUARTER SERVICES | 01 1291 591 1 004 021 | | \$16.12 |
| 170 | EDUCATIONAL SERVICE UNIT | 3RD QUARTER SERVICES | 01 1292 591 1 004 000 | | \$16.13 |
| 171 | EDUCATIONAL SERVICE UNIT Total | | | | \$3,929.55 |
| 172 | EGAN SUPPLY COMPANY | SCRUB BUCKETS | 01 2610 610 2 001 001 | | \$189.72 |
| 173 | EGAN SUPPLY COMPANY Total | | | | \$189.72 |
| 174 | ELKHORN RURAL PUBLIC POWER | WOODLAND PARK ELECTRICITY | 01 2610 621 1 001 012 | | \$1,782.93 |
| 175 | ELKHORN RURAL PUBLIC POWER Total | | | | \$1,782.93 |
| 176 | ESPINOZA CRUZ, OLIVIA | PARENT MILEAGE | 01 2713 332 1 004 021 | | \$120.96 |
| 177 | ESPINOZA CRUZ, OLIVIA Total | | | | \$120.96 |
| 178 | FAITH REGIONAL HEALTH | DOT PHYSICALS | 01 2570 340 1 901 000 | | \$200.00 |
| 179 | FAITH REGIONAL HEALTH | DOT PHYSICALS | 01 2570 340 2 901 000 | | \$200.00 |
| 180 | FAITH REGIONAL HEALTH Total | | | | \$400.00 |
| 181 | FERNAU, JESSICA | STAFF MILEAGE | 01 1291 333 1 004 021 | | \$40.18 |
| 182 | FERNAU, JESSICA | STAFF MILEAGE | 01 1292 333 1 004 000 | | \$70.35 |
| 183 | FERNAU, JESSICA Total | | | | \$110.53 |
| 184 | FILTER SHOP, INC, THE | FILTERS | 01 2620 610 1 001 000 | | \$1,250.31 |
| 185 | FILTER SHOP, INC, THE | FILTERS | 01 2620 610 2 001 000 | | \$1,250.30 |
| 186 | FILTER SHOP, INC, THE Total | | | | \$2,500.61 |
| 187 | FOUNDATION BUILDING | CEILING TILES | 01 1100 610 2 141 002 | | \$163.02 |
| 188 | FOUNDATION BUILDING Total | | | | \$163.02 |
| 189 | FOX, CINDY | STAFF MILEAGE | 01 2130 333 1 004 000 | | \$35.91 |
| 190 | FOX, CINDY | STAFF MILEAGE | 01 2130 333 2 004 000 | | \$35.91 |
| 191 | FOX, CINDY Total | | | | \$71.82 |
| 192 | FROWICK, BRENNNA | STAFF MILEAGE | 01 2151 333 1 004 000 | | \$47.88 |
| 193 | FROWICK, BRENNNA Total | | | | \$47.88 |
| 194 | FROWICK, KIM | STAFF MILEAGE | 01 1291 333 1 004 021 | | \$32.76 |
| 195 | FROWICK, KIM | STAFF MILEAGE | 01 2151 333 1 004 000 | | \$7.98 |
| 196 | FROWICK, KIM Total | | | | \$40.74 |
| 197 | GARCIA, FRANSCHESSA | STAFF MILEAGE | 01 1150 333 1 004 000 | | \$21.00 |
| 198 | GARCIA, FRANSCHESSA Total | | | | \$21.00 |
| 199 | GEARY, LISA | STAFF MILEAGE | 01 3535 333 1 027 000 | | \$23.59 |
| 200 | GEARY, LISA Total | | | | \$23.59 |
| 201 | HAKE, SARAH | STAFF MILEAGE | 01 1200 333 1 004 000 | | \$25.76 |
| 202 | HAKE, SARAH | STAFF MILEAGE | 01 2151 333 1 004 000 | | \$19.88 |
| 203 | HAKE, SARAH Total | | | | \$45.64 |
| 204 | HELLEBERG, CAROL | INTERPRETTING | 01 2151 340 2 004 000 | | \$1,340.00 |
| 205 | HELLEBERG, CAROL Total | | | | \$1,340.00 |
| 206 | HOFERER, KIMBERLY | ACTIVITY WORKER | 01 2190 120 2 001 000 | | \$557.04 |
| 207 | HOFERER, KIMBERLY | ACTIVITY WORKER | 01 2190 120 2 001 000 | | \$63.30 |
| 208 | HOFERER, KIMBERLY Total | | | | \$620.34 |

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| 209 | HOFMANN PLUMBING | WATER FOUNTAIN | 01 2620 431 1 001 004 | \$2,153.50 |
| 210 | HOFMANN PLUMBING Total | | | \$2,153.50 |
| 211 | HORSLEY, JESSICA | STAFF MILEAGE | 01 1100 333 1 001 000 | \$104.02 |
| 212 | HORSLEY, JESSICA | STAFF MILEAGE | 01 1100 333 2 001 000 | \$104.02 |
| 213 | HORSLEY, JESSICA Total | | | \$208.04 |
| 214 | HUGHES, AMY | PHYSICAL THERAPY SERVICES | 01 2171 320 1 004 000 | \$3,726.00 |
| 215 | HUGHES, AMY | PHYSICAL THERAPY SERVICES | 01 2171 320 2 004 000 | \$303.75 |
| 216 | HUGHES, AMY | PHYSICAL THERAPY SERVICES | 01 2171 334 1 004 000 | \$67.27 |
| 217 | HUGHES, AMY | PHYSICAL THERAPY SERVICES | 01 2171 334 2 004 000 | \$4.06 |
| 218 | HUGHES, AMY Total | | | \$4,101.08 |
| 219 | JENSEN, CARRIE | STAFF MILEAGE | 01 1100 333 2 001 000 | \$61.60 |
| 220 | JENSEN, CARRIE Total | | | \$61.60 |
| 221 | JESSE'S SANITATION LLC | SANITATION SERVICE | 01 2610 420 1 001 000 | \$2,550.00 |
| 222 | JESSE'S SANITATION LLC | SANITATION SERVICE | 01 2610 420 2 001 000 | \$2,550.00 |
| 223 | JESSE'S SANITATION LLC Total | | | \$5,100.00 |
| 224 | JOSTENS | FREE/REDUCED CAP AND GOWNS | 01 2190 810 2 001 001 | \$5,869.50 |
| 225 | JOSTENS | FREE/REDUCED CAP AND GOWNS | 01 2190 810 2 001 001 | \$70.69 |
| 226 | JOSTENS | FREE/REDUCED CAP AND GOWNS | 01 2190 810 2 001 001 | \$91.00 |
| 227 | JOSTENS | FREE/REDUCED CAP AND GOWNS | 01 2190 810 2 001 001 | \$45.50 |
| 228 | JOSTENS Total | | | \$6,076.69 |
| 229 | KELLY SUPPLY COMPANY | BELTS | 01 2620 610 1 001 014 | \$66.31 |
| 230 | KELLY SUPPLY COMPANY | SUPPLIES | 01 2620 610 2 001 002 | \$69.47 |
| 231 | KELLY SUPPLY COMPANY Total | | | \$135.78 |
| 232 | KONERT, NICOLE | STAFF MILEAGE | 01 1200 333 1 004 000 | \$59.57 |
| 233 | KONERT, NICOLE | STAFF MILEAGE | 01 1200 333 2 004 000 | \$59.57 |
| 234 | KONERT, NICOLE Total | | | \$119.14 |
| 235 | KORTH, JESSIE | PHYSICAL THERAPY SERVICES | 01 2171 320 1 004 000 | \$1,864.65 |
| 236 | KORTH, JESSIE | PHYSICAL THERAPY SERVICES | 01 2171 334 1 004 000 | \$169.61 |
| 237 | KORTH, JESSIE | PHYSICAL THERAPY SERVICES | 01 2172 320 1 004 000 | \$5,101.10 |
| 238 | KORTH, JESSIE | PHYSICAL THERAPY SERVICES | 01 2172 334 1 004 000 | \$207.83 |
| 239 | KORTH, JESSIE | PHYSICAL THERAPY SERVICES | 01 2173 320 1 004 000 | \$5,101.09 |
| 240 | KORTH, JESSIE | PHYSICAL THERAPY SERVICES | 01 2173 334 1 004 000 | \$207.83 |
| 241 | KORTH, JESSIE Total | | | \$12,652.11 |
| 242 | LAMIE, KIMBERLY | STAFF MILEAGE | 01 1291 333 1 004 021 | \$86.80 |
| 243 | LAMIE, KIMBERLY | STAFF MILEAGE | 01 1292 333 1 004 000 | \$61.67 |
| 244 | LAMIE, KIMBERLY Total | | | \$148.47 |
| 245 | LAMMERS, NANCY | ACTIVITY WORKER | 01 2190 120 2 001 000 | \$250.33 |
| 246 | LAMMERS, NANCY Total | | | \$250.33 |
| 247 | LAWNCO | LAWN SERVICE | 01 2630 420 1 001 000 | \$3,736.22 |
| 248 | LAWNCO | LAWN SERVICE | 01 2630 420 2 001 000 | \$3,736.21 |
| 249 | LAWNCO Total | | | \$7,472.43 |
| 250 | LEADER, MICHELLE | PARENT MILEAGE | 01 2713 332 1 004 021 | \$39.90 |
| 251 | LEADER, MICHELLE Total | | | \$39.90 |

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| 252 | LIGHTSPEED TECHNOLOGIES, | STUDENT SUPPLIES | 01 2151 610 1 004 000 | \$1,635.00 |
| 253 | LIGHTSPEED TECHNOLOGIES, Total | | | \$1,635.00 |
| 254 | LITERACY RESOURCES, LLC | CURRICULUM | 01 6200 640 1 028 000 | \$341.28 |
| 255 | LITERACY RESOURCES, LLC Total | | | \$341.28 |
| 256 | MCBRIDE, STEPHENIE | STAFF MILEAGE | 01 1150 333 1 004 000 | \$339.35 |
| 257 | MCBRIDE, STEPHENIE Total | | | \$339.35 |
| 258 | MEISINGER OIL CO | OIL FOR BUSES | 01 2190 610 2 001 000 | \$401.81 |
| 259 | MEISINGER OIL CO | OIL FOR BUSES | 01 2650 610 1 001 000 | \$168.20 |
| 260 | MEISINGER OIL CO | OIL FOR BUSES | 01 2650 610 2 001 000 | \$168.19 |
| 261 | MEISINGER OIL CO | UNLEADED FUEL | 01 2650 626 1 001 000 | \$3,300.12 |
| 262 | MEISINGER OIL CO | UNLEADED FUEL | 01 2650 626 2 001 000 | \$3,300.12 |
| 263 | MEISINGER OIL CO | OIL FOR BUSES | 01 2710 610 1 001 000 | \$51.40 |
| 264 | MEISINGER OIL CO | OIL FOR BUSES | 01 2710 610 2 001 000 | \$51.40 |
| 265 | MEISINGER OIL CO | DIESEL ADDITIVE | 01 2710 626 1 001 000 | \$38.49 |
| 266 | MEISINGER OIL CO | DIESEL ADDITIVE | 01 2710 626 2 001 000 | \$38.49 |
| 267 | MEISINGER OIL CO | OIL FOR BUSES | 01 2712 610 1 001 000 | \$93.44 |
| 268 | MEISINGER OIL CO | UNLEADED FUEL | 01 2712 626 1 001 000 | \$1,650.06 |
| 269 | MEISINGER OIL CO | DIESEL ADDITIVE | 01 2712 626 1 001 000 | \$39.66 |
| 270 | MEISINGER OIL CO Total | | | \$9,301.38 |
| 271 | MENARDS | SUPPLIES | 01 1100 610 2 224 001 | \$113.29 |
| 272 | MENARDS | SUPPLIES | 01 2620 610 1 001 000 | \$9.99 |
| 273 | MENARDS | COUPLING | 01 2620 610 1 001 000 | \$1.53 |
| 274 | MENARDS | SUPPLIES | 01 2620 610 1 001 000 | \$37.48 |
| 275 | MENARDS | SUPPLIES | 01 2620 610 1 001 000 | \$14.41 |
| 276 | MENARDS | SUPPLIES | 01 2620 610 1 001 000 | \$9.63 |
| 277 | MENARDS | SUPPLIES | 01 2620 610 1 001 000 | \$79.41 |
| 278 | MENARDS | SUPPLIES | 01 2620 610 1 001 000 | \$48.60 |
| 279 | MENARDS | SUPPLIES | 01 2620 610 1 001 003 | \$5.49 |
| 280 | MENARDS | PAIL | 01 2620 610 1 001 005 | \$8.98 |
| 281 | MENARDS | SUPPLIES | 01 2620 610 1 001 009 | \$96.89 |
| 282 | MENARDS | RISER EXTENSION | 01 2620 610 1 001 009 | \$23.80 |
| 283 | MENARDS | SUPPLIES | 01 2620 610 1 001 009 | \$11.94 |
| 284 | MENARDS | SUPPLIES | 01 2620 610 2 001 000 | \$9.99 |
| 285 | MENARDS | SUPPLIES | 01 2620 610 2 001 000 | \$9.63 |
| 286 | MENARDS | SUPPLIES | 01 2620 610 2 001 000 | \$37.47 |
| 287 | MENARDS | SUPPLIES | 01 2620 610 2 001 000 | \$14.40 |
| 288 | MENARDS | COUPLING | 01 2620 610 2 001 000 | \$1.53 |
| 289 | MENARDS | SUPPLIES | 01 2620 610 2 001 000 | \$79.40 |
| 290 | MENARDS | SUPPLIES | 01 2620 610 2 001 000 | \$48.60 |
| 291 | MENARDS | SUPPLIES | 01 2620 610 2 001 001 | \$27.66 |
| 292 | MENARDS Total | | | \$690.12 |
| 293 | MIDWEST TURF & IRRIGATION | SPRINKLER REPLACEMENT PARTS | 01 2630 610 1 001 000 | \$271.46 |
| 294 | MIDWEST TURF & IRRIGATION | SPRINKLER REPLACEMENT PARTS | 01 2630 610 2 001 000 | \$271.46 |

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| 295 | MIDWEST TURF & IRRIGATION Total | | | | \$542.92 |
| 296 | MODEL ELECTRIC INC | DUCT HEATER REPLACEMENT | 01 2620 431 1 001 000 | | \$177.46 |
| 297 | MODEL ELECTRIC INC | MAIN UNITS DOWN | 01 2620 431 1 001 000 | | \$82.50 |
| 298 | MODEL ELECTRIC INC | INSTALLED POWER FOR PROJECTOR | 01 2620 431 1 001 010 | | \$218.73 |
| 299 | MODEL ELECTRIC INC | DUCT HEATER REPLACEMENT | 01 2620 431 2 001 000 | | \$177.46 |
| 300 | MODEL ELECTRIC INC | MAIN UNITS DOWN | 01 2620 431 2 001 000 | | \$82.50 |
| 301 | MODEL ELECTRIC INC | OUTSIDE LIGHTS | 01 2620 431 2 001 002 | | \$521.50 |
| 302 | MODEL ELECTRIC INC Total | | | | \$1,260.15 |
| 303 | MUELLER, JULIE | STAFF MILEAGE | 01 2152 333 1 004 021 | | \$50.68 |
| 304 | MUELLER, JULIE | STAFF MILEAGE | 01 2153 333 1 004 000 | | \$36.12 |
| 305 | MUELLER, JULIE Total | | | | \$86.80 |
| 306 | NAPA OF NORFOLK | VEHICLE PARTS | 01 2650 610 1 001 000 | | \$12.69 |
| 307 | NAPA OF NORFOLK | VEHICLE PARTS | 01 2650 610 2 001 000 | | \$12.69 |
| 308 | NAPA OF NORFOLK Total | | | | \$25.38 |
| 309 | NARANJO, XOCHITI | MILEAGE | 01 6200 333 1 028 004 | | \$114.38 |
| 310 | NARANJO, XOCHITI | MILEAGE | 01 6200 333 1 028 012 | | \$114.38 |
| 311 | NARANJO, XOCHITI Total | | | | \$228.76 |
| 312 | NASB | INTERIM SUPERINTENDENT SEARCH | 01 2310 340 1 001 000 | | \$750.00 |
| 313 | NASB | INTERIM SUPERINTENDENT SEARCH | 01 2310 340 2 001 000 | | \$750.00 |
| 314 | NASB Total | | | | \$1,500.00 |
| 315 | NDE | UNSPENT FUNDS | 01 3551 | | \$105.81 |
| 316 | NDE Total | | | | \$105.81 |
| 317 | NEBRASKA PUBLIC POWER | ELECTRICITY | 01 2610 621 1 001 000 | | \$1,076.11 |
| 318 | NEBRASKA PUBLIC POWER | ELECTRICITY | 01 2610 621 1 001 003 | | \$2,271.01 |
| 319 | NEBRASKA PUBLIC POWER | ELECTRICITY | 01 2610 621 1 001 004 | | \$1,555.15 |
| 320 | NEBRASKA PUBLIC POWER | ELECTRICITY | 01 2610 621 1 001 005 | | \$1,962.25 |
| 321 | NEBRASKA PUBLIC POWER | ELECTRICITY | 01 2610 621 1 001 008 | | \$2,675.54 |
| 322 | NEBRASKA PUBLIC POWER | ELECTRICITY | 01 2610 621 1 001 009 | | \$1,510.71 |
| 323 | NEBRASKA PUBLIC POWER | ELECTRICITY | 01 2610 621 1 001 010 | | \$2,485.67 |
| 324 | NEBRASKA PUBLIC POWER | ELECTRICITY | 01 2610 621 1 001 014 | | \$9,636.02 |
| 325 | NEBRASKA PUBLIC POWER | ELECTRICITY | 01 2610 621 1 001 021 | | \$1,668.18 |
| 326 | NEBRASKA PUBLIC POWER | ELECTRICITY | 01 2610 621 2 001 000 | | \$1,076.12 |
| 327 | NEBRASKA PUBLIC POWER | ELECTRICITY | 01 2610 621 2 001 001 | | \$31,240.11 |
| 328 | NEBRASKA PUBLIC POWER | ELECTRICITY | 01 2610 621 2 001 002 | | \$11,695.38 |
| 329 | NEBRASKA PUBLIC POWER Total | | | | \$68,852.25 |
| 330 | NEBRASKA SAFETY CENTER | TRANSPORTATION COURSES | 01 2570 330 1 001 000 | | \$225.00 |
| 331 | NEBRASKA SAFETY CENTER | TRANSPORTATION COURSES | 01 2570 330 2 001 000 | | \$225.00 |
| 332 | NEBRASKA SAFETY CENTER Total | | | | \$450.00 |
| 333 | NMG LLC DBA NORFOLK WORKS | DOT PHYSICALS | 01 2570 340 1 901 000 | | \$75.00 |
| 334 | NMG LLC DBA NORFOLK WORKS | DOT PHYSICALS | 01 2570 340 2 901 000 | | \$75.00 |
| 335 | NMG LLC DBA NORFOLK WORKS Total | | | | \$150.00 |
| 336 | NORFOLK AUTO SUPPLY | AIR FILTER | 01 2650 610 1 001 000 | | \$8.95 |
| 337 | NORFOLK AUTO SUPPLY | AIR FILTER | 01 2650 610 2 001 000 | | \$8.94 |

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| 338 | NORFOLK AUTO SUPPLY Total | | | | \$17.89 |
| 339 | NORFOLK DAILY NEWS | ADS | 01 2310 540 1 001 000 | | \$20.01 |
| 340 | NORFOLK DAILY NEWS | KINDERGARTEN ROUND UP ADS | 01 2310 540 1 010 000 | | \$428.68 |
| 341 | NORFOLK DAILY NEWS | ADS | 01 2310 540 2 001 000 | | \$20.00 |
| 342 | NORFOLK DAILY NEWS | ADS | 01 2510 540 1 001 000 | | \$73.44 |
| 343 | NORFOLK DAILY NEWS | ADS | 01 2510 540 1 901 000 | | \$436.70 |
| 344 | NORFOLK DAILY NEWS | ADS | 01 2510 540 2 001 000 | | \$73.43 |
| 345 | NORFOLK DAILY NEWS | ADS | 01 2510 540 2 901 000 | | \$436.70 |
| 346 | NORFOLK DAILY NEWS | CHILD FIND EVENT | 01 6416 340 1 017 000 | | \$805.00 |
| 347 | NORFOLK DAILY NEWS | ADS | 01 6910 350 1 004 000 | | \$4.86 |
| 348 | NORFOLK DAILY NEWS | ADS | 01 6910 350 2 004 000 | | \$4.86 |
| 349 | NORFOLK DAILY NEWS Total | | | | \$2,303.68 |
| 350 | NORFOLK WINSUPPLY | CAPACITOR | 01 2620 610 1 001 009 | | \$6.98 |
| 351 | NORFOLK WINSUPPLY | REFRIGERANT | 01 2620 610 1 001 012 | | \$389.00 |
| 352 | NORFOLK WINSUPPLY | REFRIGERANT | 01 2620 610 1 001 012 | | \$389.00 |
| 353 | NORFOLK WINSUPPLY | DRAIN CLEANER | 01 2620 610 1 001 012 | | \$16.72 |
| 354 | NORFOLK WINSUPPLY Total | | | | \$801.70 |
| 355 | NORTHEAST REGIONAL DEAF | INTERPRETER SERVICES | 01 2151 340 2 004 000 | | \$2,200.00 |
| 356 | NORTHEAST REGIONAL DEAF Total | | | | \$2,200.00 |
| 357 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 1 001 000 | | \$22.00 |
| 358 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 1 001 000 | | \$30.00 |
| 359 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 1 001 000 | | \$22.00 |
| 360 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 1 001 003 | | \$44.00 |
| 361 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 1 001 004 | | \$44.00 |
| 362 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 1 001 005 | | \$44.00 |
| 363 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 1 001 008 | | \$44.00 |
| 364 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 1 001 009 | | \$44.00 |
| 365 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 1 001 010 | | \$44.00 |
| 366 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 1 001 012 | | \$44.00 |
| 367 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 1 001 014 | | \$44.00 |
| 368 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 1 001 021 | | \$44.00 |
| 369 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 2 001 000 | | \$22.00 |
| 370 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 2 001 000 | | \$30.00 |
| 371 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 2 001 000 | | \$22.00 |
| 372 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 2 001 001 | | \$70.00 |
| 373 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 2 001 002 | | \$70.00 |
| 374 | OLSON'S PEST TECHNICIANS | 24-25 PEST SERVICES | 01 2630 340 2 016 001 | | \$44.00 |
| 375 | OLSON'S PEST TECHNICIANS Total | | | | \$728.00 |
| 376 | ONE CALL CONCEPTS, INC | LOCATE FEES | 01 2620 431 1 001 000 | | \$1.43 |
| 377 | ONE CALL CONCEPTS, INC | LOCATE FEES | 01 2620 431 2 001 000 | | \$1.42 |
| 378 | ONE CALL CONCEPTS, INC Total | | | | \$2.85 |
| 379 | PEREZ, KARINA | PARENT MILEAGE | 01 2713 332 1 004 021 | | \$698.32 |
| 380 | PEREZ, KARINA Total | | | | \$698.32 |

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| 381 | PERRY,GUTHERY,HAASE | LEGAL SERVICES | 01 2330 317 1 001 000 | \$1,317.00 |
| 382 | PERRY,GUTHERY,HAASE | LEGAL SERVICES | 01 2330 317 2 001 000 | \$1,317.00 |
| 383 | PERRY,GUTHERY,HAASE Total | | | \$2,634.00 |
| 384 | POPPY'S PUMPKIN PATCH | FAN MAY 2025 | 01 3541 610 1 004 000 | \$1,333.56 |
| 385 | POPPY'S PUMPKIN PATCH Total | | | \$1,333.56 |
| 386 | PORTER, STEVE | ACTIVITY WORKER | 01 2190 120 2 001 000 | \$257.42 |
| 387 | PORTER, STEVE Total | | | \$257.42 |
| 388 | PRIME SECURED | PANORAMIC CAMERA | 01 2620 610 1 001 014 | \$1,237.85 |
| 389 | PRIME SECURED Total | | | \$1,237.85 |
| 390 | QUILL CORPORATION | MARKERS | 01 1100 610 2 224 001 | \$29.12 |
| 391 | QUILL CORPORATION Total | | | \$29.12 |
| 392 | RASMUSSEN MECHANICAL | COMPRESSOR REPAIR | 01 2620 431 1 001 000 | \$2,637.77 |
| 393 | RASMUSSEN MECHANICAL | PREVENTIVE MAINTENANCE 2024- | 01 2620 431 1 001 000 | \$12,117.50 |
| 394 | RASMUSSEN MECHANICAL | PREVENTIVE MAINTENANCE 2024- | 01 2620 431 1 001 000 | \$12,117.50 |
| 395 | RASMUSSEN MECHANICAL | REPLACED FAN MOTORS | 01 2620 431 1 001 014 | \$1,938.69 |
| 396 | RASMUSSEN MECHANICAL | COMPRESSOR REPAIR | 01 2620 431 2 001 000 | \$2,637.76 |
| 397 | RASMUSSEN MECHANICAL | PREVENTIVE MAINTENANCE 2024- | 01 2620 431 2 001 000 | \$12,117.50 |
| 398 | RASMUSSEN MECHANICAL | PREVENTIVE MAINTENANCE 2024- | 01 2620 431 2 001 000 | \$12,117.50 |
| 399 | RASMUSSEN MECHANICAL | BROKEN PART ON BROILER | 01 2620 431 2 001 002 | \$1,472.22 |
| 400 | RASMUSSEN MECHANICAL Total | | | \$57,156.44 |
| 401 | RICHARDSON, BARBARA | STAFF MILEAGE | 01 1150 333 1 004 000 | \$39.90 |
| 402 | RICHARDSON, BARBARA Total | | | \$39.90 |
| 403 | RODRIGUEZ, MEGAN | PARENT MILEAGE | 01 2710 332 1 001 000 | \$27.51 |
| 404 | RODRIGUEZ, MEGAN | PARENT MILEAGE | 01 2710 332 2 001 000 | \$27.51 |
| 405 | RODRIGUEZ, MEGAN Total | | | \$55.02 |
| 406 | SAFESIDE SHREDDING | SHREDDING | 01 1100 340 1 104 010 | \$80.00 |
| 407 | SAFESIDE SHREDDING Total | | | \$80.00 |
| 408 | SANCHEZ, SANDRA PEREZ | PARENT MILEAGE | 01 2713 332 1 004 021 | \$23.52 |
| 409 | SANCHEZ, SANDRA PEREZ Total | | | \$23.52 |
| 410 | SANTIAGO, MIRANDA | PARENT MILEAGE | 01 2713 332 1 004 021 | \$87.36 |
| 411 | SANTIAGO, MIRANDA Total | | | \$87.36 |
| 412 | SCHOOL SPECIALTY, LLC | TABLES | 01 1100 610 1 430 014 | \$3,446.64 |
| 413 | SCHOOL SPECIALTY, LLC Total | | | \$3,446.64 |
| 414 | SCHUMACHER, EMILY | PARENT MILEAGE | 01 2710 332 2 001 000 | \$385.43 |
| 415 | SCHUMACHER, EMILY Total | | | \$385.43 |
| 416 | SETTLES, TIFFANY | NEBSPRA MONTHLY MEETING | 01 2310 333 1 010 000 | \$74.90 |
| 417 | SETTLES, TIFFANY | NEBSPRA MONTHLY MEETING | 01 2310 333 2 010 000 | \$74.90 |
| 418 | SETTLES, TIFFANY Total | | | \$149.80 |
| 419 | SHAFER, THOMAS W. | ACTIVITY WORKER | 01 2190 120 2 001 000 | \$33.76 |
| 420 | SHAFER, THOMAS W. Total | | | \$33.76 |
| 421 | SID #1 | WOODLAND PARK WATER/SEWER | 01 2610 410 1 001 012 | \$190.72 |
| 422 | SID #1 Total | | | \$190.72 |
| 423 | SMITH, ALISON | PARENT MILEAGE | 01 2713 332 1 004 021 | \$137.76 |

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| 424 | SMITH, ALISON Total | | | | \$137.76 |
| 425 | SMITH, JOANNA | EDUCATION CONFERENCE | 01 6310 330 1 028 000 | | \$211.99 |
| 426 | SMITH, JOANNA Total | | | | \$211.99 |
| 427 | SONGCUAN, ALEXANDRA | STAFF MILEAGE | 01 2141 333 1 014 000 | | \$137.20 |
| 428 | SONGCUAN, ALEXANDRA Total | | | | \$137.20 |
| 429 | SPREEMAN, SHANNON | REACH ALL READERS COURSE | 01 6310 330 1 028 000 | | \$239.00 |
| 430 | SPREEMAN, SHANNON Total | | | | \$239.00 |
| 431 | SULLIVAN, KATLINN | PARENT MILEAGE | 01 2712 332 1 004 000 | | \$152.88 |
| 432 | SULLIVAN, KATLINN Total | | | | \$152.88 |
| 433 | TAYLOR, AMBER | STAFF MILEAGE | 01 2181 333 1 004 000 | | \$128.03 |
| 434 | TAYLOR, AMBER Total | | | | \$128.03 |
| 435 | TEACHER INNOVATIONS, INC | 25/26 SUBSCRIPTION | 01 1100 610 1 101 010 | | \$336.00 |
| 436 | TEACHER INNOVATIONS, INC Total | | | | \$336.00 |
| 437 | THYSSENKRUPP ELEVATOR | ELEVATOR INSPECTIONS | 01 2620 431 1 001 000 | | \$111.67 |
| 438 | THYSSENKRUPP ELEVATOR | ELEVATOR INSPECTIONS | 01 2620 431 1 001 005 | | \$223.29 |
| 439 | THYSSENKRUPP ELEVATOR | ELEVATOR INSPECTIONS | 01 2620 431 1 001 014 | | \$223.29 |
| 440 | THYSSENKRUPP ELEVATOR | ELEVATOR INSPECTIONS | 01 2620 431 2 001 000 | | \$111.67 |
| 441 | THYSSENKRUPP ELEVATOR | ELEVATOR INSPECTIONS | 01 2620 431 2 001 001 | | \$223.29 |
| 442 | THYSSENKRUPP ELEVATOR | ELEVATOR INSPECTIONS | 01 2620 431 2 001 002 | | \$223.29 |
| 443 | THYSSENKRUPP ELEVATOR Total | | | | \$1,116.50 |
| 444 | TIME MANAGEMENT SYSTEMS | MONTHLY USER FEE | 01 2510 340 1 001 000 | | \$497.25 |
| 445 | TIME MANAGEMENT SYSTEMS | MONTHLY USER FEE | 01 2510 340 2 001 000 | | \$497.25 |
| 446 | TIME MANAGEMENT SYSTEMS Total | | | | \$994.50 |
| 447 | TOPP, REBECCA | STAFF MILEAGE | 01 1200 333 1 004 000 | | \$131.15 |
| 448 | TOPP, REBECCA | STAFF MILEAGE | 01 1200 333 2 004 000 | | \$131.14 |
| 449 | TOPP, REBECCA Total | | | | \$262.29 |
| 450 | TREVINO, REBECA | PARENT MILEAGE | 01 2713 332 1 004 021 | | \$94.08 |
| 451 | TREVINO, REBECA Total | | | | \$94.08 |
| 452 | UNIVERSITY OF NEBRASKA | EMBRYOLOGY | 01 1100 610 1 806 009 | | \$30.00 |
| 453 | UNIVERSITY OF NEBRASKA | EMBRYOLOGY | 01 1100 610 1 812 009 | | \$30.00 |
| 454 | UNIVERSITY OF NEBRASKA Total | | | | \$60.00 |
| 455 | US BANK VOYAGER FLEET | GAS | 01 2650 626 2 001 000 | | \$1.66 |
| 456 | US BANK VOYAGER FLEET Total | | | | \$1.66 |
| 457 | VECTOR COMMISSIONING | SH CHILLER REPLACEMENT | 01 2620 431 2 001 001 | | \$9,520.00 |
| 458 | VECTOR COMMISSIONING Total | | | | \$9,520.00 |
| 459 | VERIZON WIRELESS | CELL PHONES | 01 2670 382 1 035 000 | | \$164.10 |
| 460 | VERIZON WIRELESS | CELL PHONES | 01 2670 382 2 035 000 | | \$164.10 |
| 461 | VERIZON WIRELESS | CELL PHONES | 01 2710 382 1 001 000 | | \$164.10 |
| 462 | VERIZON WIRELESS | CELL PHONES | 01 2710 382 2 001 000 | | \$164.11 |
| 463 | VERIZON WIRELESS | CELL PHONES | 01 3541 382 1 004 000 | | \$161.13 |
| 464 | VERIZON WIRELESS | CELL PHONES | 01 6910 382 1 004 000 | | \$53.71 |
| 465 | VERIZON WIRELESS Total | | | | \$871.25 |
| 466 | VISTA HIGHER LEARNING | ELL EDUCATIONAL MATERIALS | 01 6925 610 1 004 000 | | \$5,333.48 |

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| 467 | VISTA HIGHER LEARNING | ELL EDUCATIONAL MATERIALS | 01 6925 610 2 004 000 | \$5,333.48 |
| 468 | VISTA HIGHER LEARNING Total | | | \$10,666.96 |
| 469 | WEISENBURGER, EMILY | STAFF MILEAGE | 01 1100 333 1 001 000 | \$32.94 |
| 470 | WEISENBURGER, EMILY | STAFF MILEAGE | 01 1100 333 2 001 000 | \$32.93 |
| 471 | WEISENBURGER, EMILY Total | | | \$65.87 |
| 472 | WESTERN ROOFING | ROOF REPAIRS | 01 2620 431 2 001 001 | \$566.41 |
| 473 | WESTERN ROOFING Total | | | \$566.41 |
| 474 | WIELAND, ASHLEY | STAFF MILEAGE | 01 1100 333 1 001 000 | \$1.33 |
| 475 | WIELAND, ASHLEY | STAFF MILEAGE | 01 1100 333 2 001 000 | \$1.33 |
| 476 | WIELAND, ASHLEY Total | | | \$2.66 |
| 477 | WINNERS CIRCLE | AWARDS | 01 1100 610 2 202 001 | \$228.80 |
| 478 | WINNERS CIRCLE | AWARDS | 01 1100 610 2 202 001 | \$68.00 |
| 479 | WINNERS CIRCLE | AWARDS | 01 1100 610 2 205 001 | \$205.20 |
| 480 | WINNERS CIRCLE | AWARDS | 01 1100 610 2 207 001 | \$207.20 |
| 481 | WINNERS CIRCLE Total | | | \$709.20 |
| 482 | WOEPPEL, ALINE | STAFF MILEAGE | 01 2151 333 1 004 000 | \$17.01 |
| 483 | WOEPPEL, ALINE Total | | | \$17.01 |
| 484 | WOLFF, DONNA | STAFF MILEAGE | 01 6910 333 1 004 000 | \$25.27 |
| 485 | WOLFF, DONNA | STAFF MILEAGE | 01 6910 333 2 004 000 | \$25.27 |
| 486 | WOLFF, DONNA Total | | | \$50.54 |
| 487 | WRIGHT, ELENA | PARENT MILEAGE | 01 2713 332 1 004 021 | \$95.48 |
| 488 | WRIGHT, ELENA Total | | | \$95.48 |
| 489 | Grand Total | | | \$292,281.77 |
| 490 | | | | |
| 491 | <u>NUTRITION FUND</u> | | | |
| 492 | BENNETT, AMY | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$28.90 |
| 493 | BENNETT, AMY Total | | | \$28.90 |
| 494 | BERTSCHINGER, WENDY | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$6.30 |
| 495 | BERTSCHINGER, WENDY Total | | | \$6.30 |
| 496 | BUCKENDAHL, MINDY | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$100.50 |
| 497 | BUCKENDAHL, MINDY Total | | | \$100.50 |
| 498 | DE MOSS, PATRICIA | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$63.60 |
| 499 | DE MOSS, PATRICIA Total | | | \$63.60 |
| 500 | DISCH, LISA | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$118.45 |
| 501 | DISCH, LISA Total | | | \$118.45 |
| 502 | DITTMER, SARAH | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$17.90 |
| 503 | DITTMER, SARAH Total | | | \$17.90 |
| 504 | GUENTHER, CURT | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$6.45 |
| 505 | GUENTHER, CURT Total | | | \$6.45 |
| 506 | HELD, TERI | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$20.95 |
| 507 | HELD, TERI Total | | | \$20.95 |
| 508 | JOHNSON, ALANA | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$5.40 |
| 509 | JOHNSON, ALANA Total | | | \$5.40 |

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| 510 | KLEIN, ANGELA | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$18.20 |
| 511 | KLEIN, ANGELA Total | | | \$18.20 |
| 512 | KRIVOLAVEK, TANIANNA | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$35.15 |
| 513 | KRIVOLAVEK, TANIANNA Total | | | \$35.15 |
| 514 | MAJOR REFRIGERATION | SERVICE TO REACHIN COOLER | 02 3100 340 1 001 014 | \$131.00 |
| 515 | MAJOR REFRIGERATION Total | | | \$131.00 |
| 516 | MAXEY, TONI | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$27.75 |
| 517 | MAXEY, TONI Total | | | \$27.75 |
| 518 | MOENNING, MEGAN | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$15.55 |
| 519 | MOENNING, MEGAN Total | | | \$15.55 |
| 520 | NORFOLK AUTO SUPPLY | AIR FILTER | 02 3100 610 1 001 000 | \$8.95 |
| 521 | NORFOLK AUTO SUPPLY | AIR FILTER | 02 3100 610 2 001 000 | \$8.94 |
| 522 | NORFOLK AUTO SUPPLY Total | | | \$17.89 |
| 523 | NPS STUDENT FEES ACCOUNT | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$35.80 |
| 524 | NPS STUDENT FEES ACCOUNT | LUNCH ACCT REFUND TO PAY FEE | 02 3100 890 0 001 000 | \$5.00 |
| 525 | NPS STUDENT FEES ACCOUNT Total | | | \$40.80 |
| 526 | PECK, JENNIFER | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$14.15 |
| 527 | PECK, JENNIFER | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$13.30 |
| 528 | PECK, JENNIFER Total | | | \$27.45 |
| 529 | PRICE, DIANE | REFUND OF LUNCH ACCT | 02 3100 890 0 001 000 | \$24.05 |
| 530 | PRICE, DIANE Total | | | \$24.05 |
| 531 | STANTON, STEPHANIE | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$7.15 |
| 532 | STANTON, STEPHANIE Total | | | \$7.15 |
| 533 | TEST, TROY | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$25.05 |
| 534 | TEST, TROY Total | | | \$25.05 |
| 535 | WIEDEMAN, ANDREA | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$6.10 |
| 536 | WIEDEMAN, ANDREA Total | | | \$6.10 |
| 537 | WILCOX, LISA | LUNCH ACCOUNT REFUND | 02 3100 890 0 001 000 | \$16.40 |
| 538 | WILCOX, LISA Total | | | \$16.40 |
| 539 | Grand Total | | | \$760.99 |
| 540 | | | | |
| 541 | COOPERATIVE FUND | | | |
| 542 | GARCIA-RANGEL, TANIA | INTERPRETER FOR FAMILY EVENT | 04 1200 340 1 004 000 | \$52.50 |
| 543 | GARCIA-RANGEL, TANIA | INTERPRETER FOR FAMILY EVENT | 04 1200 340 2 004 000 | \$52.50 |
| 544 | GARCIA-RANGEL, TANIA Total | | | \$105.00 |
| 545 | NPS GENERAL FUND | POSTAGE | 04 1200 531 1 004 000 | \$5.11 |
| 546 | NPS GENERAL FUND | POSTAGE | 04 1200 531 2 004 000 | \$5.11 |
| 547 | NPS GENERAL FUND Total | | | \$10.22 |
| 548 | SINKLER, SHARON | SPRING FAMILY EVENT | 04 1200 340 1 004 000 | \$150.00 |
| 549 | SINKLER, SHARON | SPRING FAMILY EVENT | 04 1200 340 2 004 000 | \$150.00 |
| 550 | SINKLER, SHARON Total | | | \$300.00 |
| 551 | SPARKS, BEN | INTERPRETER MENTORING | 04 1200 340 1 004 000 | \$55.00 |
| 552 | SPARKS, BEN | INTERPRETER MENTORING | 04 1200 340 2 004 000 | \$55.00 |

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| 553 | SPARKS, BEN Total | | | \$110.00 |
| 554 | Grand Total | | | \$525.22 |
| 555 | | | | |
| 556 | SUBSIDIARY FUND | | | |
| 557 | AMAZON CAPITAL SERVICES | SUMMER AFTERSHOCK SUPPLIES | 05 2900 610 0 038 000 | \$217.44 |
| 558 | AMAZON CAPITAL SERVICES Total | | | \$217.44 |
| 559 | BARNHILL ENTERPRISES LLC | NEW INSTRUMENTS | 05 2900 610 0 098 000 | \$3,638.00 |
| 560 | BARNHILL ENTERPRISES LLC | NEW INSTRUMENTS | 05 2900 610 0 098 000 | \$2,249.00 |
| 561 | BARNHILL ENTERPRISES LLC | NEW INSTRUMENTS | 05 2900 610 0 098 000 | \$6,955.00 |
| 562 | BARNHILL ENTERPRISES LLC | REPLACEMENT BOWS | 05 2900 610 0 098 000 | \$1,975.00 |
| 563 | BARNHILL ENTERPRISES LLC | KEYBOARD-FOUNDATION REIMBURSE | 05 2900 610 0 098 000 | \$589.00 |
| 564 | BARNHILL ENTERPRISES LLC Total | | | \$15,406.00 |
| 565 | GLOBAL VENDING GROUP INC | VENDING MACHINE DAYCOS GRANT | 05 2900 610 0 076 000 | \$6,399.00 |
| 566 | GLOBAL VENDING GROUP INC Total | | | \$6,399.00 |
| 567 | HOFMANN PLUMBING | DAYCOS GRANT AND FUN RUN | 05 2900 610 0 063 000 | \$3,226.50 |
| 568 | HOFMANN PLUMBING Total | | | \$3,226.50 |
| 569 | MADISON NATIONAL LIFE | BASIC LIFE FOR RETIREES JUNE25 | 05 2900 610 0 090 000 | \$408.00 |
| 570 | MADISON NATIONAL LIFE Total | | | \$408.00 |
| 571 | SCHOLASTIC BOOK FAIRS - 8 | BOOK FAIR | 05 2900 610 0 063 000 | \$1,119.45 |
| 572 | SCHOLASTIC BOOK FAIRS - 8 Total | | | \$1,119.45 |
| 573 | SCHOOL HEALTH CORPORATION | HOOP CHALLENGE-PATCH GRANT | 05 2900 610 0 073 000 | \$279.99 |
| 574 | SCHOOL HEALTH CORPORATION Total | | | \$279.99 |
| 575 | TEECO INC | WATER/DELIVERY FEE | 05 2900 610 0 050 000 | \$21.25 |
| 576 | TEECO INC | LEASE/RENTAL COOLER AND TANK | 05 2900 610 0 050 000 | \$49.00 |
| 577 | TEECO INC Total | | | \$70.25 |
| 578 | VEX ROBOTICS, INC. | AFTERSHOCK SUPPLIES | 05 2900 610 0 038 000 | \$2,409.26 |
| 579 | VEX ROBOTICS, INC. Total | | | \$2,409.26 |
| 580 | WEST MUSIC COMPANY | REPLACEMENT INSTRUMENTS | 05 2900 610 0 098 000 | \$2,635.83 |
| 581 | WEST MUSIC COMPANY Total | | | \$2,635.83 |
| 582 | Grand Total | | | \$32,171.72 |
| 583 | | | | |
| 584 | DEPRECIATION FUND | | | |
| 585 | HUFF CONSTRUCTION INC. | MIDDLE SCHOOL | 06 2900 340 1 001 014 | \$228,295.83 |
| 586 | HUFF CONSTRUCTION INC. Total | | | \$228,295.83 |
| 587 | Grand Total | | | \$228,295.83 |
| 588 | | | | |
| 589 | SPECIAL BUILDING FUND | | | |
| 590 | ALVINE AND ASSOCIATES, INC | SH CHILLER REPLACEMENT | 08 2620 340 2 001 001 | \$464.09 |
| 591 | ALVINE AND ASSOCIATES, INC Total | | | \$464.09 |
| 592 | HELM MECHANICAL | CHILLER REPLACEMENT | 08 2620 340 2 001 001 | \$4,624.93 |
| 593 | HELM MECHANICAL Total | | | \$4,624.93 |
| 594 | Grand Total | | | \$5,089.02 |
| 595 | | | | |

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| 596 | SENIOR HIGH ACTIVITY FUND | | | |
| 597 | ALARCON, CAREN | SCHOLARSHIP | 13 2900 610 2 618 001 | \$500.00 |
| 598 | ALARCON, CAREN Total | | | \$500.00 |
| 599 | BANCROFT, MONICA | D.BANCROFT AP EXAM REFUND | 13 2900 610 2 576 001 | \$13.00 |
| 600 | BANCROFT, MONICA Total | | | \$13.00 |
| 601 | BROWN, ALEXA | LIONS CLUB SCHOLARSHIP | 13 2900 610 2 591 001 | \$500.00 |
| 602 | BROWN, ALEXA Total | | | \$500.00 |
| 603 | BSN SPORTS | BASKETBALLS | 13 2900 610 2 513 001 | \$120.00 |
| 604 | BSN SPORTS | BASKETBALLS | 13 2900 610 2 531 001 | \$100.69 |
| 605 | BSN SPORTS | REPLACEMENT JERSEY | 13 2900 610 2 537 001 | \$96.29 |
| 606 | BSN SPORTS | BASKETBALLS | 13 2900 610 2 538 001 | \$100.69 |
| 607 | BSN SPORTS | BASKETBALLS | 13 2900 610 2 547 001 | \$120.00 |
| 608 | BSN SPORTS | SHOES | 13 2900 610 2 597 001 | \$248.04 |
| 609 | BSN SPORTS Total | | | \$785.71 |
| 610 | BURKE, AUBRIE | LIONS CLUB SCHOLARSHIP | 13 2900 610 2 591 001 | \$500.00 |
| 611 | BURKE, AUBRIE Total | | | \$500.00 |
| 612 | CATTAU, KAYLEIGH | LIONS CLUB SCHOLARSHIP | 13 2900 610 2 591 001 | \$500.00 |
| 613 | CATTAU, KAYLEIGH Total | | | \$500.00 |
| 614 | CITY OF NORFOLK | CONCESSION REIMB FOR | 13 2900 610 2 502 001 | \$183.00 |
| 615 | CITY OF NORFOLK Total | | | \$183.00 |
| 616 | CLAUSEN, CASSIDY | SCHOLARSHIP | 13 2900 610 2 568 001 | \$500.00 |
| 617 | CLAUSEN, CASSIDY Total | | | \$500.00 |
| 618 | COSTUME SHOPPE: STAGE | SPRING PLAY COSTUMES | 13 2900 610 2 523 001 | \$1,540.00 |
| 619 | COSTUME SHOPPE: STAGE Total | | | \$1,540.00 |
| 620 | CUSTOM SPORTS | CAMPSHIRTS | 13 2900 610 2 517 001 | \$870.00 |
| 621 | CUSTOM SPORTS Total | | | \$870.00 |
| 622 | DISCH, ALLISON | SCHOLARSHIP | 13 2900 610 2 618 001 | \$500.00 |
| 623 | DISCH, ALLISON Total | | | \$500.00 |
| 624 | DISCH, BRIAN | STATE MEALS/TICKETS REIMB | 13 2900 610 2 512 001 | \$127.50 |
| 625 | DISCH, BRIAN Total | | | \$127.50 |
| 626 | FREDRICKSON, LANDON | BOF SCHOLARSHIP | 13 2900 610 2 593 001 | \$300.00 |
| 627 | FREDRICKSON, LANDON Total | | | \$300.00 |
| 628 | FRENCH, JESSICA | JUDGING FEE & MILEAGE | 13 2900 610 2 556 001 | \$77.30 |
| 629 | FRENCH, JESSICA Total | | | \$77.30 |
| 630 | FUNDUS, JENNY | LIBRARY BOOK REFUND | 13 2900 610 2 579 001 | \$19.00 |
| 631 | FUNDUS, JENNY Total | | | \$19.00 |
| 632 | GANGWER, APRIL | I.GANGWER AP EXAM REFUND | 13 2900 610 2 576 001 | \$118.00 |
| 633 | GANGWER, APRIL Total | | | \$118.00 |
| 634 | GARZA, RICARDO | J.GARZA AP EXAM REFUND | 13 2900 610 2 576 001 | \$59.00 |
| 635 | GARZA, RICARDO Total | | | \$59.00 |
| 636 | GLASER, JONATHAN | LIONS CLUB SCHOLARSHIP | 13 2900 610 2 591 001 | \$500.00 |
| 637 | GLASER, JONATHAN Total | | | \$500.00 |
| 638 | JOSTENS | SILVER CORDS | 13 2900 610 2 620 001 | \$252.72 |

| | | | | |
|-----|--|-----------------------------|-----------------------|-------------|
| 639 | JOSTENS Total | | | \$252.72 |
| 640 | KUEHNER, RICK | STATE POLO/EMBROIDERY REIMB | 13 2900 610 2 552 001 | \$480.41 |
| 641 | KUEHNER, RICK Total | | | \$480.41 |
| 642 | LAMPERT, CHRISTINE | C.LAMPERT AP EXAM REFUND | 13 2900 610 2 576 001 | \$59.00 |
| 643 | LAMPERT, CHRISTINE Total | | | \$59.00 |
| 644 | LECHNER, JARED | STATE MEAL REIMB | 13 2900 610 2 542 001 | \$70.00 |
| 645 | LECHNER, JARED | STATE MEAL REIMB-OVERAGE | 13 2900 610 2 551 001 | \$25.75 |
| 646 | LECHNER, JARED Total | | | \$95.75 |
| 647 | LICHTY, TRACY | K.LICHTY AP EXAM REFUND | 13 2900 610 2 576 001 | \$59.00 |
| 648 | LICHTY, TRACY Total | | | \$59.00 |
| 649 | LINKE, RON | K.LINKE AP EXAM REFUND | 13 2900 610 2 576 001 | \$118.00 |
| 650 | LINKE, RON Total | | | \$118.00 |
| 651 | LONG, BRAYDEN | BOOSTER SCHOLARSHIP | 13 2900 610 2 591 001 | \$750.00 |
| 652 | LONG, BRAYDEN Total | | | \$750.00 |
| 653 | LUNCHTIME SOLUTIONS, INC. | SACK LUNCHES | 13 2900 610 2 563 001 | \$23.45 |
| 654 | LUNCHTIME SOLUTIONS, INC. Total | | | \$23.45 |
| 655 | MEAD LUMBER AND RENTAL | BOF--LEVER TOOLS | 13 2900 610 2 593 001 | \$230.40 |
| 656 | MEAD LUMBER AND RENTAL Total | | | \$230.40 |
| 657 | MEANS, ANGIE | STATE MEAL REIMB | 13 2900 610 2 542 001 | \$60.00 |
| 658 | MEANS, ANGIE | STATE MEAL REIMB-OVERAGE | 13 2900 610 2 551 001 | \$29.77 |
| 659 | MEANS, ANGIE Total | | | \$89.77 |
| 660 | MODEL ELECTRIC INC | OUTLET REPAIR-J.WERTZ | 13 2900 610 2 579 001 | \$90.18 |
| 661 | MODEL ELECTRIC INC Total | | | \$90.18 |
| 662 | NATIONAL FFA ORGANIZATION | SCRAPBOOK SUPPLIES | 13 2900 610 2 276 001 | \$48.00 |
| 663 | NATIONAL FFA ORGANIZATION Total | | | \$48.00 |
| 664 | NORFOLK COUNTRY CLUB | COACHES MEALS FOR INVITE | 13 2900 610 2 529 001 | \$216.00 |
| 665 | NORFOLK COUNTRY CLUB Total | | | \$216.00 |
| 666 | NPS GENERAL FUND | ACTIVITY WORKERS | 13 2900 610 2 502 001 | \$594.04 |
| 667 | NPS GENERAL FUND | ACTIVITY WORKERS | 13 2900 610 2 523 001 | \$113.08 |
| 668 | NPS GENERAL FUND | ACTIVITY WORKERS | 13 2900 610 2 530 001 | \$1,160.51 |
| 669 | NPS GENERAL FUND | ACTIVITY WORKERS | 13 2900 610 2 533 001 | \$1,074.32 |
| 670 | NPS GENERAL FUND | ACTIVITY WORKERS | 13 2900 610 2 540 001 | \$925.30 |
| 671 | NPS GENERAL FUND | WINTER LEAGUE WORKERS | 13 2900 610 2 561 001 | \$14,067.88 |
| 672 | NPS GENERAL FUND Total | | | \$17,935.13 |
| 673 | NSAA | 5/13 DISTRICT GATE REIMB | 13 2900 610 2 535 001 | \$426.24 |
| 674 | NSAA | 5/13 DISTRICT GATE REIMB | 13 2900 610 2 542 001 | \$426.23 |
| 675 | NSAA Total | | | \$852.47 |
| 676 | OLBERDING, ADELINE | SCHOLARSHIP | 13 2900 610 2 568 001 | \$500.00 |
| 677 | OLBERDING, ADELINE | BOOSTER SCHOLARSHIP | 13 2900 610 2 591 001 | \$750.00 |
| 678 | OLBERDING, ADELINE Total | | | \$1,250.00 |
| 679 | PETTY, JAISA | BOOSTER SCHOLARSHIP | 13 2900 610 2 591 001 | \$750.00 |
| 680 | PETTY, JAISA | LIONS CLUB SCHOLARSHIP | 13 2900 610 2 591 001 | \$500.00 |
| 681 | PETTY, JAISA Total | | | \$1,250.00 |

| | | | |
|---|----------------------------|-----------------------|-------------|
| 682 PRUDEN, QUINN | LIONS CLUB SCHOLARSHIP | 13 2900 610 2 591 001 | \$500.00 |
| 683 PRUDEN, QUINN Total | | | \$500.00 |
| 684 REINEKE, CARTER | SCHOLARSHIP | 13 2900 610 2 618 001 | \$500.00 |
| 685 REINEKE, CARTER Total | | | \$500.00 |
| 686 RIES, BEN | 5/20 COACH MEAL REIMB | 13 2900 610 2 513 001 | \$64.45 |
| 687 RIES, BEN | WALMART-STORAGE TOTE REIMB | 13 2900 610 2 531 001 | \$128.87 |
| 688 RIES, BEN Total | | | \$193.32 |
| 689 SKIFF, MATT | C.SKIFF AP EXAM REFUND | 13 2900 610 2 576 001 | \$59.00 |
| 690 SKIFF, MATT Total | | | \$59.00 |
| 691 SNODGRASS, OWEN | LIONS CLUB SCHOLARSHIP | 13 2900 610 2 591 001 | \$500.00 |
| 692 SNODGRASS, OWEN Total | | | \$500.00 |
| 693 STREICH, SARAH | D.STREICH AP EXAM REFUND | 13 2900 610 2 576 001 | \$59.00 |
| 694 STREICH, SARAH Total | | | \$59.00 |
| 695 STUTZMAN, JORDAN | JUDGING FEE & MILEAGE | 13 2900 610 2 556 001 | \$125.60 |
| 696 STUTZMAN, JORDAN Total | | | \$125.60 |
| 697 TEECO INC | WATER COOLER | 13 2900 610 2 500 001 | \$66.75 |
| 698 TEECO INC | WATER COOLER | 13 2900 610 2 500 001 | \$86.25 |
| 699 TEECO INC Total | | | \$153.00 |
| 700 TERNUS, PEYTON | BOOSTER SCHOLARSHIP | 13 2900 610 2 591 001 | \$750.00 |
| 701 TERNUS, PEYTON Total | | | \$750.00 |
| 702 TPRS BOOKS | AMEZCUA-CLASSROOM BOOKS | 13 2900 610 2 280 001 | \$733.80 |
| 703 TPRS BOOKS Total | | | \$733.80 |
| 704 VALADEZ, HAYLEY | M.VALADEZ AP EXAM REFUND | 13 2900 610 2 576 001 | \$13.00 |
| 705 VALADEZ, HAYLEY Total | | | \$13.00 |
| 706 VERIZON WIRELESS | HOT SPOT | 13 2900 610 2 535 001 | \$38.00 |
| 707 VERIZON WIRELESS | HOT SPOT | 13 2900 610 2 542 001 | \$38.00 |
| 708 VERIZON WIRELESS Total | | | \$76.00 |
| 709 WACKER, HAILY | LIONS CLUB SCHOLARSHIP | 13 2900 610 2 591 001 | \$500.00 |
| 710 WACKER, HAILY Total | | | \$500.00 |
| 711 WAGNER, JAMIE | T.WAGNER AP EXAM REFUND | 13 2900 610 2 576 001 | \$59.00 |
| 712 WAGNER, JAMIE Total | | | \$59.00 |
| 713 WILCOX, WYATT | SCHOLARSHIP | 13 2900 610 2 618 001 | \$500.00 |
| 714 WILCOX, WYATT Total | | | \$500.00 |
| 715 WINNERS CIRCLE | PLAQUE-J.THOMPSON | 13 2900 610 2 562 001 | \$17.37 |
| 716 WINNERS CIRCLE Total | | | \$17.37 |
| 717 Grand Total | | | \$36,131.88 |
| 718 | | | |
| 719 JUNIOR HIGH ACTIVITY FUND | | | |
| 720 AGPARTS WORLDWIDE, INC | CHROMEBOOK PARTS | 14 2900 610 2 842 002 | \$418.90 |
| 721 AGPARTS WORLDWIDE, INC | CHROMEBOOK PARTS | 14 2900 610 2 842 002 | \$358.80 |
| 722 AGPARTS WORLDWIDE, INC | CHROMEBOOK PARTS | 14 2900 610 2 842 002 | -\$239.90 |
| 723 AGPARTS WORLDWIDE, INC Total | | | \$537.80 |
| 724 GOTHENBURG PUBLIC SCHOOLS | STATE TRACK ENTRY FEE | 14 2900 610 2 857 002 | \$32.00 |

| | | | | |
|-----|--|----------------------------|-----------------------|------------|
| 725 | GOTHENBURG PUBLIC SCHOOLS Total | | | \$32.00 |
| 726 | MODEL ELECTRIC INC | OUTLET REPLACEMENT-STUDENT | 14 2900 610 2 840 002 | \$113.04 |
| 727 | MODEL ELECTRIC INC | OUTLET REPLACEMENT-STUDENT | 14 2900 610 2 840 002 | \$92.49 |
| 728 | MODEL ELECTRIC INC Total | | | \$205.53 |
| 729 | STADIUM SPORTS | TRACK ATHLETE ORDER | 14 2900 610 2 873 002 | \$112.00 |
| 730 | STADIUM SPORTS | TRACK ATHLETE ORDER | 14 2900 610 2 873 002 | \$25.00 |
| 731 | STADIUM SPORTS Total | | | \$137.00 |
| 732 | Grand Total | | | \$912.33 |
| 733 | | | | |
| 734 | STUDENT FEE FUND | | | |
| 735 | BARNHILL ENTERPRISES LLC | REPAIRS FOR INSTRUMENTS | 17 2190 610 1 028 014 | \$1,071.00 |
| 736 | BARNHILL ENTERPRISES LLC | INSTRUMENT REPAIR | 17 2190 610 2 028 001 | \$72.00 |
| 737 | BARNHILL ENTERPRISES LLC Total | | | \$1,143.00 |
| 738 | NPS-JUNIOR HIGH SCHOOL | ID REPLACEMENT FOR STUDENT | 17 2190 610 2 670 000 | \$5.00 |
| 739 | NPS-JUNIOR HIGH SCHOOL Total | | | \$5.00 |
| 740 | Grand Total | | | \$1,148.00 |

Potential Conflict Statement

Out of an abundance of caution, I hereby declare a potential conflict of interest and am abstaining from voting on claim #532 for the month of June in the consent agenda for this meeting.

I have signed and filed this written disclosure with the secretary of the Board.

It is my intent to vote on all other remaining items listed on the consent agenda. My vote on the remainder of the consent items should not be taken as a vote one way or the other on the item(s) which I have identified or any of the matters set forth therein or related thereto.

Date: _____

Board Member

The starting wages for all new classified employees (2025/2026)

| | HS | 30 | AA/60 | 90 | BA or |
|--|---------|---------|---------|---------|---------|
| Para 1 | \$17.00 | \$17.25 | \$17.48 | \$17.73 | \$17.97 |
| Para 2 | \$17.26 | \$17.49 | \$17.75 | \$18.00 | \$18.26 |
| Para 3 | \$17.44 | \$17.70 | \$17.96 | \$18.21 | \$18.45 |
| Para 4 | \$18.15 | \$18.42 | \$18.69 | \$18.96 | \$19.21 |
| Secretary 1 | \$16.97 | \$17.21 | \$17.44 | \$17.68 | \$17.94 |
| Secretary 2 | \$18.53 | \$18.80 | \$19.08 | \$19.35 | \$19.63 |
| Secretary 3 | \$20.86 | \$21.17 | \$21.48 | \$21.80 | \$22.12 |
| Business Office | \$22.86 | \$23.26 | \$23.66 | \$24.05 | \$24.45 |
| Custodial/Maintenance 1 | \$20.19 | \$20.49 | \$20.79 | \$21.11 | \$21.41 |
| Custodial/Maintenance 2 | \$23.18 | \$23.52 | \$23.89 | \$24.23 | \$24.59 |
| Title IX (Native American Liaison) | \$20.71 | \$21.02 | \$21.33 | \$21.64 | \$21.95 |
| Migrant Recruiter | \$19.99 | \$20.30 | \$20.58 | \$20.88 | \$21.17 |
| ELL Translator | \$22.03 | \$22.38 | \$22.70 | \$23.04 | \$23.38 |
| Occupational/Physical Therapy Assistant Para | \$18.84 | \$19.12 | \$19.40 | \$19.68 | \$19.95 |
| Accompanist | \$23.67 | \$24.04 | \$24.39 | \$24.76 | \$25.13 |
| Specialists (Deaf Interpreter, SLPA, COTA) | \$23.84 | \$24.21 | \$24.58 | \$24.94 | \$25.31 |
| Seasonal Help | \$18.14 | | | | |
| Security | \$18.90 | | | | |
| Bus Driver | \$24.64 | | | | |

| | | | | | |
|--|--|--|--|--|--------|
| Bilingual / Program Specialist | | | | | \$0.33 |
| Night Duty | | | | | \$0.44 |
| Charge of Building - Elementary | | | | | \$0.50 |
| Supervising More Than 1 Custodian - MS, JH, SH | | | | | \$0.64 |
| Supervising Night Custodial Staff-MS, JH, SH | | | | | \$0.64 |
| Bus Driving with CDL / Para 4 positions are not eligible | | | | | \$0.64 |
| Bus Driving / Para 4 positions are not eligible | | | | | \$0.44 |
| 3 Person Mini Bus Route Team | | | | | \$1.00 |
| 2 Person Mini Bus Route Team | | | | | \$1.50 |
| Para 2 or 4 with CDL | | | | | \$0.20 |

******Eligible only for one incentive pay rate******

*****Exceptions from this schedule will need to be approved by Human Resources*****

| Category Descriptions | |
|------------------------------|---|
| Custodial/Maintenance 1 | Building Custodial, General Maintenance |
| Custodial/Maintenance 2 | Carpenter, Electrician, Plumber, Mechanic, SH,JH,MS Head, Custodial Manager, Welder |
| Para 1 | Classroom |
| Para 2 | Sped, ELL, Alternative Educ., Library/Media, Hearing Impaired |
| Para 3 | Audio-Visual Tech., Technology Assistant, Health Tech |
| Para 4 | Sped high need and ED programs which includes Sped driving |
| Secretary 1 | General office assignment |
| Secretary 2 | CO, SH, JH, MS, Elem |
| Secretary 3 | SH Principal, CO Admin Assistants |
| Business Office Personnel | Accounts Payable, District Subsidiary, Payroll |

****All New hires that are full-time will be offered single health and dental coverage paid 100% by the district****

An additional \$250 per month will added to those classified employees who take Health/Dental coverage that is Employee/Spouse, Employee/Children or Family

Norfolk Public Schools Classified Salary Structure 25-26

| <u>Work Days</u> | <u>Position</u> | <u>Salary Range</u> | | <u>Per Diem Range</u> | | <u>Longevity</u> |
|------------------|--|---------------------|--------------------|-----------------------|--------------|------------------|
| | | <u>From</u> | <u>To</u> | <u>From</u> | <u>To</u> | |
| 260 | District Network Administrator | \$82,140.00 | \$92,140.00 | \$316 | \$354 | \$102,140 |
| 260 | District Maintenance Supervisor | \$72,140.00 | \$82,140.00 | \$277 | \$316 | \$92,140 |
| 260 | District Network Administrator / Support | \$65,140.00 | \$75,140.00 | \$251 | \$289 | \$85,140 |
| 260 | Student Information System Administrator | \$65,140.00 | \$75,140.00 | \$251 | \$289 | \$85,140 |
| 260 | Asst. District Maintenance Supervisor | \$62,140.00 | \$72,140.00 | \$239 | \$277 | \$82,140 |
| 260 | Communications Director | \$62,140.00 | \$72,140.00 | \$239 | \$277 | \$82,140 |
| 260 | District Transportation Coordinator | \$55,000.00 | \$65,000.00 | \$212 | \$250 | \$75,000 |
| 260 | Asst. to the Superintendent / Foundation | \$49,140.00 | \$59,140.00 | \$189 | \$227 | \$69,140 |
| 260 | Aftershock Program Director | \$49,140.00 | \$59,140.00 | \$189 | \$227 | \$69,140 |
| 260 | Athletic Trainer | \$45,000.00 | \$55,000.00 | \$173 | \$212 | \$65,000 |
| 220 | Sixpence Facilitator | \$40,000.00 | \$50,000.00 | \$182 | \$227 | \$60,000 |

Salary Schedule Placement: Initial placement of a newly hired employee shall be determined by the superintendent of schools or their designee in relation to experience, background and skills. Deviations from the salary structure may be warranted in extenuating circumstances

StudentsStudent AttendanceAttendance Policy and Excessive Absenteeism

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

A. **Attendance and Absences**

1. **Circumstances of Absences – Definitions.** The circumstances for all absences from school will be identified as School Excused or Not School Excused. Absences should be cleared through the Principal's office in advance whenever possible. All absences, except for illness and/or death in the family, require advance approval.
 - a. **School Excused.** Any of the following circumstances that lead to an absence will be identified as a School Excused absence, provided the required attendance procedures have been followed:
 - (1) Impossible or impracticable barriers outside the control of the parent or child prevent a student from attending school. The parent may be required to provide the school with documentation to demonstrate the absence was beyond the control of the parent or child. This could include, but is not limited to documented illness (including physical or mental illness), court, death of a family member, or suspension.
 - (2) Other absences as determined by the principal or the principal's designee.
 - b. **Not School Excused.** Absences that are not school excused may result in a report to the county attorney and may be classified as follows:
 - (1) Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. This includes vacations or other events that do not meet the criteria for a School Excused absence.
 - (2) Other absences are those in which the parent has not communicated a reason for the student's absence.
2. **Absence Procedure.** In its Student Information System, the District may identify many different codes that provide greater definition to the circumstances of a

child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.

Two school days will be allowed to make up work for each day missed, with a maximum of 10 days allowed to make up work. Extensions may be made for extenuating circumstances, at the discretion of the teacher and principal.

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

Exceptions for Younger Students. Attendance is not mandatory for a child who has reached 6 years of age prior to January 1 of the then-current school year, but will not reach age 7 prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the school district in which the child resides an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

Exceptions for Older Students. Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects pursuant to law not to meet accreditation or approval requirements; or (3) has reached the age of 16 years and has been withdrawn from school in the manner prescribed by law.

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

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

The exit interview shall be personally attended by:

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

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

- financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child, or
- an illness of the child making attendance impossible or impracticable.

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

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

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

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

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in

a school that elects not to meet the accreditation or approval requirements by filing with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

4. Reporting and Responding to Excessive Absenteeism. Any District staff member or board member who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent or Superintendent's designee to be the attendance officer. The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend school.

5. Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter which are Not School Excused shall be deemed to have "excessive absences." Such absences shall be determined on a per day (or hourly equivalent) basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, school officials will have verbal or written communication with the person or persons who have legal or actual charge or control of any child.

When a student continues thereafter to have absences of at least twenty days which are Not School Excused, one or more meetings will be held between the school, the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall include, if agreed to by the person who is responsible for making educational decisions on behalf of the child, an educational evaluation to determine whether any intellectual, academic, physical, or social-emotional barriers are contributing factors to the lack of attendance. The plan shall also consider, but not be limited to:

- (a) The physical, mental, or behavioral health of the child
- (b) Educational counseling;
- (c) Referral to community agencies for economic services;
- (d) Family or individual counseling; and
- (e) Assisting the family in working with other community services.

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

6. Reporting Excessive Absenteeism to the County Attorney.

The school may report to the county attorney of the county in which the person having control of the student resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than twenty (20) absences per school year. The school shall notify the child's family in writing prior to making the referral to the county attorney. Illness (including physical or mental illness) that makes attendance impossible or impracticable shall not be the basis for

referral to the county attorney.

Legal Reference: Neb. Rev. Stat. Sections 79-201 and 79-209

| | |
|------------------------|--------------------|
| Date of Adoption: | March 10, 2014 |
| Date of Revision: | July 14, 2014 |
| Date of Reaffirmation: | May 11, 2015 |
| Date of Reaffirmation: | June 13, 2016 |
| Date of Revision: | June 12, 2017 |
| Date of Revision: | December 11, 2017 |
| Date of Reaffirmation: | May 14, 2018 |
| Date of Reaffirmation: | May 13, 2019 |
| Date of Revision: | June 8, 2020 |
| Date of Revision: | December 14, 2020 |
| Date of Reaffirmation; | June 14, 2021 |
| Date of Reaffirmation: | September 13, 2021 |
| Date of Reaffirmation: | May 9, 2022 |
| Date of Revision: | June 12, 2023 |
| Date of Revision: | July 8, 2024 |

StudentsAnti-Bullying Policy

One of the missions of the District is to provide a physically safe and emotionally secure environment for students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

The school district shall review the anti-bullying policy annually.

Legal Reference: Neb. Rev. Stat. ' 79-2137
 Student Discipline Act, Neb. Rev. Stat. ' ' 79-254 to 79-296
 NDE February 2003 State Board Action; Reaffirmed December
 2005

Date of Adoption: May 12, 2014
 Date of Reaffirmation: May 11, 2015
 Date of Reaffirmation: May 9, 2016
 Date of Reaffirmation: May 9, 2017
 Date of Reaffirmation: April 9, 2018
 Date of Reaffirmation: May 14, 2018
 Date of Reaffirmation: May 13, 2019
 Date of Reaffirmation: June 8, 2020
 Date of Reaffirmation: June 14, 2021
 Date of Reaffirmation: February 14, 2022
 Date of Reaffirmation: May 9, 2022
 Date of Reaffirmation June 12, 2023

Students**School Wellness Policy**

A mission of Norfolk Public Schools (“District”) is to provide curriculum, instruction, and experiences in a health-promoting school environment to instill habits of lifelong learning and health. Therefore, the Board adopts the following School Wellness Policy.

1. District Wellness Committee***Committee Role and Membership***

The District will convene a representative District Wellness Committee (“DWC”) or work within an existing school health committee that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this District wellness policy.

The DWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals or staff; mental health and social services staff; school administrators; school board members; and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

2. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement***Implementation Plan***

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

This wellness policy and the progress reports can be found at the District's website.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the Superintendent's office and/or on the District's computer network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

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

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which the District's schools are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to [a] the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Superintendent or the Superintendent's designee.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs

change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents. The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

3. Nutrition

School Meals

The District is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District that participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional Federal child nutrition programs will meet the nutrition requirements of such programs. The District may also operate additional nutrition-related programs and activities. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition

standards.)

- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
 - Whole fruit options are displayed neatly.
 - Sliced or cut fruit is available daily.
 - Daily fruit options are displayed in a location in the line of sight and reach of students.
 - All available vegetable options have been given creative or descriptive names.
 - Daily vegetable options are bundled into all grab-and-go meals available to students.
 - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
 - White milk is placed in front of other beverages in all coolers.
 - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
 - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
 - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
 - Student artwork is displayed in the service and/or dining areas.
 - Daily announcements are used to promote and market menu options.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at www.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

Schools are strongly encouraged to meet the USDA Smart Snacks in School nutrition standards.

1. Celebrations and parties. The District will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents. The District will provide or make available to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children or other comparable resources.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas or comparable resources.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;

- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all

students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards or, if stronger, state nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

4. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy

across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the District is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection). All schools in the District will be encouraged to participate in *Let’s Move! Active Schools* (www.letsmoveschools.org), or comparable program, in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) is greatly valued and the District strongly discourages staff from withholding it as a punishment. The District will provide teachers and other school staff with a list of ideas or resources for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “*Essential Physical Activity Topics in Health Education*” subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All elementary students in each grade will receive physical education for at least 50-90 minutes per week throughout the school year.

All secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

The District’s physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Fitnessgram) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all elementary grades and the District will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight

- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess (Elementary)

All elementary schools will offer at least 20 minutes of recess on all days during the school year. Exceptions may be made as appropriate, such as on early dismissal or late arrival days. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather and other conditions make it feasible for outdoor play.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks (Elementary and Secondary)

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

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through the USDA and the Alliance for a Healthier Generation.

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Before and After School Activities

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

Active Transport

The District will support active transport to and from school, such as walking or biking. Examples of activities that the District may engage in to encourage active transport include, but are not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week and National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

5. Other Activities that Promote Student Wellness

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will develop, enhance, or continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year.

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Glossary

School Campus: areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day: the time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial – recurring every three years.

Legal Reference: Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. section 1758b; 7 CFR sections 210.11 and 210.30; National School Lunch Program, 42 U.S.C sections 1751-1760, 1770; Regulations and Procedures for Accreditation of Schools, NDE Rule 10

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Instruction

Multicultural Education

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

Statement of Philosophy and Mission

The philosophy of the multicultural education program is that students will have improved ability to function as productive members of society when provided with: (a) an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our nation and the world, and of the contributions made by diverse cultures and races and (b) the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races.

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

Implementation of Multicultural Education

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

1. Multicultural education shall be included in goals established for educational programs.
2. Multicultural education shall be included in the district curriculum guides, frameworks, or standards.
3. The process for selecting appropriate instructional materials shall include assuring that the instructional materials at all grade levels include studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races.
4. Staff development shall be provided on the District's multicultural education policy. The staff development shall include professional development for administrators, teachers, and support staff which is congruent with the District and program goals.
5. Periodic assessment of the multicultural education program shall be conducted by the Superintendent. Teachers and other staff upon request shall have the responsibility to provide the administration with reports on: (a) the instructional

materials used and programs or methods implemented with their students which are supportive of the multicultural education program philosophy and mission, (b) programs or materials to be implemented in the future or which teachers or other staff feel should be implemented to further advance such philosophy and mission, and (c) their professional assessment on the successes of or deficiencies in achieving the multicultural education program philosophy and mission. The Superintendent shall provide an annual status report on the assessment to the Board of Education.

Legal Reference: Neb. Rev. Stat. §§ 79-719 to 79-723
Nebraska State Board of Education Rule 10

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StudentsStudent Searches and Handheld Wands

To ensure that school buildings remain safe and free from drugs or unauthorized substances (including vapes) and dangerous objects, the Board of Education hereby authorizes school staff and any School Resources Officers to use handheld wands to conduct lawful searches of students on school grounds, in a school vehicle, or at a school activity. The following procedures will be implemented for handheld wands at Norfolk Public Schools:

1. District staff may conduct handheld wand screenings based on reasonable suspicion.
2. Any individual subject to a handheld wand screening must allow their personal belongings (coat, backpack, purse, gym bag, and the like) to be screened at the location where the screening will be performed. Said items may be subject to a handheld wand screening but will not be opened or searched without a lawful basis.
3. All persons subject to a handheld wand screening are required to remove any metal (such as a vape) or dangerous objects from their person and/or personal belongings prior to the screening. After removing any such metal or dangerous objects, the person will be subjected to the screening.
4. If the handheld screening activates, then such person will be subject to additional screening and/or further search.
5. Any person found to be in possession of a vape, illegal substance, drugs, firearm or other dangerous weapon may be immediately removed from school grounds and may be subject to arrest and/or disciplinary action pursuant to applicable law and Student Code of Conduct.
6. Any student who refuses to submit to a search consistent with these procedures may be subject to a search of his/her personal and belongings, and any other appropriate disciplinary action by school administration. Other persons (such as visitors) who refuse to submit to a search consistent with these procedures may be refused entry and escorted off school grounds immediately. Parents will be contacted if a student refuses a search or is found in violation of the Code of Conduct.
7. No student will be subjected to a screening based on any discriminatory or unlawful reason.
8. Nothing in this Policy shall preclude or preempt any Individualized Education Plan, 504 Plan, or other legal requirements under the applicable special education laws.
9. Nothing in this Policy precludes the District from conducting other lawful searches or activities in an effort to keep school safe and free from dangerous weapons.

Legal Reference: Neb. Rev. Stat. Sec. 79-267 & 28-1204.04

Date of Adoption: [Insert Date]

StudentsFoster Care Student Transportation

In accordance with federal and state law, the District's written transportation procedures for foster care children are as follows:

Students to be Transported

DHHS will contact the District to inform the District of a foster care student living in the District and/or to be educated by the District. The District will communicate with DHHS on any further matters concerning said foster care student(s).

School of Origin

The District will work to develop a transportation plan for each foster care student needing transportation to the student's school of origin, as defined and required by federal law. Each student's situation will be different, so there is no single transportation plan for every foster care student. Transportation options may include: (1) the foster care family; (2) a bus or school vehicle; (3) transportation to a pickup location; or (4) some other form of transportation in accordance with state and federal law. Foster care students on an IEP may require other considerations and/or different transportation obligations.

When required by law, the District will coordinate the foster care student's transportation to the school of origin while any disputes regarding transportation until the disputes are resolved.

Costs

If the student can be transported by the District without the District incurring any additional costs, then the District will normally transport the student. However, if the District will need to incur additional costs to transport the student, then DHHS will cover any such additional costs associated with the foster care student's transportation. If the District and DHHS are unable to agree on a transportation plan, the District and DHHS will work together to resolve any differences.

Oversight, Implementation, and Administration

The District's Homeless Liaison is responsible for overseeing these procedures, updating them as needed, and otherwise ensuring that the District complies with the transportation requirements for foster care students.

Legal Reference: 20 U.S.C. § 6312.

Date of Adoption: [Insert Date]

InstructionElectronic Communication Devices and Cell Phones

For the purpose of this policy, electronic communication devices includes any non-school issued or non-approved electronic device capable of communication with another entity, including, but not limited to cell phones, smart watches/glasses, tablets, earbuds/headphones, and gaming devices.

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

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

Exceptions and Practices approved by the Board of Education include:

Elementary Exceptions:

Usage allowed at the end of the day once students have exited the building and occasional non-instructional times when specifically approved by the building administration.

Elementary Practices:

Devices are kept in their book bags and turned off throughout the entire school day.

Middle School Exceptions:

Usage allowed at the end of the day once students have exited the building and occasional non-instructional times when specifically approved by the building administration.

Middle School Practices:

Devices are kept in their lockers and turned off throughout the entire school day.

Junior High Exceptions:

Usage allowed before 8:00 A.M. and after 3:25 P.M.

Junior High Practices:

Devices are kept in their lockers and turned off throughout the entire school day.

Senior High Exceptions:

Usage allowed before and after school, during passing periods, and during lunch.

Senior High Practices:

All devices must be silenced, out of sight, and stored in a school issued holder during the entire class period. Smartwatches may be worn but cannot be used for communication purposes.

Any student who violates this Policy may be subject to discipline under the District's Student Discipline Policy.

Legal Reference: LB 140 (2025)

Date of Adoption: [Insert Date]

Instruction

Behavioral Intervention and Classroom Management

1. Purpose

The District is committed to creating a learning environment where every individual is valued, respected, and supported. This Policy emphasizes the shared responsibility of individuals for their actions and their ability to learn, grow, and thrive. This Policy further provides a framework for encouraging positive behavior, addressing challenges in a caring and constructive way, and ensuring safe and supportive school and classroom environments.

2. General Principles

As part of the District’s commitment to all students, the Board hereby implements a tiered-system of support to foster a positive school climate and culture, encourage appropriate student behavior, and provide the necessary supports for academic and behavioral success.

This Policy does not replace or alter the Student Discipline Act when behaviors warrant student disciplinary action under that Student Discipline Act.

3. Standards

| Tier 1: Universal Supports | | | |
|---|---|--|---|
| | District Level | School Level | Classroom Level |
| Sound Infrastructure & Shared Leadership | Develop and maintain a district-wide behavior framework, ensuring alignment with the district's vision and goals. Establish a leadership team to oversee implementation and sustainability. | Create school-level leadership teams to implement the district behavior framework. Build systems to support staff in consistent implementation of universal behavior strategies. | Teachers set up clear, consistent behavior expectations aligned with school and district policies. Classroom routines and physical environments are structured to promote positive behaviors. |
| Layered Continuum of Support | Ensure all schools have access to evidence-based universal behavior practices and instructional tools for promoting positive behavior. | Develop a school-wide plan for teaching and reinforcing positive behavior expectations for all students. | Integrate the development of emotional and interpersonal skills into daily instruction and explicitly teach expected behaviors. |
| Data-Based Decision-Making | Implement a district-wide behavior data system for tracking | Use behavioral data to assess school culture, | Collect and reflect on classroom behavior data to identify patterns or |

| | | | |
|---|---|--|--|
| | student behavioral incidents, attendance, and other indicators of behavior. Analyze district trends to guide support for schools. | climate and adjust universal supports. | unanticipated signs of distress and adjust teaching practices as needed. |
| Communication and Collaboration | Share district-wide behavior policies, expectations, and data with all stakeholders, including families and the community. | Develop intervention teams to identify students in need of Tier 2 support and manage their plans. | Teachers collaborate with intervention teams to integrate targeted strategies into the classroom. |
| Tier 2: Targeted Supports | | | |
| | District Level | School Level | Classroom Level |
| Sound Infrastructure & Shared leadership | Provide a menu of evidence-based Tier 2 intervention and training for implementation. | Develop intervention teams to identify students in need of Tier 2 support and manage their plans. | Teachers collaborate with intervention teams to integrate targeted strategies into the classroom that align with school and district policies. |
| Layered Continuum of Support | Allocate resources to support targeted interventions, such as additional staff or training for small group supports. | Implement interventions such as mentoring programs, social skills groups, or targeted behavior coaching. | Provide additional supports like daily progress monitoring and structured break. |
| Data-Based Decision-Making | Use district-wide systems to track the effectiveness of Tier 2 interventions and adjust as needed. | Monitor progress using behavior data: point sheets, observations, or student self-assessments and input data in district-wide systems. | Document daily data on student progress to evaluate the impact of interventions. |
| Communication and Collaboration | Facilitate communication between schools, families, and community partners about available Tier 2 supports. | Engage families in the intervention process by providing regular updates and involving them in problem solving and goal setting. | Maintain open lines of communication with families about their child's progress and strategies to promote support the behavior goals at home. |
| Tier 3: Intensive, Individualized Supports | | | |
| | District Level | School Level | Classroom Level |
| Sound Infrastructure & Shared leadership | Ensure access to specialized staff to design and oversee intensive interventions. | Assemble a multidisciplinary team to develop and implement Functional Behavioral Assessments (FBAs) and Behavior | Collaborate with specialists to integrate individualized supports into classroom routines that align with school and district policies. |

| | | | |
|--|---|---|--|
| | | Intervention Plans (BIPs). | |
| Layered Continuum of Support | Coordinate external services and resources for students requiring wraparound support beyond the school. | Provide interventions or sessions tailored to the student's unique needs and communicate with external services and resources to align supports for students. | Consistently implement accommodations and modifications, such as sensory supports or de-escalation plans, to address individual behaviors. |
| Data-Based Decision-Making | Regularly review data on Tier 3 interventions and outcomes to ensure its effectiveness. | Use detailed, frequent data collection to refine and adjust BIPs based on student progress. | Implement daily monitoring and adjust individualized strategies as data indicates. |
| Communication and Collaboration | Partner with community agencies to align supports for students with complex needs. | Conduct regular meetings with families to review and revise plans based on student progress. | Provide ongoing feedback to families and specialists about the student's daily performance, progress, and needs. |

4. Addressing Dysregulated Behavioral and Classroom Removal

This Policy outlines a structured approach for managing dysregulated behavior that disrupts the learning environment or poses safety concerns. The aim is to ensure the safety and well-being of all students and staff, while supporting the student in developing self-regulation skills and reintegrating into the classroom.

A. Criteria for Removal

- i. *Safety Concerns*: Immediate removal may occur if a student poses a threat to their own safety, the safety of others, or the environment.
- ii. *Disruption to Learning*: Removal may be necessary if the student's behavior significantly disrupts instruction or the learning environment.
- iii. *Attempted Interventions*: Whenever possible, staff should use de-escalation techniques, behavior redirection, or other Tier 1 or Tier 2 interventions before considering removal. Severe behaviors that endanger safety may bypass prior interventions.

B. Procedure for Removal

- i. *Behavior Documentation*: The teacher or staff member documents the behavior leading to the removal, including antecedents, attempted interventions, and the incident itself. A clear, objective description of the behavior must be included.

- ii. *Safe Transition*: The student is removed to a designated safe space, such as the office or a designated calming area, by trained personnel. Efforts are made to ensure the student remains calm and safe during the transition. An escort will be provided if necessary.
- iii. *Notification*: Parents or guardians are notified as soon as possible about the removal. A detailed account of the behavior and any interventions attempted are shared.

C. Post-Removal Actions

- i. *Restorative Meeting*: A meeting involving the student, parents or guardians, teacher or other designated staff member, and administrator may be scheduled to review the behavior, its impact, and steps to prevent recurrence. The meeting emphasizes restoring relationships and understanding the root cause of the behavior.
- ii. *Behavior Support Plan (if needed)*: For recurring incidents, a behavior support plan is developed or reviewed, including targeted interventions and supports aligned with the student's needs. The plan may include strategies such as check-ins, mentoring, or additional behavioral learning supports.

D. Transition Back to the Classroom

- i. *Reintegration Plan*: The student returns to the classroom with appropriate support, which may include a reintegration checklist, a designated buddy, or frequent check-ins with a trusted adult. Expectations and routines are explicitly reviewed with the student.
- ii. *Ongoing Support and Monitoring*: Follow-up meetings with the student, teacher or other designated staff member, and parents/guardians are scheduled to evaluate progress as needed. Data from behavior observations are used to adjust interventions and supports.
- iii. *Focus on Positive Growth*: A strengths-based approach is applied to recognize and reinforce improvements in behavior.

5. Communication and Collaboration

Families are partners in addressing the student's behavior and supporting reintegration. School staff will provide clear and transparent communication about any incident, the student's plan for return, and available resources. Collaboration may also involve general education, special education, school psychologist, behavior specialists, school counselors, and/or social workers to ensure all supports align with the student's needs and strengths.

6. Required Training

The District will ensure that school employees are trained in behavioral awareness and intervention as required by this Policy and state law. The Superintendent is hereby delegated the authority and responsibility to develop or contract for such training and to ensure that the appropriate staff receive said training as required by state law.

7. Monitoring and Feedback

Parents, guardians, students, advocates and community members are encouraged to provide feedback on this Policy and the District's actions under this Policy. The Superintendent or designee is also directed to provide any feedback to the Board of Education as the Superintendent deems appropriate.

Legal Reference: Neb. Rev. Stat. § 79-262.01

Date of Adoption: [Insert Date]

Community RelationsPersonnel - All Employees and StudentsAnti-discriminationA. **Elimination of Discrimination.**

The policy of Norfolk Public Schools is to not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles) color, religion, **military or** veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

Norfolk Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of Norfolk Public Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

Coordinators have been assigned to oversee anti-discrimination laws (including Title VI, Title IX, the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)). Complaints or concerns involving discrimination or compliance with these laws should be addressed to the appropriate coordinator, as listed below:

Student: Director of Student Services

Employee: Director of Human Resources

B. **Preventing Harassment and Discrimination of Employees and Students.**

1. **Purpose:** Norfolk Public Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, Norfolk Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's sex, disability race (including skin color, hair texture and protective hairstyles) color, religion, **military or** veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to

a person's sex, disability, race (including skin color, hair texture and protective hairstyles) color, religion, **military or** veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

- (a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
- (b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
- (c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. **Procedures:**

- a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the

Title IX Coordinator.

- c. If a satisfactory arrangement cannot be obtained through the Title IX Coordinator, the complaint may be processed by the Superintendent or the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.
- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Legal Reference: Title VI, 42 U.S.C. § 2000d, Title VII, 42 U.S.C. § 2000e, Title IX; 20 U.S.C. § 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. §48-1101 et seq.
 Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. §621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. §48-1001 et seq.;
 Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq.
 Section 504 of the Rehabilitation Act of 1973 (Section 504)
 Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k)
 Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
 Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: October 14, 2013
 Date of Revision: September 14, 2015
 Date of Reaffirmation: September 11, 2017
 Date of Revision: November 12, 2018
 Date of Revision: July 12, 2021
 Date of Revision: December 12, 2022

Business OperationsProcurement Plan – School Food Authorities

The following procurement policy statement shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. This statement is meant to provide guidance to our personnel and vendors on acceptable and/or required procurement practices. Our goal is to fully implement all required and recommended procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the State Agency.

Procurement Policy

The purchasing procedure to be followed shall be determined by the anticipated total annual expenditure on items related to the food service program:

- When the annual total for food service program related items is less than \$250,000 (~~small purchases~~simplified acquisition-threshold) per procurement event or in aggregate purchases this organization will follow the informal ~~Small Purchases~~simplified acquisition threshold ~~p~~Procedures.
- When the annual total for food service program related items is greater than \$250,000 (~~small purchases~~simplified acquisition-threshold) per year per procurement event or in aggregate purchases this organization will follow the Formal Competitive Solicitation Procedures.

Micro-Purchase Procedures

Micro-Purchases may be used for single purchases under \$10,000 made with a vendor [2 CFR 200.320(a)].

Prices will be reviewed for reasonableness [2 CFR 200.320(a)].

Purchases will be spread equitably among all qualified sources [2 CFR 200.320(a)].

Small Purchase Simplified Acquisition Threshold Procedures

For purchases made below the ~~small purchases~~simplified acquisition-threshold, ~~Small Purchases~~simplified acquisition threshold ~~p~~Procedures will be utilized to purchase necessary goods and services. When ~~Small Purchases~~simplified acquisition threshold ~~p~~Procedures are used, this organization will take the following steps:

1. Contact a reasonable number of qualified vendors.
2. Write specifications for goods and services.
3. Document each vendor's quoted price. (ex. log sheet)
3. Select the company that provides the lowest, most responsive, and responsible bid.
4. Document supplier who was awarded the quote.
5. Manage orders by confirming product and prices match quotes.

Formal Competitive Solicitation Procedures

For purchases made in excess of the ~~small-purchases~~simplified acquisition -threshold, a Formal Competitive Solicitation will be conducted. When Formal Competitive Solicitation Procedures are used, this organization will take the following steps:

1. Prepare an Invitation for Bid (“IFB”) or Request for Proposal (“RFP”) document specifically addressing the items to be procured
 - a. Include detailed specifications
 - b. Ensure price will be most heavily weighted
2. Publicly announce and advertise the bid/proposal at least 21 calendar days prior to bid opening
 - a. Announcements will include the date, time and location in which bids will be opened
3. Determine the most responsive and responsible bid/proposal by using the selection criteria set forth in the bid/proposal document
 - a. Responsible bidders will be those whose bid/proposal conform to all of the terms, conditions and requirements of the IFB/RFP
 - b. Responsible bidders will be those who are capable of performing successfully under the terms and conditions of the contract.
4. Award the contract
 - a. To the most responsive and responsible bidder based on the criteria set forth in the IFB/RFP
 - b. At least two weeks before program operations begin
 - c. If a protest is received, it must be handled in accordance with 7 CFR 210.21
5. Retain all records pertaining to the formal competitive bid process for a period of five years plus the current year

(Note: If the ~~small-purchases~~simplified acquisition -threshold established in the sponsor’s procurement policy statement is less than **\$250,000**, the smaller bid threshold will govern.)

Procurement Summary

This organization incorporates the following elements into the Procurement Policy Statement, as required by 2 CFR 200 and 7 CFR parts 210, 3016 and 3019.

- A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]
- B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles. [2 CFR 200.319(a)(6)]

- C. Documentation: We shall maintain for the current year and the preceding three years all significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)]
- D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)]
- E. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)]
- G. General Requirements:
1. Small, minority, veteran-owned, and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
 2. Ensure compliance with the Buy American Provision when purchasing food 7 CRF 210.21(d).
 3. A cost or price analysis in connection with every procurement action in excess of the Small Purchase simplified acquisition - threshold including contract modifications. [2 CFR 200.323(a)]
 4. Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]
- H. Duties of Food Service Supervisor:
1. Plan the goods or services needed for the school food service program for the school year based on planned menus through needs assessment, forecasting and budgeting.
 2. Develop written specifications for food/supplies needed. Include details such as descriptions and product requirements (e.g. packaging, weight, pack size, etc.) for needed goods or services.
 3. Compare product specifications among all vendors/contractors. Information for prices obtained from grocery stores, farmer's markets, etc.
 4. Make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service, and price.
 5. Place and confirm orders with vendors or make plans to purchase the required items.
 6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
 7. To work with vendors on a fair and equal basis.
 8. To conduct an in-house procurement review once per year.

Date of Adoption: September 11, 2017
Date of Revision: October 8, 2018

Date of Revision: August 12, 2019
Date of Reaffirmation: November 11, 2019
Date of Reaffirmation: March 10, 2025

Business OperationsSafe Driving Record Standard for Drivers

Standard for Pupil Transportation Vehicle Drivers: Each person who is required to have a permit to operate a pupil transportation vehicle for this School District shall meet all requirements to hold and continue to hold a pupil transportation operator's permit, including the successful completion of a physical assessment and a Medical Examiner's Certificate.

One of the requirements for obtaining such a permit is that the person have a record of satisfactory driving as determined by Board policy. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior ~~7~~ 10-years; or,
3. Reckless driving or willful reckless, within the immediate prior ~~7~~ 10 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Standard for Drivers of Small Vehicles for Activity Trips: Each person who drives a small vehicle (car or van) other than a pupil transportation vehicle for school activities and who is not required to have a permit to operate a pupil transportation vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior ~~7~~ 10 years; or,
3. Reckless driving or willful reckless, within the immediate prior ~~7~~ 10 years; or
4. Accumulation of 5 or more points under the motor vehicle operators' license point system, within the immediate prior 4 years. In the event the person has accumulated 3 or 4 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

Drivers who exclusively drive small vehicles for activity trips are not required to obtain a Medical Examiner's Certificate.

Standard for Drivers of Other School Vehicles: Each person who drives a school vehicle other than a pupil transportation vehicle and does not transport students in the vehicle shall be precluded from driving in the event it is discovered that the person does not have a record of satisfactory driving. In the event the person's employment position requires driving vehicles as a function of the person's employment, the employment may be terminated in the absence of a record of satisfactory driving. For such persons, a satisfactory driving record means a record which reflects the absence of any of the following offenses or circumstances:

1. Motor vehicle homicide;
2. Driving while under the influence of alcoholic liquor or drugs or refusal to submit to a chemical test, within the immediate prior ~~7~~ 10 years; or,
3. Reckless driving or willful reckless, within the immediate prior ~~7~~ 10 years; or
4. Accumulation of 6 or more points under the motor vehicle operators' license point system within the immediate prior 4 years. In the event the person has accumulated 3, 4 or 5 points within the immediate prior 4 years, the determination of whether the person has a satisfactory driving record shall be made by the Superintendent or Superintendent's designee based on the nature and proximity of the offense as it relates to safe transportation.

The record of satisfactory driving standards shall apply to all new employees from and after adoption of this policy. Existing employees shall be subject to the same standards, provided that the Superintendent or Superintendent's designee may determine to permit an exception based on the existing employee's record of satisfactory driving while employed with the District and the nature and proximity of prior driving offenses as such offenses relate to safe transportation.

Legal Reference: Neb. Rev. Stat. Sections 79-318, 79-602, 79-607 and 79-608
 Neb. Rev. Stat. Sec. 60-4,182 (point system)
 Title 92, Nebraska Administrative Code, Chapters 91 & 92

Date of Adoption: November 11, 2013
 Date of Reaffirmation: November 9, 2015
 Date of Reaffirmation: December 9, 2019
 Date of Reaffirmation: May 12, 2025

Personnel - All EmployeesAnti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

Norfolk Public Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

Norfolk Public Schools does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated and approved youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Director of Student Services—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Employees and Others: Human Resources Director—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office of Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.**1. Purpose:**

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

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual

orientation or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

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

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

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Social media comments, including cyberbullying or cyber-harassment,
- h. Visual displays, such as cartoons, posters, or electronic images,
- i. Threats or intimidating or hostile conduct,
- j. Physical acts of aggression, assault, or violence, or
- k. Criminal offenses

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

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or

- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

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

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

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

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

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

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

i. Level 1 (Investigation and Findings):

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

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

The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist as determined by the investigator. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will ~~not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline~~ be determined by the investigator and in compliance with any legal requirements. Periodic status updates will be given to the parties, when appropriate.

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

- a. Providing the parties with the opportunity to present witnesses and provide evidence.

- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District ~~will~~ may, when appropriate or when legally required, send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within one ~~(1) working day~~ week after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within five (5) working days after receiving the decision. The Superintendent will review the appeal and the

investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal within ten (10) working days after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at a Board meeting or a Committee of the Board of Education to present his or her appeal. ~~The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party.~~ The Board or Committee of the Board of Education may, in its discretion, will issue a written determination about the appeal within thirty (30) days after the party addresses the Board. The Board or a Committee of the Board may, in the alternative, vote on the appeal and send the party the outcome of the vote. The party who filed the appeal will be sent the Board's determination. ~~at the time it is issued, and a copy will be sent to the designated compliance coordinator.~~ The Board's or Committee's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

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

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

5. Training:

The District will ensure that relevant District employees are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

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

7. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further

information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community.

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

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
 Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;
 Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
 Section 504 of the Rehabilitation Act of 1973 (Section 504)
 Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
 Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
 Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: December 9, 2013
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 Date of Reaffirmation: November 13, 2023

Notice of Nondiscrimination

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

Students: Director of Student Services, 512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Employees and Others: Director of Human Resources, 512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

Complaint Form
Discrimination, Harassment or Retaliation

The Norfolk Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in its programs and activities and provides equal access to designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

Students: Director of Student Services, 512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Employees and Others: Director of Human Resources, 512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Name: _____

Date: _____

(1) Description of the complaint:

(2) Names of any witnesses to the matter being complained about: _____

(3) Identify and attach any document supporting the complaint: _____

(4) Confidentiality: I ___ do ___ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

(5) Relief requested (what I want done in response to this complaint):

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Signature: _____

Received by: _____ Date: _____

Personnel - All EmployeesDrug and Substance Use and Abuse

It is the policy of the Norfolk Public School District to eliminate the influence of drugs, alcohol and other chemicals within the school environment **and to educate students against the usage of drugs, alcohol and illegal substances**. The District will implement regulations and practices which will insure compliance with laws relating to drugs and alcohol, including: the Drug-Free Workplace Act and the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto.

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held. The school district recognizes that the use, possession, or being under the influence of illicit drugs or alcohol constitutes a hazard to the positive development of students and employees and a substantial interference with school purposes.

1. The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. Employees are also prohibited from possessing, using or distributing illicit drugs or alcohol, or being under the influence of illicit drugs or alcohol, on any district property or district sponsored event. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol in the work place or on duty time shall be a violation of the drug-free workplace.
2. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, employees are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the employee commits a criminal drug or alcohol offense off the work place or off duty time.
3. As a condition of employment, employees will abide by the District's drug-free workplace policies and notify the Superintendent or designee of any criminal drug statute conviction for a violation occurring in the workplace no later than 5 days after such conviction.
4. Disciplinary sanctions, up to and including termination of employment and referral for prosecution, will be imposed upon employees who violate the aforementioned standards of conduct. Sanctions for violation thereof may include the requirement that the employee complete an appropriate rehabilitation program, reprimands, and non-renewal, cancellation, or termination of contract of employment.
5. Employees shall be advised through employee publications about drug and alcohol counseling and rehabilitation and reentry programs that are available.
6. Employees shall be furnished with a paper or digital copy of this policy.

This policy supplements and is in addition to all other policies, regulations, practices, procedures and contractual provisions regarding or related to the improper or unlawful possession, use, or distribution of illicit drugs and alcohol.

Section 2 Alcohol and Drug Testing

The District will implement regulations and practices which will insure compliance with the Omnibus Transportation Employee Testing Act of 1991, and all regulations and rules promulgated pursuant thereto. Employees in "safety-sensitive" positions, as defined by the Act and regulations promulgated thereunder, including employees whose position requires a commercial driver's license (CDL), shall be tested for alcohol and controlled substances as required by law. (See attached Appendix "1"). Refusal to submit to such pre-employment testing, or testing positive, shall disqualify an applicant from employment. Reasonable suspicion, random, post-accident, return-to-duty, and follow-up testing shall also be conducted. Employees who test positive shall be immediately removed from safety-sensitive positions and shall be removed from employment.

Legal Reference: 41 U.S.C. §§701 to 707
49 U.S.C. §31306 and 49 CFR Part 382

Date of Adoption: September 14, 2015
Date of Reaffirmation: February 8, 2016
Date of Revision: February 10, 2020
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Date of Revision: November 13, 2023

4009 - APPENDIX 1

**CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING:
FEDERAL REGULATIONS, NORFOLK PUBLIC SCHOOL'S COMPLIANCE
POLICIES AND PROCEDURES, AND EDUCATIONAL MATERIALS**

The U.S. Department of Transportation (DOT) and the Federal Highway Administration (FHWA) have issued regulations requiring that individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs) be tested for controlled substances and alcohol and not engage in controlled substances use or alcohol misuse. Information concerning those regulations, Norfolk Public Schools policies and procedures, and educational materials relating to controlled substances use and alcohol misuse is set forth as follows:

(A) The persons designated by Norfolk Public Schools to answer employee questions about these materials are:

Superintendent of Schools
Secondary Principal

(B) The categories of employees who are subject to the provisions of the federal controlled substances and alcohol use and testing regulations are:

Individuals who perform safety-sensitive functions and who are required to maintain a commercial driver's license (CDLs), including bus drivers and distribution and maintenance employees who are subject to driving commercial motor vehicles.

(C) The term "safety-sensitive functions" means:

- (1) All time waiting to be dispatched, unless the driver has been relieved from duty;
- (2) All time inspecting equipment or inspecting, servicing, or conditioning any commercial motor vehicle (i.e., a vehicle in excess of 26,000 pounds GVWR or designed to carry 16 or more passengers, including the driver) at any time;
- (3) All driving time (i.e., time spent at the controls of a commercial motor vehicle in operation);
- (4) All time, other than driving time, in or upon any commercial motor vehicle;
- (5) All time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded;
- (6) All time spent performing the driver requirements of 49 CFR §§392.40 and 392.41 relating to accidents;
- (7) All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

(D) **Employee conduct that is prohibited by the federal controlled substances and alcohol use and testing regulations includes:**

1. **Alcohol concentration.**
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater.
2. **Alcohol possession.**
No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol.
3. **On-duty use.**
No driver shall use alcohol while performing safety-sensitive functions.
4. **Pre-duty use.**
No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. **Use following an accident.**
No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. **Refusal to submit to a required alcohol or controlled substances test.**
No driver shall refuse to submit to a post-accident alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, or a follow-up alcohol or controlled substances test.
7. **Controlled substances use.**
No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver's ability to safely operate a commercial motor vehicle.
8. **Controlled substances test.**
No driver shall report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive for controlled substances.

(E) **The circumstances under which an employee will be tested for alcohol and/or controlled substances pursuant to the federal regulations include:**

1. **Pre-employment testing.**
Prior to the first time a driver performs safety-sensitive functions, the driver shall undergo testing for alcohol and controlled substances. No safety-sensitive functions are to be performed unless the driver has been administered an alcohol test with a result indicating an alcohol concentration less than 0.04, and has received a controlled substances test result from the medical review officer indicating a verified negative test result.

2. Post-accident testing.

- (a) As soon as practicable following an accident involving a commercial motor vehicle, each surviving driver:
- (1) Who was performing safety-sensitive functions with respect to the vehicle, if the accident involved the loss of human life; or
 - (2) Who receives a citation under State or local law for a moving traffic violation arising from the accident shall undergo a test for alcohol and controlled substances.
- (b) (1) *Alcohol tests.* Shall be administered within two hours following the accident unless such can not reasonably be done, and not more than eight hours following the accident.
- (2) *Controlled substance tests.* Shall be administered within 32 hours following the accident.
- (c) A driver who is subject to post-accident testing shall remain readily available for such testing or may be deemed by the employer to have refused to submit to testing. The driver shall be permitted to leave the immediate scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care, but shall otherwise remain readily available for testing.

3. Random testing.

- (a) Drivers shall be subject to random testing. The minimum annual percentage rate for random alcohol testing should be 25 percent of the average number of driver positions, or such minimum annual percentage rate as established from time to time by the FHWA. The minimum annual percentage rate for random controlled substance testing shall be 50 percent of the average number of driver positions.
- (b) The selection of drivers for random alcohol and controlled substances testing shall be made by a scientifically valid method. Under the selection process used, each driver shall have an equal chance of being tested each time selections are made.
- (c) The random alcohol and controlled substances tests shall be unannounced and the dates for administering random alcohol and controlled substances tests shall be spread reasonably throughout the calendar year.
- (d) Each driver who is notified of selection for random alcohol and/or controlled substances testing shall proceed to the test site immediately; provided, however, that if the driver is performing a safety-sensitive function at the time of notification, the driver shall cease to perform the safety-sensitive function and proceed to the testing site as soon as possible.

4. Reasonable suspicion testing.

- (a) A driver shall submit to an alcohol test when the employer has reasonable suspicion to believe that the driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations (except for possession of alcohol).
- (b) Under federal law, notwithstanding the absence of a reasonable suspicion alcohol test, a driver is prohibited from reporting for duty or remaining on duty requiring the performance of safety-sensitive functions while the driver is under the influence of or impaired by alcohol and must not perform or continue to perform safety-sensitive functions, until:

- (i) An alcohol test is administered and the driver's alcohol concentration measures less than 0.02; or
- (ii) Twenty-four hours have elapsed following the determination that there is reasonable suspicion to believe that the driver has violated the prohibitions concerning the use of alcohol.

5. **Return-to-duty testing.**

(a) Alcohol. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning alcohol and has not been terminated, the driver shall undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02.

(b) Controlled Substances. If a driver has engaged in conduct prohibited by the federal drug and alcohol testing regulations concerning controlled substances, and has not been terminated, the driver shall undergo a return-to-duty controlled substances test with a result indicating a verified negative result for controlled substances use.

6. **Follow-up testing.**

Following a determination that a driver is in need of assistance in resolving problems associated with alcohol misuse and/or use of controlled substances, the driver shall, if still employed, be subject to unannounced follow-up alcohol and/or controlled substances testing as directed by a substance abuse professional in accordance with the provisions of federal regulations.

Random, reasonable suspicion, and follow-up alcohol testing shall be conducted only when the driver is performing safety-sensitive functions, just before the driver is to perform safety-sensitive functions, or just after the driver has ceased performing safety-sensitive functions.

(F) The procedures that will be used to test for the presence of alcohol and controlled substances, to protect the employee and the integrity of the testing processes, to safeguard the validity of the test results, and to ensure that those results are attributed to the correct employee include:

The procedures outlined in 49 CFR 40, concerning procedures for Transportation Workplace Drug and Alcohol Testing Program, will be followed. This includes use of a "split sample" approach for drug testing and chain of custody procedures including documentation of screening aliquots.

(G) An employee is required to submit to alcohol and controlled substances tests administered pursuant to the federal regulations.

(H) A "refusal to submit" to an alcohol or controlled substance test includes:

Refuse to submit (to an alcohol or controlled substances test) means that a driver (1) Fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for breath testing, (2) fails to provide adequate urine for controlled substances testing without a valid medical explanation after he or she has received notice of the requirement for urine testing, or (3) engages in conduct that clearly obstructs the

testing process. A failure to remain readily available for post-accident testing, or to notify the employer of the need for such testing, or to proceed to the test site immediately for random testing, may be deemed by the employer to constitute a refusal to submit.

The consequences for refusing to submit to an alcohol or controlled substances test are as follows: A driver who has refused to submit to a required alcohol or controlled substance test is subject to the same consequences as a driver who has tested positive on an alcohol (concentration of 0.04 or greater) or controlled substances test.

(I) The consequences under the federal regulations for employees who have violated the federal regulations relating to controlled substances and alcohol use and testing include:

The driver shall be removed from and not permitted to perform safety-sensitive functions. The driver shall be referred for evaluation by a substance abuse professional for a determination of what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances abuse.

Before a driver returns to duty requiring the performance of a safety-sensitive function after engaging in conduct prohibited by the federal regulations, the driver shall, if still employed, undergo a return-to-duty alcohol test with a result indicating an alcohol concentration of less than 0.02 if the conduct involved alcohol, or a controlled substances test with a verified negative result if the conduct involved a controlled substance.

In addition, each driver identified as needing assistance in resolving problems associated with alcohol misuse or controlled substance use, if still employed,

- (i) Shall be evaluated by a substance abuse professional to determine that the driver has properly followed any rehabilitation program prescribed, and
- (ii) Shall be subject to unannounced follow-up alcohol and controlled substances tests administered by the employer following the driver's return to duty.

The driver may also be subject to the penalty provisions of 49 U.S.C. § 521(b).

(J) The consequences under the federal regulations for employees found to have an alcohol concentration of 0.02 or greater but less than 0.04 include: Removal from safety-sensitive functions for a period of not less than 24 hours following administration of the test.

(K) Information to assist employees in avoiding alcohol misuse and controlled substances use, signs and symptoms of an alcohol or a controlled substances problem, and available methods of intervening when such a problem is suspected: Information will be made available by the counselor to employees ~~upon request~~.

(L) The requirement that the following personal information collected and maintained under this part shall be reported to the Clearinghouse:

(i) A verified positive, adulterated, or substituted drug test result;

(ii) An alcohol confirmation test with a concentration of 0.04 or higher;

- (iii) A refusal to submit to any test required by law;
- (iv) An employer's report of actual knowledge of:
 - (A) On duty alcohol use; ~~pursuant to § 382.205;~~
 - (B) Pre-duty alcohol use ~~pursuant to § 382.207;~~
 - (C) Alcohol use following an accident ~~pursuant to § 382.209;~~ and
 - (D) Controlled substance use ~~pursuant to § 382.213;~~
- (v) A substance abuse professional (~~SAP as defined in § 40.3 of this title~~) report of the successful completion of the return-to-duty process;
- (vi) A negative return-to-duty test; and
- (vii) An employer's report of completion of follow-up testing.

Legal Reference: 49 CFR §382.601(b)(12).

| | |
|------------------------|--------------------|
| Date of Adoption: | September 14, 2015 |
| Date of Reaffirmation: | February 8, 2016 |
| Date of Revision: | February 10, 2020 |
| Date of Revision: | July 11, 2022 |
| Date of Revision: | November 13, 2023 |

Students

Admission Requirements

Minimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board shall admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the Board.

Early Admission to Kindergarten:

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approved and shall be made available to interested persons:

Early kindergarten enrollment exceptions may be made for younger children who are intellectually advanced. At a minimum, eligibility for the admission shall be based upon an analysis of the child's: (1) mental ability, (2) emotional/social development, (3) pre academic skills, and (4) fine motor skills.

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

- a. will turn 5 years of age between August 1 and October 15;
- b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
- c. are selected on the basis of testing by professionals trained and certified to administer the assessments that will produce evidence of strength in:
 1. mental ability defined as scoring 84th percentile or above on a standardized assessment of cognitive ability such as the Wechsler Pre Primary Scale of Intelligence III, or the Stanford-Binet V;
 2. a test of emotional/social development such as the Behavior Assessment System for Children, Second Edition (BASC-2);
 3. 75th percentile or greater on a test of pre academic skills such as the Woodcock Johnson III; and
 4. a test of fine motor ability, scoring 75th percentile or above on a standardized measurement such as the Beery VMI.

In the discretion of the Superintendent or designee, the assessments may be administered by the School District's professional staff, or the parents or guardians may be required, at their own expense, to have all or some of the required assessments completed by reputable professionals and to submit the results of such assessments to the School District.

The decision regarding early entrance to kindergarten requires careful consideration of all factors that affect kindergarten success with final determination to be made based on the recommendation of the District Evaluation Team, to be composed of such individuals as the Superintendent or designee determine appropriate. The academic, social, and emotional readiness, as well as the student's physical development and well-being, must be weighed with institutional factors also considered. Sound decision making in the area of early entrance to kindergarten is dependent upon reliable information regarding a student's readiness and a thoughtful balancing of the myriad of factors implicated by the decision. Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment and the determination of the District Evaluation Team in a timely fashion; not to exceed three weeks after the assessments are completed.

Parents must fill out the early entrance application forms, which include a parent questionnaire.

The assessment request and parent questionnaire must be completed and returned to the District no later than July 1st before fall enrollment to allow summer assessment to be completed.

Decisions regarding early kindergarten entrance must include consideration of the above and shall not be made based on sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status of the child or the child's parents or guardians. Institutional factors, such as capacity, may also be considered.

Admission to First Grade:

A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year and school officials determine that first grade is the appropriate placement for the child.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, within 30 days of enrollment. Other reliable proof of the child's identity and age, accompanied by an

affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but may result in a referral to local law enforcement for investigation).

- (2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
- (3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation.
- (4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes that an exception to the immunization requirements are met.
- (5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

Enrollment of Expelled Students

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school

district, in its sole and absolute discretion upon a proper application, approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

Military Families

If a parent presents evidence to the District of military orders that the military family will be stationed in the State of Nebraska during the current or following school year, and the parent resides in or is stationed on federally owned property within the boundaries of the District, the District will enroll preliminarily the parent's students, including any such student that has an Individualized Education Plan, a 504 Plan, or otherwise receives special education services.

Legal Reference: Neb. Rev. Stat. Sections 43-2001 to 43-2012
 Neb. Rev. Stat. Sec. 79-214
 Neb. Rev. Stat. Sections 79-217 to 79-223
 Neb. Rev. Stat. Sec. 79-266.01
 173 NAC Chapters 3 and 4 (HHS Regulations)

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Date of Reaffirmation: September 13, 2021

Students

Full-time and Part-time Enrollment

Full-time Enrollment

Students must be enrolled in Norfolk Public Schools on a full-time basis. Full-time basis is defined as attending classes for the full instructional day within the public school system.

Exceptions are permitted only for:

1. enrolled students attending another state accredited institution such as a vocational-technical school or a college or university for school credit;
2. enrolled students taking the limited number of credits needed to graduate in the school year;
3. enrolled students in need of modified school attendance as an accommodation for a disability or similar unique circumstance;
4. enrolled students receiving special education services where the student's IEP requires a modified schedule, or non-enrolled students receiving special education services or other legally mandated services required to be provided to eligible resident children under state and federal laws and regulations;
5. students from other school districts participating in programs offered by the District pursuant to an interlocal agreement or other arrangement approved by the School Board; and
6. non-public school students in accordance with the policies and procedures set forth in this policy.

Part-Time Enrollment of Non-Public School Students

The School Board shall allow the part-time enrollment of students who are residents of the school district and who are also enrolled in a private, denominational, or parochial school or in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements. Such students are referred to herein as "non-public school students."

The School Board establishes the following guiding principles for enrollment of non-public school students:

- (1) The primary school for a non-public school student is the student's private, denominational, parochial or home school.
- (2) Enrollment of a non-public school student in Norfolk Public Schools is allowed for the purpose of providing enhanced educational opportunities not otherwise available to the non-public school student. It is not to supplant programming of the student's primary school.
- (3) Non-public school students are not to be given priority over full-time students.
- (4) Non-public school students are to be enrolled only in programs or courses that are educationally appropriate for the student.
- (5) Enrollment of non-public school students is not to negatively affect the educational services to be provided to full-time students.

The School Board establishes the following specific policies and procedures for enrollment of non-public school students. In the event the specific policies and procedures require interpretation or do not fully resolve an issue, the above established guiding principles are to be considered.

A. Non-Public School Student Enrollment Application Procedures.

1. Application. Parent or guardian must submit an Application of Non-Public School Student for Part-Time Enrollment to the principal of the school the student desires to attend.
2. Deadline for Applications. The application must be received by August 1st preceding the school year the student wishes to enroll.
 - a. Change of Residence Exception: The application deadline for a student who becomes a resident of the District after the school year has commenced is: 20 calendar days after the student becomes a resident of the District. The principal may delay enrollment until the next following quarter or semester starts, or at such other time as determined to be educationally appropriate.
 - b. High School Course Exception: The application deadline for a student who desires to enroll in a second semester high school course is December 1st.
3. Action on Applications. The principal will review the application and will notify the parent of the approval or denial of the application within 2 weeks of receipt of the application or 2 weeks prior to the start of school or 2 weeks prior to the start of the next semester, whichever is later.
4. Appeals. The parent or guardian may appeal the principal's action to deny their application. Any such appeal must be submitted to the Superintendent within 14 calendar days from the date of the principal's action. The appeal shall be in writing and shall be decided on the basis of the written submission. The Superintendent may request the parent or guardian to provide further explanation or information and the appeal may be denied in the event the parent or guardian fails to fully respond on a timely basis. The Superintendent shall decide the appeal within 10 calendar days of the submission of the appeal. The Superintendent may make a decision later than the 10 days in the event good reason for delay exists. Good reason includes but is not limited to the Superintendent being unable to gather the information the Superintendent determines necessary to make the decision within the decision period.
5. Annual Applications. Part-time enrollment is determined annually. Application must be made each school year. There will be no guarantee that enrollment will be continued from one year to the next.

B. Non-Public School Student Admission

1. Admission Requirements. Students must meet the normal admission requirements. This includes the requirements that the student: be a resident of the District, be of school attendance age and not have graduated or have received a GED.
2. Admission Process. Students must complete the normal enrollment process and forms required by the District and/or the building for enrollment of all children. This includes the requirements relating to: birth certificates, immunizations, physical examinations, and visual evaluations.

C. Non-Public School Student Enrollment Standards

1. Maximum Enrollment. Students may not typically enroll in more than 2 middle school, junior high, or high school courses during any one semester. Elementary students may not enroll in programming of greater than 90 minutes of instruction each day.
2. Capacity Limits. Enrollment will ordinarily be subject to capacity limits. Any grade level, program, or course which has been determined to be at capacity for option enrollment purposes will ordinarily not be available for non-public school students.
3. Integrated Courses. Students must meet prerequisite requirements to be enrolled in a course by appropriate credits earned through an accredited program. The principal may on a discretionary basis allow prerequisite requirements to be satisfied where the student provides reasonable indications that the academic criteria have been met, such as results from achievement tests or other indications of adequate preparation.
4. Educationally Appropriate Programs and Courses. Students will not be allowed to enroll in programs or courses which the school administration determines to not be educationally appropriate for the student. Determination of whether a program or course is educationally appropriate will be made based on the standards the District uses for making academic placement decisions.
5. Selection of Courses. Subject to Paragraphs 1 through 4 of this Paragraph C, and all other applicable provisions of this Policy, non-public school students may select their courses.

6. Non-public school students are permitted to apply to a Norfolk Senior High School Career Academy and enroll in courses within an academy if their application is approved and there is space available in the course. (A student's acceptance into an academy does not guarantee that academy courses will be offered at a time that is convenient for the student or that the student will

be able to complete the academy.)

D. Non-Public School Student Policies

1. General Standard. Non-public school students who are enrolled part-time are to be subject to the same standards as full-time enrolled students except where appropriate to reflect their part-time status.
2. Building assignment. Students must enroll in the attendance center that serves the student's residence, provided that the administration reserves the authority to make a different attendance center assignment. A student may request assignment to an attendance center other than that of the student's residence under the intra-district transfer procedures.
3. No Partial Part-Time Enrollment. Students must apply for enrollment and attend the entire school year for which enrollment is made or, for high school courses, for the full length of the course. Once enrolled, part-time students will be required to participate in all activities, programs, and tests related to the program or course for which the student is enrolled, including as applicable State or District-wide assessments, as full-time students.
4. Student Conduct Policies. Students enrolled on a part-time basis shall be required to follow all school policies that apply to other students at any time the part-time student is present on school grounds or at a school-sponsored activity or athletic event. This includes the District's student conduct policies. Students enrolled on a part-time basis shall be subject to discipline, including suspension or expulsion, for violation of student conduct rules.
5. Attendance. Students enrolled on a part-time basis are not exempt from the compulsory attendance laws or from the District's attendance policies. Students who engage in excessive absenteeism as defined in Board policy are to be reported under the truancy laws.
6. Presence on School Grounds. Students enrolled on a part-time basis are to be present on school grounds during the school day only at the times required for their attendance in the program or course in which they are enrolled. Exceptions may be made in the discretion of the principal or the principal's designee. Students must sign in and out of the school by following the building level procedure. Students are responsible for being aware of any changes in the school schedule during inclement weather or for other reasons.
7. Transportation. Students enrolled on a part-time basis are not entitled to transportation or transportation reimbursement, unless otherwise required by law. Full-time students will be given first consideration for parking on the high school campus.

8. Academic Honors. Students enrolled on a part-time basis will not be eligible to graduate or receive a diploma from the District or receive academic honors (for example, class rank and honor roll) except to the extent the student meets all requirements of the District's policies for such, including attainment of minimum credits and semesters of attendance.

9. Extracurricular Activities. Any student who is a resident of the District and who is enrolled in a school which elects pursuant to section 79-1601 not to meet accreditation or approval requirements may participate in any of the District's extracurricular activity programs to the same extent and subject to the same requirements, conditions, and procedures as a full-time student in the District. Non-resident students may only be admitted on a part-time basis or permitted to participate in a school-sponsored extracurricular activity when required by law. The District's Activities Director will coordinate with the student's parent or guardian to secure assurances of compliance with these expectations. Any student covered by this subsection must enroll in ~~no more and no less than~~ five credit hours through the District in any-the semester in which the student participates in an extracurricular activity. There shall be no preference given to any student participating in any extracurricular activity based off their status as a full-time or part-time student. Part-time students will be expected to comply with the same or similar expectations as full-time students to participate in any activity, including team rules. Participation in activities that are subject to the bylaws of the Nebraska School Activities Association (NSAA) will be limited to those students who meet the NSAA bylaws.

Legal Reference: Neb. Rev. Stat. Sec. 79-2,136 and Sec. 79-526
Title 92, Nebraska Administrative Code, Chapter 10

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Date of Revision: August 14, 2023

StudentsStudent Discipline

- A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.
1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:
 - a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
 - b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary, not to exceed an additional 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent

- or guardian is to attend the conference. The Principal shall document their attempt to make a reasonable effort to hold a conference with the parent or guardian.
- e. A student who is on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who is on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
3. Expulsion:
- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
- b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers. If the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension.

During this period, the student will not be required to attend the alternative programs for expelled students in order to complete classwork or homework.

- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be offered an alternative education program that will enable the student to continue academic work for credit toward graduation. A student will not be required to attend the alternative education program in order to complete classwork and homework. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.
- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.
- f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

- g. Returning from Expulsion. At the conclusion of an expulsion, the District will reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of expulsion from any Nebraska accredited institution or institution accredited by one of the six regional accrediting bodies in the United States.
 - h. Exception for Pre-Kindergarten through Second Grade Students. Notwithstanding the foregoing, no pre-kindergarten through second grade student may be suspended from school, unless the student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity. Instead, the Principal or Principal's designee may implement alternative disciplinary measures on a case-by-case basis if a pre-kindergarten through second grade student engages in misconduct that would otherwise result in a short-term suspension. If a pre-kindergarten through second grade student brings a deadly weapon on school grounds, in a school vehicle, or to a school activity, then the student may be suspended or expelled in accordance with this Policy's disciplinary procedures.
 - i. Religious Freedom. The District will not substantially burden a student's right to religious exercise unless the student's religious exercise is disruptive to the school environment, not permitted by staff, may pose a safety risk, or would otherwise interfere with the school day.
4. Emergency Exclusion: A student may be excluded from school in the following circumstances:
- a. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community; or
 - b. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

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

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

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.
- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of short-term, long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
 2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
 3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
 4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student.
 5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.

6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct. **This includes "deep fakes" or other computer-generated images of other students or staff intended to bully, harass, intimidate, or humiliate another student or staff member.**
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes, **including (but not limited to) a violation of the District's dress code and electronic communication device rules.**
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Willfully violating the behavioral expectations for riding school buses or vehicles.

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

- a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
- b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.

Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing. Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent, and
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.

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

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that ~~is dangerous to the health and safety of anyone or is reasonably forecasted~~ to interfere with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other

forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

- a. Clothing that shows an inappropriate amount of bare skin or underwear (~~midriffs, spaghetti straps, sagging pants~~) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
- b. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
- c. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
- d. Head wear including hats, caps, bandannas, scarves, sunglasses, and novelty headbands.
- e. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, vulgar double meaning, displays weapons, or promotes hate or violence.
- f. Clothing or jewelry that is gang related.
- g. Costumes or clothing normally worn as pajamas or undergarments cannot be worn as outer garments, including novelty or bedroom slippers.

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

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

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

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

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

2. Academic Integrity.

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

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

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:

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

(a) Tests (includes tests, quizzes and other examinations or academic performances):

(i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

(ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(iii) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.

- (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

- (b) Student Work (includes papers, essays, lab projects, and other similar academic work):
 - i) Use of Another's Work: Copying another student's paper, using a paper from an outside entity, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
 - (ii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
 - (iii) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

- (c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

- (2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another person or entity or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
 - (a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
 - (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

(3) “Contributing” to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

(1) Academic Sanction. The instructor will refuse to accept the student’s work in which the academic integrity offense took place and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.

(2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student’s parents or guardian.

(3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor following the Code of Conduct.

E. Law Violations

1. Any act of a student which is a basis for expulsion and which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code will be reported to law enforcement as soon as possible. Conduct to be reported for law enforcement referral includes conduct that may constitute a felony, conduct which may constitute a threat to the safety or well-being of students or others in school programs and activities, and conduct that the legal system is better equipped to address than school officials. Conduct that does not need to be reported for law enforcement referral includes typical adolescent behavior that can be addressed by school administrators without the involvement of law enforcement. In making the decision of whether to report, consideration should be given to the student’s maturity, mental capacity, and behavioral disorders, where applicable. When appropriate, it shall be the responsibility of the referring administrator to contact the student’s parent of the fact that the referral to legal authorities has been or will be made.

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

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

Legal Reference: Neb. Rev. Stat. Sections 79-254 to 79-296
Neb. Rev. Stat. Section 79-2,160

Date of Adoption: March 10, 2014
Date of Reaffirmation: December 11, 2017
Date of Revision: July 9, 2018
Date of Reaffirmation: November 8, 2021
Date of Revision: March 13, 2023
Date of Revision: August 14, 2023
Date of Revision: July 8, 2024

StudentsPromotion and Retention

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

If a parent or guardian would like their student to retake a grade level, the parent or guardian must meet with the Superintendent or designee to discuss the student repeating a grade. At that meeting, the parent or guardian must provide evidence of academic needs, illness, or excessive absenteeism that would warrant the student to repeat the grade. A student in kindergarten through fourth grade may be retained due to academic needs, illness, or excessive absenteeism. A student in grades fifth through twelfth grade may be retained due to excessive absenteeism. At such meeting, the Superintendent or designee shall identify any alternative educational opportunities, including remedial instruction, if applicable, and verify any special education supports available to such student. If the student's parent or guardian still intends for their student to repeat a grade, such parent or guardian shall then complete the required form and return such form to the District. Upon completion of the form and if all requirements pursuant to this policy and law are met, the District shall permit the student to repeat the student's grade for the next school year.

Additional guidelines related to retention and promotion will be outlined in Administrative Rule.

Legal Reference: Neb. Rev. Stat. Sec. 79-526 [& 79-2,161](#)

Date of Adoption: April 14, 2014
Date of Revision: July 10, 2017
Date of Reaffirmation: February 12, 2018
Date of Reaffirmation: November 8, 2021
Date of Revision: July 8, 2024

Notification of Rights Under FERPA

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

- 1) The right to inspect and review the student’s education records within 45 days of the day the District receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 2) The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading at the time the record was created.

Parents or eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests or otherwise allowed by law. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another School District in which a student seeks or intends to enroll.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

Notice Concerning Directory Information

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

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

Under FERPA, "directory information" is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. The types of personally identifiable information that the District has designated as directory information are as follows:

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

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

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. Parents or guardians may refuse to allow their student's information to be designated as "directory information" at any time during the school year, so long as the parent or guardian notifies the Superintendent in writing. ~~The period of time within which a parent or eligible student has to notify the District in writing that he or she does not want information about the student designated as directory information is as follows: two weeks from the time this information is first received. Please contact the Superintendent's office to indicate your refusal to have your child's information designated as directory information.~~

~~The District may disclose information about former students without meeting the conditions in this section.~~

OPTIONAL

~~In addition, notice is further given that FERPA permits the disclosure of personally identifiable information from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in Sec. 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, Sec. 99.32 of the FERPA regulations requires the District to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. The District may disclose personally identifiable information from the education records of a student without obtaining prior written consent of the parents or the eligible student—~~

~~To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the District has outsourced institutional services or functions, provided that the conditions listed in Sec. 99.31(a)(1)(i)(B)(1) — (a)(1)(i)(B)(2) are met. (Sec. 99.31(a)(1))~~

~~To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of Sec. 99.34. (Sec. 99.31(a)(2))~~

~~To authorized representatives of the U.S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the Nebraska Department of Education.— Disclosures under this provision may be made, subject to the~~

~~requirements of Sec. 99.35, in connection with an audit or evaluation of Federal or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (Sections 99.31(a)(3) and 99.35)~~

~~In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (Sec. 99.31(a)(4))~~

~~To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to Sec. 99.38. (Sec. 99.31(a)(5))~~

~~To organizations conducting studies for, or on behalf of, the District, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (Sec. 99.31(a)(6))~~

~~To accrediting organizations to carry out their accrediting functions. (Sec. 99.31(a)(7))~~

~~To parents of an eligible student if the student is a dependent for IRS tax purposes. (Sec. 99.31(a)(8))~~

~~To comply with a judicial order or lawfully issued subpoena. (Sec. 99.31(a)(9))~~

~~To appropriate officials in connection with a health or safety emergency, subject to Sec. 99.36. (Sec. 99.31(a)(10))~~

~~Information the District has designated as "directory information" under Sec. 99.37. (Sec. 99.31(a)(11))~~

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

Notice Concerning Designation of Law Enforcement Unit:

The District designates the [Name] Police Department as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

StudentsAssociation Activities

The Norfolk Public School District is a member of the Nebraska School Activities Association, which is a voluntary organization of public and private schools of Nebraska organized for the purpose of promoting and regulating the competition between schools in what is generally known as the extracurricular activities.

All students participating in extracurricular activities shall follow the rules provided by the Nebraska School Activities Association and rules of Norfolk Public Schools. **The Superintendent or designee shall, as required by law, designate each school-sponsored interscholastic athletic team or sport as either: (1) boys; (2) girls; or (3) co-ed.**

Students who represent Norfolk Public Schools in any of its allied or extracurricular activities shall practice a high level of citizenship both in school and in community living.

~~Participation in athletics at the 6-12th grade levels will be restricted to a student's biological sex, at birth, as stated on the student's original birth certificate or subsequent court order. With that being said, any student (regardless of their birth sex) may participate in any extracurricular activity (including after-school clubs) that allows both boys and girls to participate.~~

Legal Reference: LB 89 (2025)

Date of Adoption: April 14, 2014

Date of Reaffirmation: February 12, 2018

Date of Revision: February 14, 2022

Date of Revision: August 14, 2023

Students (& Employees)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

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

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

Students: Director of Student Services—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Employees and Others: Resources Director—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at One Petticoat Lane, 1010 Walnut Street, 3rd Floor, Suite 320, Kansas City, Missouri 64106, (816) 268-0550 (voice), Fax (816) 268-0599, (800) 877-8339 (telecommunications device for the deaf), or ocr.kansascity@ed.gov.

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.**1. Purpose:**

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

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

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

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

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

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

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

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial

investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

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

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

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

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

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

i. Level 1 (Investigation and Findings):

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

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

The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist as determined by the investigator. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will be determined by the investigator and in compliance with any legal requirements not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline. Periodic status updates will be given to the parties, when appropriate.

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

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which

they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

- d. A review of the evidence using a “preponderance of the evidence” standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District ~~will~~ may, when appropriate or when legally required, send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within one (1) ~~working day-week~~ after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within five (5) working days after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal within ten (10) working days after receiving the appeal. The party who filed the appeal will be sent the Superintendent’s determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent’s determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent’s determination. The Board of Education will review the appeal, the Superintendent’s determination, the investigative documentation and decision, and allow the party to address the Board or a Committee of the Board of Education at a Board meeting

to present his or her appeal. ~~The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party.~~ The Board or Committee of the Board of Education may, in its discretion, will issue a written determination about the appeal within thirty (30) days after the party addresses the Board. The Board or a Committee of the Board may, in the alternative, vote on the appeal and send the party the outcome of the vote. The party who filed the appeal will be sent the Board's determination ~~at the time it is issued, and a copy will be sent to the designated compliance coordinator.~~ The Board's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

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

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

5. Training:

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

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.

- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

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

7. Preventive Measures:

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

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

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the

Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)

Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.

Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: September 14, 2015

Date of Reaffirmation: March 12, 2018

Date of Revision: July 9, 2018

Date of Revision: July 12, 2021

Date of Reaffirmation: February 14, 2022

**Complaint Form
Discrimination, Harassment or Retaliation**

The Norfolk Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

Students: Director of Student Services—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Employees and Others: Resources Director—512 Philip Avenue, Norfolk, NE 68701 (402) 644-2500

Name: _____ Date: _____

(1) Description of the complaint:

(2) Names of any witnesses to the matter being complained about: _____

(3) Identify and attach any document supporting the complaint: _____

(4) Confidentiality: I ___ do ___ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

(5) Relief requested (what I want done in response to this complaint):

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Signature: _____

Received by: _____ Date: _____

StudentsIdentification of Learners with High Ability

The Board of Education recognizes that the student population includes students with exceptional academic abilities. Efforts to refer and identify learners with high ability will be made at each grade level (beginning in grade 1). Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary.

~~Learners with high ability shall be identified in the academic areas of mathematics, science, social studies, and language arts in grades 1-11.~~

~~A listing of students who meet the district criteria for learners of high ability and the areas of high capability of each of those students will be made available to classroom teachers, by the school district administration, within the first thirty (30) days of each school year.~~

~~Within the first thirty (30) days of each school year, the school district administration shall make available to parents or guardians of identified learners with high ability information about how their child has been identified.~~

~~The administration shall implement the district wide plan for learners with high ability, as such plan is modified from time to time, in accordance with applicable laws and regulations.~~

The Superintendent or designee shall develop and implement such criteria to identify high ability learners, and shall take steps to offer accelerated or differentiated curriculum programs that will address the educational needs of the identified students at levels appropriate for the abilities of those students. The accelerated or differentiated curriculum programs shall meet the standards of quality established by the Nebraska Department of Education.

Legal Reference: Neb. Rev. Stat. §§ 79-1106 to 79-1108.03
NDE Rule 3

Date of Adoption: May 12, 2014
Date of Reaffirmation: April 9, 2018
Date of Reaffirmation: February 14, 2022

InstructionParental/Community Involvement in Schools

Norfolk Public Schools, after having conducted a public hearing concerning parental involvement and participation, declares that it shall be the policy of the District:

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

5. The District will notify parents, guardians, and educational decisionmakers when their child may be subjected to a standard norm referenced or criterion referenced test or standardized tests. When reasonable to do so or required by law, the parents, guardians, or educational decisionmakers will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent, ~~or~~ guardian, or educational decisionmaker of such student shall be prohibited unless a parent, guardian, or educational decisionmaker requests in writing that such tests be administered to their child.

6. Parents, guardians, and educational decisionmakers will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:
 - Political affiliations or beliefs of the student or the student's parent, guardian, or educational decisionmaker;
 - Mental or psychological problems of the student or the student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of other individuals with whom respondents have close family relationships;
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - Religious practices, affiliations, or beliefs of the student or student's parent, guardian, or educational decisionmaker; or
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

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

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

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

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

Legal Reference: Neb. Rev. Stat. Sections 79-530 to 79-533
Family Educational Rights and Privacy Act, 20 U.S.C. 1232g
Protection of Pupil Rights Amendment, 20 U.S.C. 1232h

Date of Adoption: July 14, 2014
Date of Reaffirmation: May 11, 2015
Date of Reaffirmation: May 9, 2016
Date of Reaffirmation: May 9, 2017
Date of Revision: June 11, 2018
Date of Reaffirmation: May 13, 2019
Date of Reaffirmation: June 8, 2020
Date of Reaffirmation: December 14, 2020
Date of Reaffirmation: June 14, 2021
Date of Reaffirmation: May 9, 2022
Date of Reaffirmation June 12, 2023

Community RelationsTitle IX – Procedure for Complaints of Sexual Harassment**A. Complaint Procedure - Generally**

1. Reporting Procedures: All employees are responsible for helping to prevent sexual harassment. Employees or students who believe they have been subjected to, or believe they have witnessed sexual harassment should follow these procedures:

1. Directly inform the person engaging in the discrimination or harassment that such conduct is offensive and must stop.
2. For employee reporters, contact your principal or supervisor, the principal or supervisor of the offending person, or the Title IX Coordinator if you do not wish to communicate directly with the person whose conduct is offensive or if direct communication with the offending person has been ineffective.
3. Report the matter to the Title IX Coordinator if the offending conduct continues or has not been resolved to your satisfaction after you have reported the matter to a principal or supervisor.
4. For student reporters, contact any teacher, counselor, or administrator, or the Title IX Coordinator.
5. Report to the Title IX Coordinator if you are the adult to whom the student has made a report so that the matter can be properly resolved. The Title IX Coordinator is:

TITLE IX COORDINATOR CONTACT INFORMATION

Erik Wilson
512 Philip Avenue
Norfolk, NE 68701
402-644-2500
erikwilson@npsne.org

2. District Actions upon Report of Sexual Harassment or Sexual Misconduct: Upon receipt of a report of sexual harassment, the Title IX Coordinator, or designee, including but not limited to a building principal or assistant principal, will conduct an initial inquiry. The first step of the inquiry will typically include a preliminary meeting between the individual whom the reporting party alleges has been subjected to sexual harassment or sexual misconduct and the Title IX Coordinator, or designee. The initial inquiry may also include a meeting between the Title IX Coordinator, or designee, and the individual whom the reporting party alleges has committed sexual harassment or sexual misconduct. The purpose of these meetings is to gain a basic understanding of the nature and circumstances of the report, it is not intended to be a full investigative interview. During the initial assessment, the reporting party may also receive

information about resources, rights, procedural options, and supportive measures. The Title IX Coordinator, or designee, may inquire into whether the person who has is alleged to have been subject to sexual harassment or misconduct requests resources, no further action, supportive measures, and/or initiation of the “Formal Complaint” process. The Title IX Coordinator will make a reasonable effort to respect the wishes of the person who experienced sexual harassment or sexual misconduct; however, if the reported incident constitutes an imminent or ongoing threat to school safety, based on the assessment of the Title IX Coordinator, then the Title IX Coordinator may file a Formal Complaint, on behalf of the District, with or without the consent or permission of the person who has experienced sexual harassment or sexual misconduct.

With or without a Formal Complaint, allegations of sexual harassment or discrimination shall be investigated and if substantiated, corrective or disciplinary action will be taken, up to and including dismissal from employment, if the offender is an employee, or suspension and/or expulsion, if the offender is a student. Retaliatory action will not be taken against any person for reporting discrimination or harassment. This policy does not limit or prohibit the District from instituting disciplinary measures pursuant to other Board Policy, rules, or other expectations if the District determines that a person violated District rules or expectations.

B. Formal Complaint Process

The following procedures apply only in the event that a Formal Complaint is filed. All other reports of sexual harassment shall be resolved using the general complaint procedure. Any timelines set forth in the following procedures may be extended by the Title IX Coordinator with notice to the parties.

1. Misconduct Which May Be Investigated Under a Formal Complaint: The Formal Complaint process is only available if the Formal Complaint alleges: (i) conduct which occurs on District grounds or property owned or controlled by the District; (ii) conduct which occurs in the context of District employment or an education program or District-sponsored activity within the United States, and (iii) conduct which occurs when the District has substantial control over both the Respondent and the context in which the sexual harassment or sexual misconduct occurs. The conduct must also fall within one of the following categories: (a) an employee of the District conditioning an aid, service, or benefit of the District on an individual’s participation in unwelcome sexual contact; (b) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the District’s education program or activity; (c) sexual assault; (d) domestic violence; (e) dating violence; or (f) stalking.

2. Parties to a Formal Complaint: The only parties to a Formal Complaint are the Complainant, who is the person alleged to have been subject to misconduct, and the Respondent, the person who is alleged to have committed the misconduct.

3. Filing a Formal Complaint: A Formal Complaint may only be filed by a Complainant or the Title IX Coordinator. An employee or student Complainant may file a Formal Complaint in

writing with the Title IX Coordinator in person or by mail, or by electronic mail. The Formal Complaint must be signed by the Complainant or by the Title IX Coordinator.

4. Immediate Actions Upon Receipt of Formal Complaint: Upon receipt of a Formal Complaint, the Title IX Coordinator will conduct an initial assessment of the allegations contained within the Formal Complaint to determine if the allegations in the Formal Complaint, if true, allege misconduct which may be investigated under the Formal Complaint process. If the allegations in the Formal Complaint do not allege misconduct which may be investigated under the Formal Complaint process, the Title IX Coordinator must dismiss the Formal Complaint and may proceed under other District policies or procedures. The Complainant will be provided notice in writing if the Formal Complaint is dismissed.

If the allegations in the Formal Complaint allege misconduct which may be investigated under the Formal Complaint process, the Title IX Coordinator shall provide the following to all known parties: (1) The complaint procedure as outlined in this policy; and (2) Notice of the allegations of sexual harassment, known by the District at the time of filing the Notice, including (i) the identities of the parties involved, if known, (ii) the conduct allegedly constituting sexual harassment, and (iii) the date and location of the alleged incident.

The Title IX Coordinator shall then provide the Formal Complaint and the Notice of the Formal Complaint to the District's Title IX Investigator.

5. Investigation of Formal Complaint: Upon receipt of a Formal Complaint, the Investigator will promptly investigate the allegations contained within, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The Investigator will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this complaint procedure. If the allegation(s) involve possible criminal conduct, the District will notify the Complainant of his or her right to file a criminal complaint, and District employees will not dissuade the Complainant from filing a criminal complaint either during or after the District's investigation.

The Investigator will contact the Complainant, Respondent, and relevant witnesses to schedule interviews. All parties may bring up to two people to this meeting: (1) Support Person and/or (2) Advisor of Choice. The Advisor of Choice may or may not be an attorney. Neither the Support Person nor the Advisor of Choice can direct questions or comments to the Investigator, nor may the Support Person or Advisor of Choice advise a student or employee how to answer the Investigator's questions.

The Investigator will also aim to collect all tangible evidence relevant to the investigation.

The Investigator will complete the investigation within a reasonable time frame, as determined by the Title IX Coordinator. The factors to determine a reasonable time frame include, but are not limited to, the allegations of the Formal Complaint and the number of witnesses that may need to be interviewed. The time frame originally set by the Title IX Coordinator may be extended by the

Title IX Coordinator, upon notice to the parties, as deemed necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.

(A) *Neutrality*: The Title IX Coordinator, Investigator, Decision-Maker, or any person designated by the District to facilitate this Formal Complaint process, shall not have any conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant or Respondent. The District shall ensure that Title IX Coordinator, Investigator, Decision-Maker, and any person who facilitates this Formal Complaint process shall receive training on the definition of sexual harassment, the scope of the District's education program or activity, how to conduct an investigation and complaint process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the fact at issue, conflicts of interest, and bias.

(B) *Burden of Production*: It shall be the Investigator's burden to gather evidence sufficient to reach a determination regarding the outcome of the Formal Complaint. To reach a determination, the investigation will include, but is not limited to:

- i. Providing the parties with the opportunity to present witnesses and provide evidence.
- ii. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- iii. A consideration of various factors, including: (1) the nature of the conduct and whether the conduct was unwelcome, (2) the surrounding circumstances, expectations, and relationships, (3) the degree to which the conduct affected one or more students' education, (4) the type, frequency, and duration of the conduct, (5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, (6) the number of individuals involved, (7) the age and sex, if applicable, of the alleged harasser and the alleged victim(s) of the harassment, (8) the location of the incidents and the context in which they occurred, (9) the totality of the circumstances, and (10) other relevant evidence.
- iv. A review of the evidence using a "preponderance of the evidence" standard. To meet the "preponderance of the evidence" standard, the evidence must show that the discrimination, harassment, or retaliation more likely occurred than did not occur.

(C) *Rights of the Parties*: The Respondent is entitled to a presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process. The Investigator must provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. The Investigator shall not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

The District retains the right to place any person on administrative leave during the pendency of the investigation. The District also retains the right to remove a Respondent from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the Respondent shall have the opportunity to challenge the decision for removal by meeting with the Title IX Coordinator to discuss the removal.

(D) *Conclusion of Investigation:* Prior to the conclusion of the investigation, the Investigator shall send each party the evidence that is subject to inspection and review in an electronic format or a hard copy. This information shall be known as the “Draft Investigative Report.” The Draft Investigative Report shall include all evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the Investigator does not intend to relay to the Decision-Maker. The parties shall then have ten (10) calendar days to submit a written response, which the Investigator will consider. Responses may not be submitted by the parties’ Advisor of Choice or Support Person, unless such person is the parent or guardian of the Complainant or Respondent. Responses may include corrections to the Investigator’s summary of the parties’ interviews, suggestions for additional investigation, or additional information not known at the time of the interviews. Any new information provided by the parties during the response period will not result in an additional time period for response by the other party unless determined necessary by the Title IX Coordinator. The Investigator is not obliged to respond to any question or requests for information in the parties’ responses. The Investigator will consider the information provided by the parties and will incorporate relevant information into the Final Investigative Report. The Final Investigative Report will fairly summarize the relevant evidence. The Investigator shall then submit the Final Investigation Report to the Decision-Maker. The parties shall each receive a copy of the Final Investigative Report at the same time as the Decision-Maker.

6. Actions Taken By Decision-Maker Upon Receipt of Final Investigative Report: Upon receipt of the Final Investigative Report, the Decision-Maker shall provide 10 days for each party to submit written, relevant questions that a party wants asked of any party or witness. Questions shall be submitted to the Title IX Coordinator who shall determine whether questions are relevant. The Title IX Coordinator shall contact parties or witnesses to request answers to the parties’ relevant questions. The Title IX Coordinator will provide each party, and the Decision-Maker with the answers provided by the opposing party or witness and allow for additional, limited follow-up questions from each party.

7. Notice of Determination: Once the Decision-Maker has received the answers to relevant questions submitted by the parties, the Decision-Maker shall consider the answers and the Decision-Maker shall issue a written determination regarding responsibility by a preponderance of the evidence within a reasonable time frame, as determined by the Title IX Coordinator. The Decision-Maker shall consider all relevant evidence, including inculpatory and exculpatory evidence, and will not consider the credibility of the evidence to be based on a person’s status, such as the Complainant, Respondent, or witness. The Decision-Maker shall provide the written determination to both parties simultaneously. The written determination shall include:

- (a) Identification of the allegations potentially constituting sexual harassment;
- (b) A description of the procedural steps taken from the receipt of the Formal Complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;
- (c) Findings of fact supporting the determination;
- (d) Conclusions regarding the application of each recipient’s code of conduct to the facts;
- (e) A statement of, and rationale for, the results as to each allegation, including a

determination regarding responsibility, any disciplinary sanctions the recipient imposes on the Respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the Complainant; and

- (f) The recipient's procedures and permissible bases for the Complainant and Respondent to appeal.

The Family Educational Rights and Privacy Act (FERPA) permits the District to disclose relevant information to a student who was discriminated against or harassed.

8. Sanctions: At the conclusion of the investigation, the Decision-Maker may institute disciplinary measures against the Respondent if the Decision-Maker determines that the Respondent engaged in sexual abuse or harassment. Disciplinary measures may include, but are not limited to, in-school suspension, out-of-school suspension, expulsion, and, in the case of an employee disciplinary action, up to and including immediate termination from employment.

The Title IX Coordinator is responsible for coordinating the implementation of supportive measures for the victim(s).

C. Appeals

If either party is not satisfied with the outcome of the investigation and the decision of the Decision-Maker, they may appeal on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against the Complainant or Respondent generally or the individual Complainant or Respondent that affected the outcome of the matter.

The request for an appeal shall be in writing and submitted on the appropriate document. The appeal document shall be submitted to the Superintendent.

Upon notice of an appeal by either party, the Superintendent of Schools shall notify the other party in writing when the appeal is filed and of the appeal procedures, which apply equally to both parties.

The Superintendent shall give both parties a reasonable and equal opportunity to submit a written statement in support of, or challenging the outcome.

The Superintendent shall review the investigative report, Decision-Maker's determination, and written statements of the parties and then issue a written decision describing the result of the appeal and the rationale for the result. The Superintendent shall provide the written decision simultaneously to both parties.

D. Informal Resolution

If a Formal Complaint is filed, the District may offer the Complainant and Respondent the opportunity to participate in an informal resolution process. The informal resolution process may take place at any time prior to reaching a determination regarding responsibility. The informal resolution process shall only take place upon:

1. Written notice to both parties disclosing: the allegations, 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, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the resolution process and resume the complaint process with respect to the Formal Complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
2. The parties' voluntary, written consent to the informal resolution process; and
3. That the allegations of the Formal Complaint do not involve any allegations that an employee sexually harassed a student.

E. Record Keeping

The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings for a period of seven (7) years.

Legal Reference: Title IX

Date of Adoption: October 12, 2020
Date of Revision: July 11, 2022
Date of Reaffirmation: December 12, 2022

Students

Tribal Regalia

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any location where the student is authorized to be on such school grounds or at any school function, as long as the tribal regalia does not interfere with the educational process and does not endanger another person, as determined by the administration.

Legal Reference: LB 43 (2024)

Date of Adoption: July 8, 2024

InstructionCombined District and School Title I Parent and Family Engagement Policy

Norfolk Public Schools intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, *Section 1116(a -f) ESSA, (Every Student Succeeds Act) of 2015.*

In General

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below:

1. Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
2. Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
3. Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
4. Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
5. Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

6. 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.

7. Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Legal Authorities: 20 U.S.C. §§6318 and 7801(32)

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|------------------------|-------------------|
| Date of Adoption: | July 14, 2014 |
| Date of Reaffirmation: | May 11, 2015 |
| Date of Revision: | August 8, 2016 |
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| Date of Reaffirmation: | May 13, 2019 |
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| Date of Reaffirmation: | December 14, 2020 |
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| Date of Reaffirmation: | May 9, 2022 |
| Date of Reaffirmation: | June 12, 2023 |