Board of Education Regular Meeting

June 13, 2022 7:00 PM

Central Office, Board Room
14801 S 108th St
Springfield, NE 68059

Agenda

I. Policy Committee Meeting
II. Finance Committee Meeting
III. Call to Order and Roll Call
IV. Notice of Open Meetings Act - Posted
V. Consent Agenda
  V.A. Minutes of the Previous Month's Meetings
  V.B. Treasurer's Report
  V.C. Statement of Activity Fund Accounts
  V.D. Recommendation for Bill Payment
VI. Items From Patrons on Agenda Items
VII. Old Business
  VII.A. Driver's Education Contract with ESU #3 2022-23
  VII.B. Discuss, consider and take all necessary action with regard to the Findings and Recommendations of the Selection Committee for the position of Construction Manager at Risk for the proposed multiple school facilities renovation project.
VIII. New Business
  VIII.A. Student Fee Hearing for the 2022-23 School Year
  VIII.B. Educational Service Unit #3 Core Services and Property Tax Levy Funds Purposes for 2022-23
  VIII.C. .54 Certified Contract Approval for Jill Nielsen for the 2022-23 School Year
  VIII.D. PCJH Handbook for 2022-2023
  VIII.E. PHS Handbook for 2022-2023
  VIII.F. Elementary Handbook for 2022-2023
IX. Reports
  IX.A. Policy Committee Report
  IX.B. Activities and Athletics Survey Results
  IX.C. Staffing Board Report
X. Items from Patrons on Items Not on Agenda
XI. Advance Planning
XII. Executive Session - Personnel
XIII. Adjourn

Article 4 PERSONNEL Policy No. 4140

Professional Growth

Required Professional Growth Activities

Every six years the teachers in the Springfield Platteview Community Schools system shall give evidence of professional growth as is approved by the school board in order to remain eligible for continued employment. Educational travel, professional publications, work on educational committees, college work, or such other activity approved by the school board may be accepted as evidence of "professional growth".

Professional Growth Period - This refers to each six year period during which teachers are required to give evidence of professional growth. A tenured teacher, upon employment on September 1, begins his/her initial six year growth period at that time, and ends it on August 31, six years later. The beginning of the seventh year starts the second six year period.

Professional Growth Credits - All teachers must earn a total of 6 professional growth credits during each professional growth period. Each activity of professional growth has its own criteria for acceptance and evaluation. It is the individual teacher's responsibility to show that the activity did actually contribute to his/her professional development and to their increased effectiveness in the capacity in which he/she is employed. The requirement of proof may be accomplished in a variety of ways such as: documentation of workshop, written reports, online/virtual presentations, grade transcripts, etc.

Procedures for Applying for Growth Credit - Application for accreditation of professional growth activities and college credit shall be made on forms prescribed by the Professional Growth Committee. A separate application shall be submitted for each activity for which growth points are requested. Application shall be initiated by the person requesting credit. Any activity not clearly defined as a possibility for professional growth must have preliminary approval before participation by the superintendent and principal. The application, together with substantiating evidence that the work has been completed, shall be given to the principal's office. After the professional growth committee has considered the application, then reviewed and signed by the superintendent, notice will be sent to the applicant of the approval or non approval. After all the parties have taken action, the application will be filed in the applicant's personal file. Teachers may earn more than six professional growth credits in a six year period and have these recorded on their record if they so request this to the superintendent/or principal.

Professional Growth Committee - A professional growth committee will be appointed by the superintendent. The principal and two teachers will make up this committee. The teachers will be appointed for a two year period. Classification of Activities - Listed are the activities for which growth points may be obtained and in addition, the maximum

number of points allowed. The required 6 credits may be earned in a single year or over a period of six years. Credits earned during one growth period may not be carried over into the succeeding professional period, even though they may have earned in excess of the required number.

Professional Development Activity		Point Criteria
I. Course Work		
	A. College or University Courses	One semester hour = 1 credit
	B. Verified Audit of College or University Courses	One semester hour = ¼ credit
II. Professional Meetings		
	A. Workshops, curriculum conf. & conventions including virtual	Twelve seat hours = 1 credit1
	B. Professional presentations prepared and presented to adults at a workshop, conference, or convention	Five hours = 1 credit
III. Other Pre-Approved Activities		
	A. Professional research related to pedagogy	Administrative discretion: Up to one credit
	B. Publication of work in professional journals or other educational related materials	
	C. Travel to destination related to endorsed area	

	or subject matter of assigned curriculum	
	D. School visitations or accreditation/visitation committees	
	E. Summer employment related to endorsed area or subject matter of assigned curriculum	
	F. Service as a "cooperating Teacher" for student Teacher.	
	G. Service as an appointive or elected officer of a professional organization	
	H. Other activities not included above may be considered by the Professional Growth Committee	

All applications eligible for consideration must be turned into the principal's office during the growth period of time.

Legal Reference: Neb. Rev. Stat 79-830

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1 Except Springfield Platteview Community Schools sponsored workshops.
2 Pre-approved Activities shall mean those professional growth activities proposed by the certificated employee to be credits with points for purposes of professional growth under this policy that have been approved for such purpose in writing by the Superintendent and/or designee.

Students

Identification of Learners with High Ability

The Board of Education recognizes that the student population includes students with exceptional academic abilities. Efforts to refer and identify learners with high ability will be reviewed at the beginning of each school year. Multiple criteria shall be used for identification purposes and identification efforts shall be inclusionary. Students who are new to the district will go through a similar process once enrolled.

Learners with high ability shall be identified in the academic areas of mathematics, science, social studies, and language arts. Identification of learners in grades 1-6 will be determined by utilizing a matrix that includes data points from multiple sources with specific criteria. Identification of learners in grades 7-12 who qualify as high ability in a specified area shall be based on a step system that uses reliable, norm-referenced quantitative data with qualitative data. A HAL committee will review and assist with fidelity checks.

Data points could include the following:

1. KTEA scores
2. MAP scores/NSCAS scores
3. CogAT scores
4. Quarter/Semester Grades
5. Teacher Rating

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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.

Instruction

Curriculum Review Cycle

TEXTBOOK ADOPTION SCHEDULE

EVALUATION	IMPLEMENTATION	SUBJECT
2022-23	2023-24	Language Arts
2022-23	2023-24	Art, Music, Speech, Drama
2024-25	2025-26	Math
2025-26	2026-27	Voc Ed/ Business/ Ind.Tech/ Photography/Journalism
2025-26	2026-27	Preschool
2025-26	2026-27	Guidance Counselor
2026-27	2027-28	Science
2026-27	2027-28	Guidance Counselor
2027-28	2028-29	Social Studies
2027-28	2028-29	World Languages, Health, PE

2029-30 Repeat the cycle

James B. Gessford
Daniel F. Kaplan
Gregory H. Perry
Joseph F. Bachmann*
R. J. Shortridge*
Joshua J. Schauer*
Derek A. Aldridge**
Justin J. Knight***
Charles Kaplan
Haleigh B. Carlson
Daniel K. Kaplan
Sara J. Tonges

PERRY LAW FIRM

PERRY, GUTHERY, HAASE & GESSFORD, P.C., L.L.O.

Of Counsel
Thomas M. Haase
Rex R. Schultze

*Also admitted in Iowa
** Also admitted in Kansas
***Also admitted in Colorado

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

MEMORANDUM

To: Dr. Dan Schnoes, ESU 3 Administrator
From: Perry Law Firm
Date: May 1, 2022
RE: School District Annual Policy Service Update

A. REQUIRED POLICY UPDATES

1. Policy 1220 – Title IX Grievance Policy – The grievance policy needed several clarifications and adjustments to comply with the current Title IX regulations, and Policy 1220 incorporates these technical changes. However, as the Biden Administration reviews current Title IX regulations, this Policy may need to be updated again next year.

2. Policy 3132 – Internal Controls – NDE has asked for additional policy provisions under federal monitoring and reporting requirements. This policy update will also be applicable for schools that are audited and/or monitored for use of ESSER funds.

3. Policy 3540 – Bidding Construction Projects – Neb. Rev. Stat. 73-106 generally requires the District to bid construction projects in excess of $100,000. However, that amount is subject to adjustment by the State Board of Education. The State Board of Education has adjusted this amount to $109,000, so Policy 3540 has been updated to reflect this change. The requirement to hire an engineer or architect has also been increased to projects in excess of $118,000.

4. Policy 4009 – Drug and Substance Abuse – This policy reflects updates at the federal level for drug and substance abuse testing for employees.

5. Policy 4133 – Substitute Teachers – There were some timing issues with Boards approving local substitute teachers and when the District needed the substitute to begin teaching. This policy specifically authorizes the Superintendent to sign off on a local substitute permit.

6. Policy 6600 – Special Education – Over the past year, NDE has developed new special education guidance for district policies and procedures. You can access the majority of this guidance here: https://cdn.education.ne.gov/wp-content/uploads/2017/09/Developing-Local-Policies-and-Procedures-Required-for-Implementation-of-Special-Education-Part-B-Regulations-in-Nebraskas-Public-Schools.pdf. In response to this new guidance, we have updated Policy 6600.

7. Policy 8343 – Agenda Construction and Control – LB 83 requires persons wishing to address the Board of Education to state their name, address, and any organization they represent.

8. Policy 8343 – Agenda Construction and Control & Policy 9340 – Minutes – Beginning July 31st, LB 83 requires that Board agendas and meeting minutes be posted on the District's website. Each agenda must be posted at least twenty-four hours before the meeting. Both the agendas and meeting minutes must remain on the District's website for at least six months.

B. OTHER CONSIDERATIONS

1. LB 644 / Property Tax Request Joint Hearing. This summer, Districts will need to prepare for and review LB 644, and the new budget and tax request process and timelines. Of note, districts will need to sufficiently plan to ensure that they meet the new law's very specific and condensed timeframe. Within the next week or so, we will be sending out a more detailed guidance on complying with LB 644.

2. Juneteenth. This session, LB 29 made Juneteenth (June 19th) a Nebraska State holiday. Although most policies (including 6117) are limited to holidays that occur during the school year, some school districts (either by contract, handbook, or business practice) offer paid holidays for employees on state or federal holidays. Districts should review their holiday pay practices to determine if Juneteenth needs to be added as an additional paid holiday.

3. Seizure Safe Schools Act. Last year, the Legislature enacted LB 639, which requires, among other things, that "at least one school employee at each school who has met the training requirements necessary to administer or assist with the self-administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms as approved by the United States Food and Drug Administration." This requirement becomes effective, beginning in 2022-2023 school year.

4. *Mahanoy v. BL* Case. Last summer, the United States Supreme Court issued its decision in the "Snapchat cheerleader case." The case mainly focused on whether a cheerleader had a First Amendment right to post negative comments about the cheer coaches and school while off-school grounds and outside of school hours. The United States Supreme Court held that the school overstepped its authority by removing the student from the cheer squad in response to her Snaps. One key takeaway from this case is that schools need to review their activity handbooks, activity agreements, and so forth, to ensure that there are no prohibitions against "any" negative speech, comments, and the like. Overbroad and/or vague rules regarding student speech are now subject to higher scrutiny under the *Mahanoy* case.

5. Polling Place or Election Training. LB 843 requires that any political subdivision that receives state or federal funding must make their building available to the County Election Commissioner either as a polling place or for election training. Schools should be aware of this new requirement, if contacted by their Election Commissioner.

6. Holocaust and Financial Literacy Standards. LB 888 requires the State Board of Education to incorporate education on the Holocaust and financial literacy into the social studies standards. This does not necessarily require a policy update but is something to keep in mind as you review and update your curriculum.

7. Bond Timing Correction. LB 1165 fixed a timing dispute over the approval and issuance of voter-approved bonds. Districts who are interested in pursuing a bond election should consult with their bond counsel to confirm that LB 1165 would address any timing concerns with their bond election.

8. Student Attendance Policies. Several schools ran into problems with NDE over student attendance reporting and their Student Attendance Policy. This summer would be a good time to review your Student Attendance Policy and related handbook provisions to ensure that your policy matches current practice.

9. Temporary Memorials Policy. Recent guidance has led some to rethink their Temporary Memorials Policy. Typically, this Policy outlines how deceased staff and/or students will (or will not) be memorialized by the District. There is no requirement to have a Temporary Memorials Policy, but some Districts have adopted a policy for the sake of consistency. For those Districts interested in different policy options on this point, please let us know and we can send you different draft policies.

10. Release from Contract. Some Districts have a policy that allows a teacher or administrator to be released from their contract up to a certain date. The current teacher shortage has led some Districts to question their current practices. In advance of the 2022-2023 school year, this summer would be a good time to decide if your District needs to change its policy and/or practice related to releasing certificated employees from contracts by a certain date.

As always, please let us know if you have any questions or concerns.

Community Relations

Title 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
Jacci Lucas
14801 S. 108th Street
Springfield, Nebraska 68059
402-592-1300
jlucas@spcsne.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: [Insert Date]

Community Relations

Title 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
[Coordinator Name]
[Address]
[City, State, Zip]
[Phone Number]
[Email Address]

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-MakerDecision-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-MakerDecision-Maker has received the answers to relevant questions submitted by the parties, the Decision-Maker shall consider the answers and the Decision-MakerDecision-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. ComplainantComplainantComplainantInvestigatorDecision-MakerComplainantRespondentComplainantRespondentInvestigatorDecision-MakerRespondentRespondentRespondentInvestigatorInvestigatorInvestigatorInvestigatorInvestigatorDecision-MakerDecision-MakerDecision-MakerDecision-MakerDecision-MakerDecision-MakerDecision-MakerComplainantRespondentDecision-MakerRespondentComplainantComplainantRespondentComplainantRespondentComplainantRespondentDecision-MakerRespondentDecision-MakerRespondentComplainantRespondentDecision-MakerInvestigatorDecision-MakerComplainantRespondentComplainantRespondentDecision-MakerComplainantRespondent

Legal Reference: Title IX

Date of Adoption: [Insert Date]

Business Operations

Internal Controls

The District will develop and maintain internal control procedures as required by law and in accordance with sound fiscal monitoring practices that will ensure appropriate oversight of state and federal funds. The following internal control procedures will be utilized for all federal grants:

Generally: If the District receives federal awards, grants, or other funds, the District will:

(a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the District manages the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. The District will endeavor to develop and maintain these internal controls consistent with the "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States or the "Internal Control Integrated Framework" issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO);

(b) Comply with the U.S. Constitution, federal statutes, regulations, and the terms and conditions of the federal award;

(c) Evaluate and monitor the District's compliance with statutes, regulations and the terms and conditions of federal award;

(d) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and

(e) Take reasonable measures to safeguard protected personally identifiable information and other information the federal awarding agency, or pass-through entity, designates as "sensitive" or the District considers sensitive, consistent with applicable federal, state, and local laws regarding privacy and responsibility over confidentiality.

Legal Reference: 2 C.F.R. § 200.303.

Management requirements: The District will manage equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until the District disposes of such equipment. The District will, as a minimum, meet the following requirements:

1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;
3) Implement a Control System procedure;

4) Continue to develop and implement adequate maintenance procedures for the equipment;
5) Continue to develop and implement sales procedures for the equipment; and
6) Continue to develop and implement disposition procedure for the equipment.

Legal Reference: 2 C.F.R. §§ 200.313 & 200.33.

Procurement: The District will use its own documented procurement procedures which reflect applicable State, local, and tribal laws and regulations, provided that the procurements conform to applicable Federal law and the requirement standards imposed by law, including:

1) A procedure for micro-purchases (Under $10,000);
2) A procedure for small purchases (between $10,000 to $250,000);
3) A procedure for sealed bids;
4) A procedure for competitive proposals; and
5) A procedure for noncompetitive bids.

Legal Reference: 2 C.F.R. §§ 200.317 through 200.326.
Cross-Reference: Policies 3130 & 3131.

Record Retention: Financial records, supporting documents, statistical records, and all other related records pertinent to a federal award will be retained for a period of three (3) years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the federal awarding agency or pass-through entity in the case of a sub-recipient.

For all other records, the District will retain such records for the length of time as required by law.
Legal Reference: 2 C.F.R. § 200.333.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. Before entering into a contract regarding a federal award, the District will verify that a vendor has not been debarred, suspended or otherwise excluded, and the District will maintain a copy of said verification.
Legal Reference: 2 C.F.R. § 200.213.

Financial Management: The District will maintain financial management systems to account for the federal funds, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award. These records will be sufficient to permit the District to prepare reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. The financial management system will provide for the following:

1) Identifying all of the federal awards received and expended and the federal programs under which they were received;

2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
3) Identifying adequately the source and application of funds for federally-funded activities;
4) Ensuring effective controls over and accountability for all funds, property, and other assets;
5) Comparing actual expenditures with budget amounts for each federal award;
6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

Program Income: The District will consult with the federal awarding agency and refer to the applicable law and federal program terms and conditions to determine how to account for, deduct and otherwise handle income from federal programs.
Legal Reference: 2 C.F.R. § 200.307.

Cost Sharing or Matching: For all federal awards, any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the District's cost sharing or matching, when such contributions meet all of the following criteria:

1) Are verifiable from the District's records;
2) Are not included as contributions for any other Federal award;
3) Are necessary and reasonable for accomplishment of project or program objectives;
4) Are allowable under the applicable Cost Principles requirements;
5) Are not paid by the Federal Government under another Federal award, except where the federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
6) Are provided for in the approved budget when required by the federal awarding agency; and
7) Conform to other provisions of the law or terms and conditions of the federal award, as applicable.

Legal Reference: 2 C.F.R. § 200.306.

Compensation: Compensation for personal services includes all remuneration for services of employees rendered during the period of performance under the federal award, including, but not limited to wages, salaries, and fringe benefits. Costs of compensation may be allowable under federal law and the federal grant to the extent that they satisfy the following requirements:

1) Is reasonable for the services rendered; and
2) Conforms to the established written expectations of the District, as applied consistently to both Federal and non-Federal activities.

If the District intends to charge compensation to federal awards, such charges will be based on records that accurately reflect the work performed, and will:

1) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
2) Be incorporated into the official records of the District;
3) Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of compensated activities;
4) Encompass both federally-assisted and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written procedures;
5) Comply with the established accounting policies and practices of the District; and
6) Differentiate and account for the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two (2) or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Budget estimates will generally not be used to support charges to Federal awards but may be used for interim accounting purposes.
Legal Reference: 2 C.F.R. §§ 200.430 & 200.431.

Federal Funds for Construction Projects: For all federal awards, the District will comply with all applicable legal requirements, including the Davis-Bacon Act.
Legal Reference: 34 C.F.R. § 75.600, et seq.

Capitalization and Depreciation: The District will follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E, when charging these specific expenditures to a federal grant. When applicable, District staff will check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, federal, state, or program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those requirements. The following rules of allowability apply to equipment and other capital expenditures:

A. Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.

B. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of $5,000 or more have the prior written approval of the federal awarding agency or pass-through entity.

C. Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.

D. Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.

E. When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the Federal awarding agency.

F. If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

G. Any depreciation will be computed, charged, and recorded in a manner consistent with federal regulations and any requirements of the federal awarding agency.

Legal Reference: 2 C.F.R. §§200.436 & 200.439.

Maintaining Records: Financial records, supporting documents, statistical records, and all other District records pertinent to a federal award must be retained for the minimum period time as required by federal law or the terms of the federal awarding agency, whichever is longer in time.
Legal Reference: 2 C.F.R. § 200.334.

Conflict of Interest: Notwithstanding any other Board Policies or Procedures, the District shall ensure that it avoids any conflicts of interest regarding any federal awards. The District will disclose in writing any potential conflict of interest to the federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policy.
Legal Reference: 2 C.F.R. § 200.112.

Unexpected or Extraordinary Circumstances: For all federal awards, if the District does not currently have in place a sufficient policy that addresses extraordinary circumstances, such as those caused by COVID-19, the District may amend or create a policy at a later date in order to put emergency contingencies in place for federal and non-federal similarly situated employees. If the conditions exist for charges to be made to the federal grant, then charges may also be made to any non-federal sources that are used by the District in order to meet a matching requirement. The District will take other steps to comply with federal award requirements in the event of unexpected or extraordinary circumstances.
Legal Reference: 2 C.F.R. § 200, et seq.

Date of Adoption: [Insert Date]

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2) Are not included as contributions for any other Federal award;
3) Are necessary and reasonable for accomplishment of project or program objectives;
4) Are allowable under the applicable Cost Principles requirements;
5) Are not paid by the Federal Government under another Federal award, except where the federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
6) Are provided for in the approved budget when required by the federal awarding agency; and
7) Conform to other provisions of the law or terms and conditions of the federal award, as applicable.

Legal Reference: 2 C.F.R. § 200.306.

Compensation: Compensation for personal services includes all remuneration for services of employees rendered during the period of performance under the federal award, including, but not limited to wages, salaries, and fringe benefits. Costs of compensation may be allowable under federal law and the federal grant to the extent that they satisfy the following requirements:

1) Is reasonable for the services rendered; and
2) Conforms to the established written expectations of the District, as applied consistently to both Federal and non-Federal activities.

If the District intends to charge compensation to federal awards, such charges will be based on records that accurately reflect the work performed, and will:

1) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
2) Be incorporated into the official records of the District;
3) Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of compensated activities;
4) Encompass both federally-assisted and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written procedures;
5) Comply with the established accounting policies and practices of the District; and
6) Differentiate and account for the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two (2) or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Budget estimates will generally not be used to support charges to Federal awards but may be used for interim accounting purposes.
Legal Reference: 2 C.F.R. §§ 200.430 & 200.431.

Federal Funds for Construction Projects: For all federal awards, the District will comply with all applicable legal requirements, including the Davis-Bacon Act.
Legal Reference: 34 C.F.R. § 75.600, et seq.

Capitalization and Depreciation: The District will follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E, when charging these specific expenditures to a federal grant. When applicable, District staff will check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, federal, state, or program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those requirements. The following rules of allowability apply to equipment and other capital expenditures:

A. Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.

B. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of $5,000 or more have the prior written approval of the federal awarding agency or pass-through entity.

C. Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.

D. Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.

E. When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the Federal awarding agency.

F. If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

G. Any depreciation will be computed, charged, and recorded in a manner consistent with federal regulations and any requirements of the federal awarding agency.

Legal Reference: 2 C.F.R. §§200.436 & 200.439.

Maintaining Records: Financial records, supporting documents, statistical records, and all other District records pertinent to a federal award must be retained for the minimum period time as required by federal law or the terms of the federal awarding agency, whichever is longer in time.
Legal Reference: 2 C.F.R. § 200.334.

Conflict of Interest: Notwithstanding any other Board Policies or Procedures, the District shall ensure that it avoids any conflicts of interest regarding any federal awards. The District will disclose in writing any potential conflict of interest to the federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policy.
Legal Reference: 2 C.F.R. § 200.112.

Unexpected or Extraordinary Circumstances: For all federal awards, if the District does not currently have in place a sufficient policy that addresses extraordinary circumstances, such as those caused by COVID-19, the District may amend or create a policy at a later date in order to put emergency contingencies in place for federal and non-federal similarly situated employees. If the conditions exist for charges to be made to the federal grant, then charges may also be made to any non-federal sources that are used by the District in order to meet a matching requirement. The District will take other steps to comply with federal award requirements in the event of unexpected or extraordinary circumstances.
Legal Reference: 2 C.F.R. § 200, et seq.

Date of Adoption: [Insert Date]

Business Operations

Procedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of one hundred nine thousand dollars ($109,000), or such sum as adjusted pursuant to Section 73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.

2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.

3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.

4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.

5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of ten thousand dollars ($10,000) or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred and eighteen thousand dollars ($118,000), as adjusted from time to time by Section 81-3445 or other applicable law.

7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. Sec. 52-118; Neb. Rev. Stat. Sec. 73-101 *et seq.;* Neb. Rev. Stat. Sec. 73-106; Neb. Rev. Stat. Sec. 81-3445

Date of Adoption: [Insert Date]

Business Operations

Procedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of one hundred nine thousand dollars ($109,000), or such sum as adjusted pursuant to Section 73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.

2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.

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4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.

5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of ten thousand dollars ($10,000) or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred and eighteen thousand dollars ($118,000), as adjusted from time to time by Section 81-3445 or other applicable law.

7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. Sec. 52-118; Neb. Rev. Stat. Sec. 73-101 *et seq.;* Neb. Rev. Stat. Sec. 73-106; Neb. Rev. Stat. Sec. 81-3445

Date of Adoption: [Insert Date]

Personnel - All Employees

Drug and Substance Use and Abuse

It is the policy of the [Name] Public School District to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will ensure 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 in writing of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar 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, the Moving Ahead for Progress in the 21st Century (MAP-21) Act, and all regulations and rules promulgated pursuant to such Acts. 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. §§5331(b) and 31306; 49 CFR Part 382

Date of Adoption: [Insert Date]

4009 - APPENDIX 1

CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING: FEDERAL REGULATIONS, [NAME] PUBLIC SCHOOLS' COMPLIANCE POLICIES AND PROCEDURES, AND EDUCATIONAL MATERIALS

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

(A) **The persons designated by [Name] Public Schools to answer employee questions about these materials are**:

Superintendent of Schools
Secondary Principal

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

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

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

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

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

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 cannot 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.

Date of Adoption: [Insert Date]

Personnel - All Employees

Drug and Substance Use and Abuse

It is the policy of the [Name] Public School District to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will ensure 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 in writing of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar 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, the Moving Ahead for Progress in the 21st Century (MAP-21) Act, and all regulations and rules promulgated pursuant to such Acts. 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. §§5331(b) and 31306; 49 CFR Part 382

Date of Adoption: [Insert Date]

4009 - APPENDIX 1

CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING: FEDERAL REGULATIONS, [NAME] PUBLIC SCHOOLS' COMPLIANCE POLICIES AND PROCEDURES, AND EDUCATIONAL MATERIALS

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

(A) **The persons designated by [Name] Public Schools to answer employee questions about these materials are**:

Superintendent of Schools
Secondary Principal

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

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

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

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

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

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 cannot 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.

Date of Adoption: [Insert Date]

Personnel - Certificated Employees

Substitute Teachers

Persons employed as substitute teachers shall meet such qualifications as are established by law and the State Department of Education and may be employed for periods of time in the absence of the regular teacher.

Rates of compensation for all substitute teachers will be set by the Board, provided that after a substitute employee has been on duty for fifteen (15) consecutive school days, such substitute teacher shall be paid on a per diem rate applying the salary schedule in place for certificated teachers for the school district based upon the substitute teacher's level of educational attainment and years of teacher experience. Substitute teachers will not participate in the health plan or other fringe benefits of the school district.

The Superintendent shall be responsible for recruitment, selection, assignment, orientation and evaluation of substitute teachers. The Superintendent, or Superintendent's designee, is hereby authorized on behalf of the District to execute any necessary documents to assist a substitute teacher to secure a local substitute teaching permit.

Legal Reference: Neb. Rev. Stat. Sec. 79-808

Date of Adoption: [Insert Date]

Personnel - Certificated Employees

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Deleted: ¶

Legal Reference: Neb. Rev. Stat. Sec. 79-808

Date of Adoption: [Insert Date]

Instruction

Special Education

[Name] Public Schools adopts this special education policy with the intent that the policy maintains the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District, including children with disabilities who have been suspended or expelled, from date of verification through the school year in which the child is no longer eligible or the student reaches twenty-one (21) years of age, whichever occurs earlier. An Individualized Education Plan ("IEP") will be created for each such child that will enable the student to make progress appropriate in light of the student's unique circumstances

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

2. Full Educational Opportunity Goal

The District shall take steps to ensure that its children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children from birth to age twenty-one (21) with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated. A practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services. The District will implement multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process and will publish an annual notice of any significant activity that is designed to identify, locate, or

evaluate children to publicly notify parents, guardians, or appointed surrogates. The District's child find process will be consistent with Federal and Nebraska regulations. Legal Reference:
92 NAC 51-006.01 through 006.01A2

4. Pre-Referral Interventions

For a school age student, a general education student assistance team (SAT) or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation. The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01B and a listing of the members of the SAT or comparable problem solving team.
Legal Reference: 92 NAC 51-006.01B

5. Disability Verification and Eligibility

Eligibility for services will be determined by a multidisciplinary team based on the results of a comprehensive evaluation. The multidisciplinary team will identify whether a child is eligible for special education services based on the disability categories identified by Nebraska and Federal regulations. The multidisciplinary team will rule out the determinant factor is due to a lack of appropriate instruction in reading or math or due to lack of English proficiency. The team will prepare a written report documenting all evaluation findings in accordance with Federal and Nebraska requirements that will be provided to the parent, guardian, or appointed surrogate. When a child is not eligible for services, the multidisciplinary team will determine if general education interventions or strategies are needed.
Legal Reference: 92 NAC 51-006.03; 92 NAC 51-006.04B through 006.04N;

6. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007 by teams that will include all roles identified within Federal and Nebraska rules. Any draft of an IEP that is developed will not be considered final until it is reviewed and revised based on the team, including the parent, guardian, or appointed surrogate, input, and consensus. The district will make reasonable efforts to obtain informed consent from the parent, guardian, or appointed surrogate for special education placement on the IEP form before services are initiated. Revocation of consent for services must be documented by the parent, guardian, or appointed surrogate in writing.
Legal Reference: 92 NAC 51-007

7. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled. Placement for a student with a disability will be based upon a completed IEP developed by a group of persons, including the parent, guardian, or appointed surrogate, knowledgeable about the child, the meaning of the evaluation data, and the placement options. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (the "Least

Restrictive Environment Rules"). The District will ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, particularly those in disproportionate groups, for special education and related services.

Legal Reference: 92 NAC 51-008.01

8. Procedural Safeguards

Children with disabilities and their parents, guardians, or appointed surrogates shall be afforded the required procedural safeguards. Parents, guardians, and appointed surrogates will be given a copy of their procedural safeguards annually or upon initial referral or parental (parent, guardian, or appointed surrogate) request for evaluation; upon request by a parent, guardian, or appointed surrogate; upon receipt by the school district or approved cooperative of the first occurrence of the filing of a complaint under 92 NAC 51-009.11 and the first occurrence of filing a special education due process case under 92 NAC 55; and in accordance with the discipline procedures in 92 NAC 51-016.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07

9. Disciplinary Removal of Children with Disabilities

School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for no more than ten (10) consecutive school days and for additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement. If a student with a disability violates a code of student conduct, the school district will ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining whether a change in placement, as defined in Federal and Nebraska rules, is appropriate for the student. Change of placement decisions related to disciplinary removals will be consistent with Federal and Nebraska regulations. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures that would be applied to children without disabilities.

Legal Reference: 92 NAC 51-016

10. Evaluation, Identification, and Reevaluation Procedures

Children with disabilities shall be evaluated, identified, and reevaluated by a team of multidisciplinary qualified professionals in accordance with 92 NAC 51-006. The MDT of a child suspected of having a specific learning disability shall include the additional requirements in accordance with 92 NAC 51-006.04K. The District will make reasonable efforts to obtain written permission for evaluation in accordance with Federal and Nebraska rules. Revocation for consent for evaluation must be documented by the parent, guardian, or appointed surrogate in writing.

The documented results of the evaluation will be provided to parent, guardian, or appointed surrogate and included in student files. All evaluation components will be at district expense. The District will utilize a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The district will follow any publisher guidelines for assessments and will not use outdated or culturally inappropriate tools.

The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. The parent, guardian, or appointed surrogate will be given written notice of the District's decision to either move forward with the Independent Educational Evaluation or to initiate a hearing to determine the appropriateness of the evaluation. If the District agrees to move forward with the evaluation, locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent, guardian, or appointed surrogate from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent, guardian, or appointed surrogate with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

11. Confidentiality of Personally Identifiable Information

A system of safeguards will be implemented to protect the confidentiality of student records and information in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

12. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) will be appropriately evaluated, identified, and have services under Part B of the IDEA by age 3 in a manner consistent with 92 NAC 52-008. Children receiving early intervention services under Part C of the IDEA may continue to receive Part C services, upon parental consent, until the August 31st following the child's third birthday. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

13. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents, guardians, or appointed surrogates in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

14. Personnel Standards and Personnel Development

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

15. Participation in and Reporting of State and District Wide Assessments

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with

appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

16. Suspension and Expulsion Rates

The District will examine data, including data disaggregated by race/ethnicity, gender, LEP status, and disability category, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

17. Access to Instructional Materials

As part of any printed instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of printed instructional materials, the District will enter into a written contract with the publisher of the printed instructional materials to:

A. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the printed instructional materials using the National Instructional Materials Accessibility Standard, or
B. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

18. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. All District special education provisions will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.02C

19. Prohibition on Mandatory Medication

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

20. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law to access academic, related services, and nonacademic services and activities as determined by the child's IEP. Except when a parent is

transporting only his or her child, the District shall require that the driver and vehicle meet the standards required by 92 NAC 91 and 92.

Legal Reference: 92 NAC 51-014.01 through 014.02

21. Surrogates

A surrogate will be appointed, and other action taken to ensure the rights of children with a disability as required by law. The surrogate may represent the child in all matters related to the identification, evaluation, and educational placement of a child and the provision of a free appropriate public education to the child.

Legal Reference: 92 NAC 51-009.10

22. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. Sec. 79-1110 to 79-1167
92 NAC 51, 52 and 55

Date of Adoption: [Insert Date]

Internal Board Policies - Methods of Operation

Agenda Construction and Control

A. Written meeting agendas will be prepared by the Superintendent in collaboration with the President of the Board of Education. Any Board member may submit agenda items to be placed on the agenda by the Superintendent and the Board President.

B. Control of the agenda is the responsibility of the Board President. Agenda items shall set forth the matter to be discussed at that agenda item. An agenda, kept continuously current, shall be readily available for public inspection on the District's website and at the office of the Superintendent of Schools of the [Name] School District during normal business hours. Except for items of an emergency nature, the agenda shall not be altered later than 24 hours before the scheduled commencement of the meeting. The School Board shall have the right to modify the agenda to include items of an emergency nature only by action taken at the public meeting at which the item is to be considered. Agenda items shall be sufficiently specific to advise the public of the issues to be discussed under that agenda item.

Legal Reference: Neb. Rev. Stat. Sec. 84-1411

Date of Adoption: [Insert Date]

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Legal Reference: Neb. Rev. Stat. Sec. 84-1411

Date of Adoption: [Insert Date]

Internal Board Policies - Methods of Operation

Public Participation at Board Meetings

A. Attend

Members of the public shall be permitted to attend and to speak at board meetings. They will not be required to identify themselves as a condition for admission to the meeting.

The Board may allow advisors, consultants, and other persons who are not Board members to appear at the meeting via telephone or other similar means.

The chair has the authority to assure that people conduct themselves in an orderly manner at the meeting. Undue interruption or other interference with the orderly conduct of business will not be allowed. The chair may order persons who are disorderly to be removed from the meeting.

Legal Reference:	Sections 79-570; 79-571; Sec. 84-1411 (3) and (6); Sec. 84-1412 (1) and (3)

B. Hear

The board will, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

Legal Reference:	Sec. 84-1412 (7)

C. Record

Members of the public may use recording devices (tape recorder, video camera, etc.) to record any part of a meeting of a public body, except for closed sessions. No recording, other than note taking, shall be done without informing the President in advance. The President shall control the placement of the recording device so the device does not obstruct the view of Board members or other members of the public attending the meeting and does not otherwise interfere with the meeting.

Legal Reference:	Sec. 84-1412 (1)

D. Access to Written Materials

At least one copy of all reproducible written material to be discussed at an open meeting will be made available at the meeting for examination and copying by members of the public.

Legal Reference:	Sec. 84-1412 (8)

E. Speak

Members of the public will be permitted to speak at Board meetings at which a public forum is on the Agenda. Members of the public may also speak when invited to make a presentation or when recognized by the chair. The Board is not required to allow members of the public to speak at each meeting. However, the Board will not forbid public participation at all meetings.

Members of the public will not be required to have their name be placed on the agenda prior to the meeting in order to speak about items on the agenda.

Any member of the public desiring to address the body shall be required to identify himself or herself, including an address and the name of any organization represented by such person, unless the address requirement is waived to protect the security of the individual.
The President or chair for the meeting shall have the authority to establish reasonable time limits for individual speakers and for the duration of public forum sessions.

Speakers will be permitted to address the Board consistent with free speech rights. However, offensive language, defamatory remarks, and hostile conduct will not be tolerated. Further, charges or complaints against a school employee shall not be made for the first time at a public Board meeting without having followed the school's complaint procedure.

Legal Reference: Neb. Rev. Stat. 84-1412

Date of Adoption: [Insert Date]

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Legal Reference:	Sec. 84-1412 (1) (2) and (3)

Date of Adoption: [Insert Date]

Bylaws of the Board - Meetings

Minutes

The Board of Education shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed. The resignation of a Board member or any other circumstance that results in a vacancy in office shall be made a part of the minutes.

The minutes shall be prepared by the secretary immediately following the meeting, shall be written, shall be available on the District's website and for inspection by the public and for distribution to the members of the Board within ten (10) working days, or prior to the next convened meeting, whichever occurs earlier, and shall be a part of the agenda for the next regular meeting at which time they shall be corrected, if necessary, and approved.

The minutes shall be kept in the office of the superintendent and shall be public records and open to public inspection during normal business hours. The minutes shall also be available on the District's website for at least six (6) months.

Legal Reference: Neb. Rev. Stat. Sections 79-555; 79-570; and 79-577
Neb. Rev. Stat. Sections 84-1408 to 1414

Date of Adoption: [Insert Date]

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Date of Adoption: [Insert Date]

Instruction

Special Education

[Name] Public Schools adopts this special education policy with the intent that the policy maintains the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

1. Free Appropriate Public Education

A free appropriate public education shall be made available to all children with disabilities residing in the District, including children with disabilities who have been suspended or expelled, from date of ~~diagnosis~~verification through the school year in which the child is no longer eligible or the student reaches twenty-one (21) years of age, ~~including children with disabilities who have been suspended or expelled.~~ whichever occurs earlier. An Individualized Education Plan ("IEP") will be created for each such child that will enable the student to make progress appropriate in light of the student's unique circumstances

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

2. Full Educational Opportunity Goal

The District shall take steps to ensure that its children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

3. Child Find

All children from birth to age twenty-one (21) with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated ~~and a~~. A practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services. ~~The District will publish~~The District will implement multiple methods to provide parents, guardians, and community members with information regarding how to refer a child for an evaluation and the identification process and will

publish an annual notice of any significant activity that is designed to identify, locate, or evaluate children to publicly notify parents~~. The District will screen and evaluate all children with suspected disabilities birth through age 21, and will implement practical methods to track which children are currently receiving special education and related services. The District will provide student referrals that are accompanied by documentation of scientific, research, or evidence-based academic and/or behavioral interventions that have been implemented as designed for the appropriate period of time to show effect or lack of effect that demonstrates the child is not making a sufficient rate of progress to meet age or state-approved, grade-level standards within a reasonable time frame. The District will provide sustained supervision to monitor the implementation of compliant practices for the Child Find Rule. The District will use supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of Child Find, paying particular attention to the communities experiencing disproportionality in the schools. All District Child Find activities will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.~~

, guardians, or appointed surrogates. The District's child find process will be consistent with Federal and Nebraska regulations. Legal Reference: 92 NAC 51-006.01 through 006.01A2

4. Pre-Referral Interventions

For a school age student, a general education student assistance team (SAT) or a comparable problem solving team shall be used prior to referral for multidisciplinary team evaluation. The SAT or comparable problem solving team shall utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation shall be completed. A referral shall include information from the SAT or comparable problem solving team, meeting the requirements of 92 NAC 51-006.01B and a listing of the members of the SAT or comparable problem solving team.

Legal Reference: 92 NAC 51-006.01B

5. Disability Verification and Eligibility

Eligibility for services will be determined by a multidisciplinary team based on the results of a comprehensive evaluation. The multidisciplinary team will identify whether a child is eligible for special education services based on the disability categories identified by Nebraska and Federal regulations. The multidisciplinary team will rule out the determinant factor is due to a lack of appropriate instruction in reading or math or due to lack of English proficiency. The team will prepare a written report documenting all evaluation findings in accordance with Federal and Nebraska requirements that will be provided to the parent, guardian, or appointed surrogate. When a child is not eligible for services, the multidisciplinary team will determine if general education interventions or strategies are needed.

Legal Reference: 92 NAC 51-006.03; 92 NAC 51-006.04B through 006.04N;

~~5.~~6. Individualized Education Program (IEP)

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007~~.~~ by teams that will include all roles identified within Federal and Nebraska rules. Any draft of an IEP that is developed will not be considered final until it is reviewed and revised based on the team,

including the parent, guardian, or appointed surrogate, input, and consensus. The district will make reasonable efforts to obtain informed consent from the parent, guardian, or appointed surrogate for special education placement on the IEP form before services are initiated. Revocation of consent for services must be documented by the parent, guardian, or appointed surrogate in writing.

Legal Reference: 92 NAC 51-007

~~6.~~7. Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled~~, and special~~. Placement for a student with a disability will be based upon a completed IEP developed by a group of persons, including the parent, guardian, or appointed surrogate, knowledgeable about the child, the meaning of the evaluation data, and the placement options. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (the "Least Restrictive Environment Rules").

~~The District will: (1) develop and implement written procedures for implementation of the LRE Rules; (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the LRE Rules; (3) provide sustained supervision to monitor the implementation of compliant practices for the LRE Rules; (4) use the supervision and monitoring data to identify schools and/or personnel that require technical assistance to support compliant practices in the area of least restrictive environment, paying particular attention to the disproportionate group; (5) ensure that every Individualized Education Programs (IEP) team meaningfully considers various support systems and activities that could be used to assist students with disabilities (SWD) to be educated successfully in general education classes prior to the consideration of pullout special education services; (6) ensure that special education teachers provide support to general education teachers in a variety of ways including, but not limited to, consultation, implementation of accommodations or modifications, and co-teaching; (7)~~ The District will ensure that a continuum of alternative placements is available to meet the needs of children with disabilities, particularly those in ~~the disproportionate group, for special education and related services; (8) ensure that, in determining the educational placement of a child with a disability, including a preschool child with a disability, each district ensures that the placement decision is made by a group of persons including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. Particular attention is paid to the disproportionate group; (9) ensure that placement discussions are based upon a completed IEP developed by the IEP team, focused on individualized student needs; and (10) ensure that the IEP teams review the students' progress at least annually to determine appropriate placement and progress towards annual goals.~~disproportionate groups, for special education and related services.

Legal Reference: 92 NAC 51-008.01

~~7.~~8. Procedural Safeguards

~~Children with disabilities and their parents shall be afforded the required procedural safeguards.~~ Children with disabilities and their parents, guardians, or appointed surrogates shall be afforded the required procedural safeguards. Parents, guardians, and appointed surrogates will be given a copy of their procedural safeguards annually or upon initial referral or parental (parent, guardian,

or appointed surrogate) request for evaluation; upon request by a parent, guardian, or appointed surrogate; upon receipt by the school district or approved cooperative of the first occurrence of the filing of a complaint under 92 NAC 51-009.11 and the first occurrence of filing a special education due process case under 92 NAC 55; and in accordance with the discipline procedures in 92 NAC 51-016.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07

~~8.~~9. Disciplinary Removal of Children with Disabilities

~~The District will (1) develop and implement written procedures for disciplining students with disabilities (the "Discipline Rules"); (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Discipline Rules; (3) provide sustained supervision to monitor the implementation of compliant practices for the Discipline Rules; (4) use supervision and monitoring data, disaggregated by race/ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of discipline (including but not limited to: de-escalation techniques, functional behavior assessment, behavior intervention planning, and manifestation determination procedures); (5) ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining suspension of a child with a disability, and ensure that data shows that these considerations are equitably made by race/ethnicity; (6) notify parents on the day that the decision is made to make a removal that constitutes a change in placement of a child with a disability because of violation of a code of child conduct, and send parents copies of the procedural safeguards; (7) provide educational services for students removed fewer than 10 days to enable the student to continue to participate in the general educational curriculum, although in another setting, and to progress toward meeting the goals set out in the Individualized Education Programs, with data showing that these services are equitably provided by race/ethnicity; (8) ensure that within 10 school days of any decision to change placement of a child with a disability because of a violation of a code of student conduct, the IEP Team will review all relevant information in the file to determine whether the conduct in question was caused by or had a direct and substantial relationship to the child's disability or the conduct was the direct result of the district's failure to implement the IEP, and that such determinations are made equitable by race/ethnicity; and (9) ensure that, if the IEP Team makes a determination that the conduct was a manifestation of the child's disability, then the IEP Team conducts a functional behavioral assessment, unless the District conducted a FBA before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan.~~

School personnel may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for no more than ten (10) consecutive school days and for additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement. If a student with a disability violates a code of student conduct, the school district will ensure that school personnel appropriately consider unique circumstances on a case-by-case basis when determining whether a change in placement, as defined in Federal and Nebraska rules, is appropriate for the student. Change of placement decisions related to disciplinary removals will be consistent with Federal and Nebraska regulations. For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of

the school code is determined not to be a manifestation of the child's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures that would be applied to children without disabilities.

Legal Reference: 92 NAC 51-016

~~9.~~10. Evaluation, Identification, and Reevaluation Procedures

~~Children with disabilities shall be evaluated, identified, and reevaluated in accordance with 92 NAC 51-006. The District will: (1) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Evaluation and Reevaluation Rule; (2) provide sustained supervision to monitor the implementation of compliant practices for the Evaluation and Reevaluation Rule; (3) use the supervision and monitoring data, disaggregated by race and ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of evaluation and reevaluation, as well as the appropriate technical assistance/professional development to any schools and/or personnel identified in such data; (4) conduct a reevaluation of each child with a disability at least once every 3 years, unless the parent and the District agree that a reevaluation is unnecessary; (5) use a variety of assessment tools and strategies to gather relevant academic, functional, and developmental information about the child, including information provided by the parents, and information related to enabling the child to be involved in and progress in the general education curriculum that may assist in determining: (i) Whether the child is a child with a disability, and (ii) The content of the child's individualized education program; (6) use more than one procedure to determine whether a child has a disability and the appropriate educational program for the child; (7) use technically sound instruments to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; (8) select assessments and other evaluation materials in a manner that (i) does not discriminate on a racial or cultural basis, (ii) is provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer, (iii) has been validated for the specific purpose for which they are used, and (iv) are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the assessments; and (9) provide high quality, sustained professional learning activities on the written procedures for appropriate District and school personnel to assist with the implementation of the Evaluation and Reevaluation Rule.~~

Children with disabilities shall be evaluated, identified, and reevaluated by a team of multidisciplinary qualified professionals in accordance with 92 NAC 51-006. The MDT of a child suspected of having a specific learning disability shall include the additional requirements in accordance with 92 NAC 51-006.04K. The District will make reasonable efforts to obtain written permission for evaluation in accordance with Federal and Nebraska rules. Revocation for consent for evaluation must be documented by the parent, guardian, or appointed surrogate in writing.

The documented results of the evaluation will be provided to parent, guardian, or appointed surrogate and included in student files. All evaluation components will be at district expense. The District will utilize a variety of assessment instruments to ensure district teams have access to appropriate measures to complete evaluations. The district will follow any publisher guidelines for assessments and will not use outdated or culturally inappropriate tools.

The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. ~~Locations~~ The parent, guardian, or appointed surrogate will be given written notice of the District's decision to either move forward with the Independent Educational Evaluation or to initiate a hearing to determine the appropriateness of the evaluation. If the District agrees to move forward with the evaluation, locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent, guardian, or appointed surrogate from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent~~(s)~~, guardian, or appointed surrogate with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

~~10.~~11. Confidentiality of Personally Identifiable Information

~~The~~A system of safeguards will be implemented to protect the confidentiality of student records and information ~~shall be maintained~~ in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

~~11.~~12. Transition of Children from Part C to Preschool Programs

Children participating in early intervention programs under Part C of the IDEA (early intervention services) ~~and who~~ will ~~participate in preschool programs assisted~~ be appropriately evaluated, identified, and have services under Part B of the IDEA ~~(services for school-aged children) shall experience a smooth and effective transition to those preschool programs~~by age 3 in a manner consistent with 92 NAC 52-008. Children receiving early intervention services under Part C of the IDEA may continue to receive Part C services, upon parental consent, until the August 31st following the child's third birthday. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

~~12.~~13. Children in Nonpublic Schools

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents, guardians, or appointed surrogates in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

~~13.~~14. Personnel Standards and Personnel Development

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the

District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

~~14.~~15. Participation in and Reporting of State and District Wide Assessments

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

~~15.~~16. Suspension and Expulsion Rates

The District will examine data, including data disaggregated by race/ethnicity, gender, LEP status, and disability category, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

~~16.~~17. Access to Instructional Materials

As part of any printed instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of printed instructional materials, the District will enter into a written contract with the publisher of the printed instructional materials to:

A. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files containing the contents of the printed instructional materials using the National Instructional Materials Accessibility Standard, or
B. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

~~17.~~18. Over-Identification and Disproportionality

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child. All District special education provisions will be equitably available to all children regardless of race, ethnicity, language, location, transience, income level, and access to medical care.

Legal Reference: 92 NAC 51-006.02C

~~18.~~19. Prohibition on Mandatory Medication

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

~~19.~~20. Transportation

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law~~.~~ to access academic, related services, and nonacademic services and activities as determined by the child's IEP. Except when a parent is transporting only his or her child, the District shall require that the driver and vehicle meet the standards required by 92 NAC 91 and 92.

Legal Reference: 92 NAC 51-014.01 through 014.02

~~20.~~21. Surrogates

A surrogate will be appointed, and other action taken to ensure the rights of children with a disability as required by law. The surrogate may represent the child in all matters related to the identification, evaluation, and educational placement of a child and the provision of a free appropriate public education to the child.

Legal Reference: 92 NAC 51-009.10

~~21.~~22. Early Intervention Services – Consent

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

~~**22. Eligibility Determinations**~~

~~The District will (1) develop written procedures for implementation of the Eligibility Determination Rule; (2) provide high quality, sustained professional learning activities on the written procedures for appropriate district and school personnel to assist with the implementation of the Eligibility Determination Rule; (3) provide sustained supervision to monitor the implementation of compliant practices for the Eligibility Determination Rule; (4) use the supervision and monitoring data, disaggregated by race and ethnicity, to identify schools and/or personnel that require technical assistance to support compliant practices in the area of eligibility; (5) ensure Individualized Education Programs (IEPs) are developed for children with a determination made of having a disability that has: (a) an adverse effect on educational performance (academic, functional, and/or developmental) and (b) requires special education and related services; (6) ensure that an eligibility report, which documents the area of disability, is completed and placed in each child's special education folder, with the eligibility report providing statements for each component of the eligibility and be comprehensive enough to serve as the evaluation report when necessary; (7) ensure the completion of the administration of assessments and other measures that the Multidisciplinary Evaluation Team (a group of qualified professionals and the parents of the child) determine whether the child is a child with a disability and the educational needs of the child; (8) ensure appropriate consideration of the exclusionary factor for reading (a child is not to be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in reading, including the essential components of reading instruction as defined in section 1208(3) of ESEA); (9) ensure appropriate consideration of the exclusionary factor for math (a child must not be determined to be a child with a disability if the primary factor for that determination is a lack of appropriate instruction in math); (10) ensure~~

~~appropriate consideration of the exclusionary factor for Limited English Proficiency (LEP) (a child will not be determined to be a child with a disability if the primary factor for that determination is limited English proficiency); and (11) ensure (1) evaluation data draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations as well as the information about the child's physical condition, social or cultural background, and adaptive behavior and (2) that information obtained from all these sources is documented and carefully considered.~~

~~Legal Reference: 92 NAC 51-006.04.~~

Legal Reference: 34 CFR Parts 300, 303 and 304
Neb. Rev. Stat. Sec. 79-1110 to 79-1167
92 NAC 51, 52 and 55

Date of Adoption: [Insert Date]

Community Relations

Title 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 ~~may file a formal complaint and begin the following complaint procedure.~~is:

TITLE IX COORDINATOR CONTACT INFORMATION
[Coordinator Name]
[Address]
[City, State, Zip]
[Phone Number]
[Email Address]

~~5.~~

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.~~Allegations of sexual harassment or discrimination shall be investigated and, if substantiated, corrective or disciplinary action taken, up to and including dismissal from employment if the offender is an employee, or suspension and/or expulsion, if the offender is a student. Retaliatory action will not be taken against an employee or student for reporting discrimination or harassment.~~

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~~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~~s~~ 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 F~~f~~inal I~~i~~nvestigative R~~r~~eport at the same time as the Decision-Maker.

6. Actions Taken By ~~Decision Maker~~Decision-Maker Upon Receipt of Final Investigative Report: Upon receipt of the Final Investigative Report, the Decision-MakerDecision-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~~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-MakerDecision-Maker has received the answers to relevant questions submitted by the parties, the ~~Decision Maker~~Decision-Maker shall consider the answers and the Decision-MakerDecision-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 Ddecision-Mmaker 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.

~~**B. Response to a Formal Complaint**~~

~~1. Filing Formal Complaint: An employee or student can allege sexual harassment by filing a formal complaint in writing with the Title IX Coordinator in person or by mail, or by electronic mail using the following contact information:~~

~~TITLE IX COORDINATOR CONTACT INFORMATION~~
~~[Coordinator Name]~~
~~[Address]~~
~~[City, State, Zip]~~
~~[Phone Number]~~
~~[Email Address]~~

~~The formal complaint must be signed by the complainant~~Complainant ~~or by the Title IX Coordinator.~~ **~~The following procedures apply only in the event that a formal complaint is filed. All other allegations 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.~~**

~~2. Immediate Actions upon Receipt of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall provide the following to all known parties: (a) the complaint procedure as outlined in this regulation; and (b) notice of the allegations of sexual harassment, including: (i) the identities of the parties involved, if known; and (ii) the conduct allegedly constituting sexual harassment; and (iii) the date and location of the alleged incident.~~

~~The parties to the formal complaint may select an advisor of their choice, who may be, but is not required to be, an attorney.~~

~~3. Investigation of Formal Complaint: Upon receipt of a formal complaint, the Title IX Coordinator shall notify the Investigator. The Investigator 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 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) involves possible criminal conduct, the District will notify the complainant~~Complainant ~~of his or her right to file a criminal complaint, and District employees will not dissuade the complainant~~Complainant ~~from filing a criminal complaint either during or after the District's investigation.~~

~~The Investigator will aim to complete its 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, the number of witnesses that may need to be interviewed, and whether the police are also conducting an investigation into the allegations. The time frame originally set by the Title IX Coordinator may be extended by the Title IX Coordinator, upon notice to the parties, as he or she deems necessary to complete the investigation. Periodic status updates will be given to the parties, when appropriate.~~

~~(a) *Neutrality*: The Title IX Coordinator, investigator~~Investigator~~, decision-maker~~Decision-Maker~~, or any person designated by the District to facilitate this complaint procedure, shall not have any conflict of interest or bias for or against complainant~~Complainants ~~or respondent~~Respondents ~~generally or an individual complainant~~Complainant ~~or respondent~~Respondent~~. The District shall ensure that Title IX Coordinators, investigator~~Investigators~~, decision-maker~~Decision-Makers~~, and any persons who facilitate this complaint procedure shall receive training on the definition of sexual harassment in accordance with this regulation, 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. The District shall ensure that the individuals involved in the complaint procedure receive training on issues of~~

relevance of questions and evidence and on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

(b) *Burden of Production*: It shall be the Investigator's burden to gather evidence sufficient to reach a determination regarding responsibility. 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. 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.
iv. 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?)

(c) *Rights of the Parties:* The respondentRespondent is entitled to a presumption that the respondentRespondent 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 Investigator shall provide the parties with the same opportunities to have others present during any complaint proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice if the Investigator deems appropriate. However, the Investigator may establish restrictions regarding the extent to which the advisor may participate in the proceedings, if the restrictions apply equally to both parties.

The Investigator shall provide to all witnesses expected to attend a meeting notice of the date, time, location, participants, and purpose of all hearings within two (2) days of the meeting.

Up until the conclusion of the investigation, the parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint. This includes the evidence upon which the Investigator does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence obtained from any source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

The District retains the right to place an employee on administrative leave during the pendency of an investigation. The District also retains the right to remove a student from the District's educational program prior to the conclusion of the investigation. In the event of a removal, the respondentRespondent shall have the opportunity to challenge the decision for removal.

(d) *Conclusion of Investigation*: Prior to the conclusion of the investigation, the investigatorInvestigator shall send each party and the party's advisor, if any, the evidence that is subject to inspection and review in an electronic format or a hard copy. The parties shall then have ten (10) days to submit a written response, which the investigatorInvestigator will consider.

Once the investigatorInvestigator has considered the written statements of the parties, if any, and any questions of the parties, if any, the investigatorInvestigator shall create an investigative report that fairly summarizes relevant evidence. The investigatorInvestigator shall then submit the written investigation report to the decision-makerDecision-Maker. The parties shall each receive a copy of the final investigative report at the same time as the decision-makerDecision-Maker.

4. Decision of Responsibility: The decision-makerDecision-Maker shall review the investigative report. Prior to coming to a determination regarding responsibility, the decision-makerDecision-Maker shall provide ten (10) days for each party to submit written, relevant questions that a party wants asked of any party or witness, provide each party with answers, and allow for additional, limited follow-up questions from each party.

Once the decision-makerDecision-Maker has considered the written questions of the parties, if any, the decision-makerDecision-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-makerDecision-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 complainantComplainant, respondentRespondent, or witness. The decision-makerDecision-Maker shall provide the written determination to both parties simultaneously. The written determination must 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 respondentRespondent, 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 complainantComplainant; and

(f) The recipient's procedures and permissible bases for the complainantComplainant and respondentRespondent to appeal.

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.

5. Supportive Measures and Disciplinary Actions:

Throughout the investigation, either party may be entitled to supportive measures. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainantComplainant or the respondentRespondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment to deter sexual harassment.

Supportive measures may include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The District shall maintain as confidential any supportive measures provided to the complainantComplainant or respondentRespondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide the supportive measures.

At the conclusion of the investigation, the decision-makerDecision-Maker may institute disciplinary measures to the respondentRespondent if the decision-makerDecision-Maker determines that the respondentRespondent 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 dismissal from employment. This policy does not limit or prohibit the District from instituting disciplinary measures if, in the course of the investigation, it determines that the complainantComplainant or respondentRespondent violated the student code of conduct.

The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

C. Appeals

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

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, investigatorInvestigator, or decision-makerDecision-Maker had a conflict of interest or bias for or against the complainantComplainant or respondentRespondent generally or the individual complainantComplainant or respondentRespondent 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 of Schools.

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

The Superintendent of Schools shall review the investigative report, decision-makerDecision-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 of Schools shall provide the written decision simultaneously to both parties.

D. Informal Resolution

If a formal complaint is filed, the District may offer the complainantComplainant and respondentRespondent 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, 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: [Insert Date]

Business Operations

Internal Controls

The District will develop and maintain internal control procedures as required by law and in accordance with sound fiscal monitoring practices that will ensure appropriate oversight of state and federal funds. The following internal control procedures will be utilized for all federal grants:

Generally: If the District receives federal awards, grants, or other funds, the District will:

(a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the District manages the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. The District will endeavor to develop and maintain these internal controls consistent with the "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States or the "Internal Control Integrated Framework" issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO);

(b) Comply with the U.S. Constitution, federal statutes, regulations, and the terms and conditions of the federal award;

(c) Evaluate and monitor the District's compliance with statutes, regulations and the terms and conditions of federal award;

(d) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and

(e) Take reasonable measures to safeguard protected personally identifiable information and other information the federal awarding agency, or pass-through entity, designates as "sensitive" or the District considers sensitive, consistent with applicable federal, state, and local laws regarding privacy and responsibility over confidentiality.

Legal Reference: 2 C.F.R. § 200.303.

Management requirements: The District will manage equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until the District disposes of such equipment. The District will, as a minimum, meet the following requirements:

1) Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
2) Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;
3) Implement a Control System procedure;

4) Continue to develop and implement adequate maintenance procedures for the equipment;
5) Continue to develop and implement sales procedures for the equipment; and
6) Continue to develop and implement disposition procedure for the equipment.

Legal Reference: 2 C.F.R. §§ 200.313 & 200.33.

Procurement: The District will use its own documented procurement procedures which reflect applicable State, local, and tribal laws and regulations, provided that the procurements conform to applicable Federal law and the requirement standards imposed by law, including:

1) A procedure for micro-purchases (Under $10,000);
2) A procedure for small purchases (between $10,000 to $250,000);
3) A procedure for sealed bids;
4) A procedure for competitive proposals; and
5) A procedure for noncompetitive bids.

Legal Reference: 2 C.F.R. §§ 200.317 through 200.326.
Cross-Reference: Policies 3130 & 3131.

Record Retention: Financial records, supporting documents, statistical records, and all other related records pertinent to a federal award will be retained for a period of three (3) years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the federal awarding agency or pass-through entity in the case of a sub-recipient.

For all other records, the District will retain such records for the length of time as required by law.
Legal Reference: 2 C.F.R. § 200.333.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. Before entering into a contract regarding a federal award, the District will verify that a vendor has not been debarred, suspended or otherwise excluded, and the District will maintain a copy of said verification.
Legal Reference: 2 C.F.R. § 200.213.

Financial Management: The District will maintain financial management systems to account for the federal funds, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award. These records will be sufficient to permit the District to prepare reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award. The financial management system will provide for the following:

1) Identifying all of the federal awards received and expended and the federal programs under which they were received;

2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
3) Identifying adequately the source and application of funds for federally-funded activities;
4) Ensuring effective controls over and accountability for all funds, property, and other assets;
5) Comparing actual expenditures with budget amounts for each federal award;
6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

Program Income: The District will consult with the federal awarding agency and refer to the applicable law and federal program terms and conditions to determine how to account for, deduct and otherwise handle income from federal programs.
Legal Reference: 2 C.F.R. § 200.307.

Cost Sharing or Matching: For all federal awards, any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the District's cost sharing or matching, when such contributions meet all of the following criteria:

1) Are verifiable from the District's records;
2) Are not included as contributions for any other Federal award;
3) Are necessary and reasonable for accomplishment of project or program objectives;
4) Are allowable under the applicable Cost Principles requirements;
5) Are not paid by the Federal Government under another Federal award, except where the federal statute authorizing a program specifically provides that Federal funds made available for such program can be applied to matching or cost sharing requirements of other Federal programs;
6) Are provided for in the approved budget when required by the federal awarding agency; and
7) Conform to other provisions of the law or terms and conditions of the federal award, as applicable.

Legal Reference: 2 C.F.R. § 200.306.

Compensation: Compensation for personal services includes all remuneration for services of employees rendered during the period of performance under the federal award, including, but not limited to wages, salaries, and fringe benefits. Costs of compensation may be allowable under federal law and the federal grant to the extent that they satisfy the following requirements:

1) Is reasonable for the services rendered; and
2) Conforms to the established written expectations of the District, as applied consistently to both Federal and non-Federal activities.

If the District intends to charge compensation to federal awards, such charges will be based on records that accurately reflect the work performed, and will:

1) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
2) Be incorporated into the official records of the District;
3) Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of compensated activities;
4) Encompass both federally-assisted and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written procedures;
5) Comply with the established accounting policies and practices of the District; and
6) Differentiate and account for the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two (2) or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Budget estimates will generally not be used to support charges to Federal awards but may be used for interim accounting purposes.
Legal Reference: 2 C.F.R. §§ 200.430 & 200.431.

Federal Funds for Construction Projects: For all federal awards, the District will comply with all applicable legal requirements, including the Davis-Bacon Act.
Legal Reference: 34 C.F.R. § 75.600, et seq.

Capitalization and Depreciation: The District will follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E, when charging these specific expenditures to a federal grant. When applicable, District staff will check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, federal, state, or program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those requirements. The following rules of allowability apply to equipment and other capital expenditures:

A. Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.

B. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of $5,000 or more have the prior written approval of the federal awarding agency or pass-through entity.

C. Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.

D. Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.

E. When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the Federal awarding agency.

F. If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

G. Any depreciation will be computed, charged, and recorded in a manner consistent with federal regulations and any requirements of the federal awarding agency.

Legal Reference: 2 C.F.R. §§200.436 & 200.439.

Maintaining Records: Financial records, supporting documents, statistical records, and all other District records pertinent to a federal award must be retained for the minimum period time as required by federal law or the terms of the federal awarding agency, whichever is longer in time.
Legal Reference: 2 C.F.R. § 200.334.

Conflict of Interest: Notwithstanding any other Board Policies or Procedures, the District shall ensure that it avoids any conflicts of interest regarding any federal awards. The District will disclose in writing any potential conflict of interest to the federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policy.
Legal Reference: 2 C.F.R. § 200.112.

Unexpected or Extraordinary Circumstances: For all federal awards, if the District does not currently have in place a sufficient policy that addresses extraordinary circumstances, such as those caused by COVID-19, the District may amend or create a policy at a later date in order to put emergency contingencies in place for federal and non-federal similarly situated employees. If the conditions exist for charges to be made to the federal grant, then charges may also be made to any non-federal sources that are used by the District in order to meet a matching requirement. The District will take other steps to comply with federal award requirements in the event of unexpected or extraordinary circumstances.
Legal Reference: 2 C.F.R. § 200, et seq.

Date of Adoption: [Insert Date]

Business Operations

Procedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of one hundred nine thousand dollars ($~~100~~109,000)~~.00~~, or such sum as adjusted pursuant to Section 73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: —The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.

2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.

3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.

4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.

5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of ten thousand dollars ($10,000) or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred and eighteen thousand dollars ($~~100~~118,000), as adjusted from time to time by Section 81-3445 or other applicable law.

7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. Sec. 52-118; Neb. Rev. Stat. Sec. 73-101 *et seq.;* Neb. Rev. Stat. Sec. 73-106; Neb. Rev. Stat. Sec. 81-3445

Date of Adoption: [Insert Date]

Personnel - All Employees

Drug and Substance Use and Abuse

It is the policy of the [Name] Public School District to eliminate the influence of drugs, alcohol and other chemicals within the school environment and to educate students against the usage of drugs, alcohol and illegal substances. The District will implement regulations and practices which will ensure 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 in writing of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar 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, the Moving Ahead for Progress in the 21st Century (MAP-21) Act, and all regulations and rules promulgated pursuant ~~thereto~~to such Acts. 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. §§5331(b) and 31306; ~~and~~ 49 CFR Part 382

Date of Adoption: [Insert Date]

4009 - APPENDIX 1

CONTROLLED SUBSTANCES AND ALCOHOL USE AND TESTING: FEDERAL REGULATIONS, [NAME] PUBLIC SCHOOLS' COMPLIANCE POLICIES AND PROCEDURES, AND EDUCATIONAL MATERIALS

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

(A) **The persons designated by [Name] Public Schools to answer employee questions about these materials are**:

Superintendent of Schools
Secondary Principal

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

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

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

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

(D) **Employee conduct that is prohibited by the federal controlled substances and alcohol**

use and testing regulations includes:

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 cannot 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.

Date of Adoption: [Insert Date]

Personnel - Certificated Employees

Substitute Teachers

Persons employed as substitute teachers shall meet such qualifications as are established by law and the State Department of Education and may be employed for periods of time in the absence of the regular teacher.

Rates of compensation for all substitute teachers will be set by the Board, provided that after a substitute employee has been on duty for fifteen (15) consecutive school days, such substitute teacher shall be paid on a per diem rate applying the salary schedule in place for certificated teachers for the school district based upon the substitute teacher's level of educational attainment and years of teacher experience. Substitute teachers will not participate in the health plan or other fringe benefits of the school district.

The Superintendent shall be responsible for recruitment, selection, assignment, orientation and evaluation of substitute teachers. The Superintendent, or Superintendent's designee, is hereby authorized on behalf of the District to execute any necessary documents to assist a substitute teacher to secure a local substitute teaching permit.

Legal Reference: Neb. Rev. Stat. Sec. 79-808

Date of Adoption: [Insert Date]

Internal Board Policies - Methods of Operation

Agenda Construction and Control

A. Written meeting agendas will be prepared by the Superintendent in collaboration with the President of the Board of Education. Any Board member may submit agenda items to be placed on the agenda by the Superintendent and the Board President.

B. Control of the agenda is the responsibility of the Board President. Agenda items shall set forth the matter to be discussed at that agenda item. An agenda, kept continuously current, shall be readily available for public inspection at the office of the Superintendent of Schools of the [Name] School District during normal business hours. Except for items of an emergency nature, the agenda shall not be altered later than 24 hours before the scheduled commencement of the meeting. The School Board shall have the right to modify the agenda to include items of an emergency nature only by action taken at the public meeting at which the item is to be considered. Agenda items shall be sufficiently specific to advise the public of the issues to be discussed under that agenda item.

Legal Reference: Neb. Rev. Stat. Sec. 84-1411

Date of Adoption: [Insert Date]

Internal Board Policies - Methods of Operation

Public Participation at Board Meetings

A. Attend

Members of the public shall be permitted to attend and to speak at board meetings. They will not be required to identify themselves as a condition for admission to the meeting.

The Board may allow advisors, consultants, and other persons who are not Board members to appear at the meeting via telephone or other similar means.

The chair has the authority to assure that people conduct themselves in an orderly manner at the meeting. Undue interruption or other interference with the orderly conduct of business will not be allowed. The chair may order persons who are disorderly to be removed from the meeting.

Legal Reference:	Sections 79-570; 79-571; Sec. 84-1411 (3) and (6); Sec. 84-1412 (1) and (3)

B. Hear

The board will, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

Legal Reference:	Sec. 84-1412 (7)

C. Record

Members of the public may use recording devices (tape recorder, video camera, etc.) to record any part of a meeting of a public body, except for closed sessions. No recording, other than note taking, shall be done without informing the President in advance. The President shall control the placement of the recording device so the device does not obstruct the view of Board members or other members of the public attending the meeting and does not otherwise interfere with the meeting.

Legal Reference:	Sec. 84-1412 (1)

D. Access to Written Materials

At least one copy of all reproducible written material to be discussed at an open meeting will be made available at the meeting for examination and copying by members of the public.

Legal Reference:	Sec. 84-1412 (8)

E. Speak

Members of the public will be permitted to speak at Board meetings at which a public forum is on the Agenda. Members of the public may also speak when invited to make a presentation or when recognized by the chair. The Board is not required to allow members of the public to speak at each meeting. However, the Board will not forbid public participation at all meetings.

Members of the public will not be required to have their name be placed on the agenda prior to the meeting in order to speak about items on the agenda.

Any member of the public desiring to address the body shall be required to identify himself or herself, including an address and the name of any organization represented by such person, unless the address requirement is waived to protect the security of the individual.~~Members of the public who desire to address the Board will be required to identify themselves.~~

The President or chair for the meeting shall have the authority to establish reasonable time limits for individual speakers and for the duration of public forum sessions.

Speakers will be permitted to address the Board consistent with free speech rights. However, offensive language, defamatory remarks, and hostile conduct will not be tolerated. Further, charges or complaints against a school employee shall not be made for the first time at a public Board meeting without having followed the school's complaint procedure.

Legal Reference:	Sec. 84-1412 (1) (2) and (3)

Date of Adoption: [Insert Date]

Bylaws of the Board - Meetings

Minutes

The Board of Education shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed. The resignation of a Board member or any other circumstance that results in a vacancy in office shall be made a part of the minutes.

The minutes shall be prepared by the secretary immediately following the meeting, shall be written, shall be available on the District's website and for inspection by the public and for distribution to the members of the Board within ten (10) working days, or prior to the next convened meeting, whichever occurs earlier, and shall be a part of the agenda for the next regular meeting at which time they shall be corrected, if necessary, and approved.

The minutes shall be kept in the office of the superintendent and shall be public records and open to public inspection during normal business hours. The minutes shall also be available on the District's website for at least six (6) months.

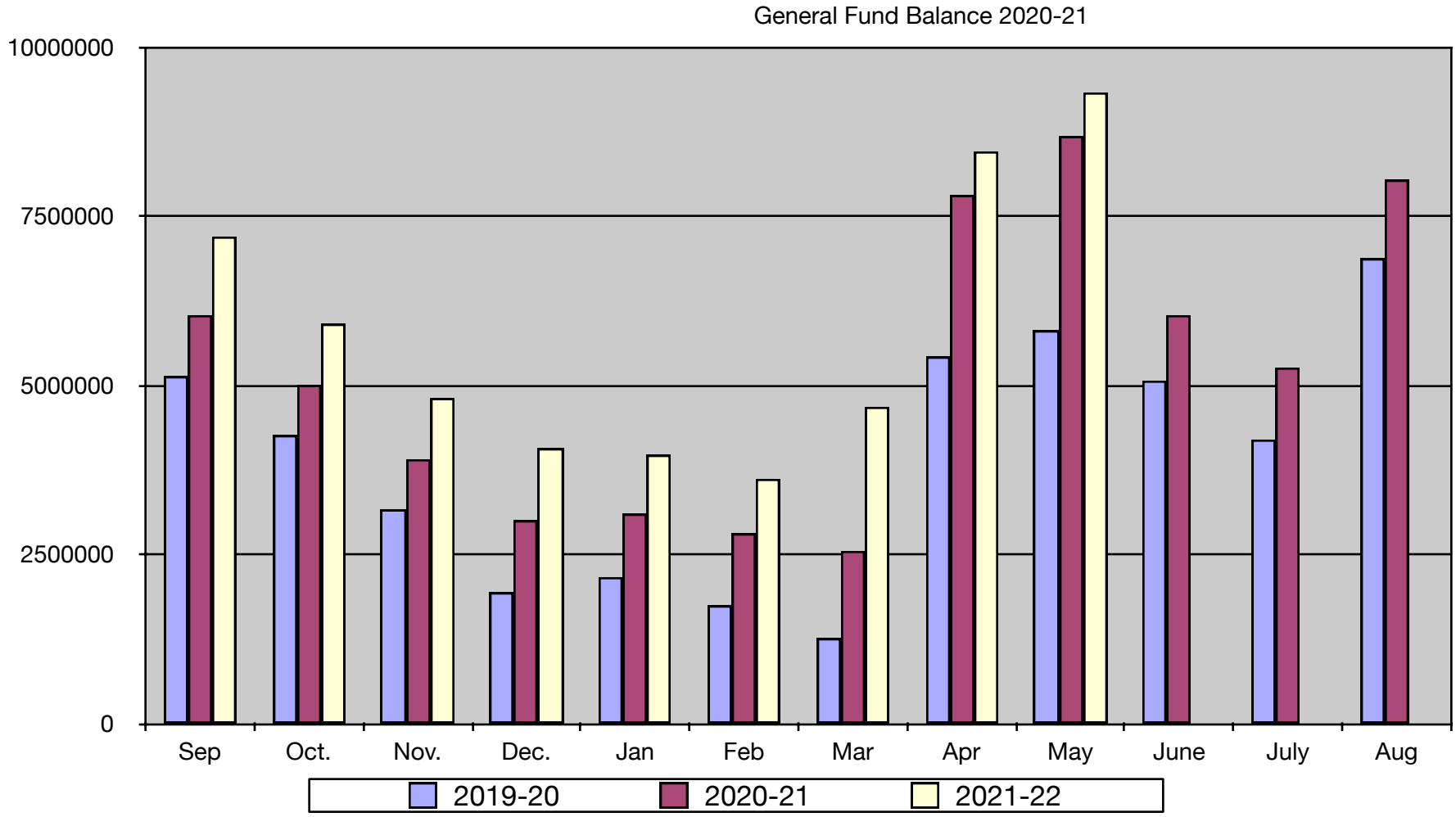
~~The minutes may be kept as an electronic record.~~

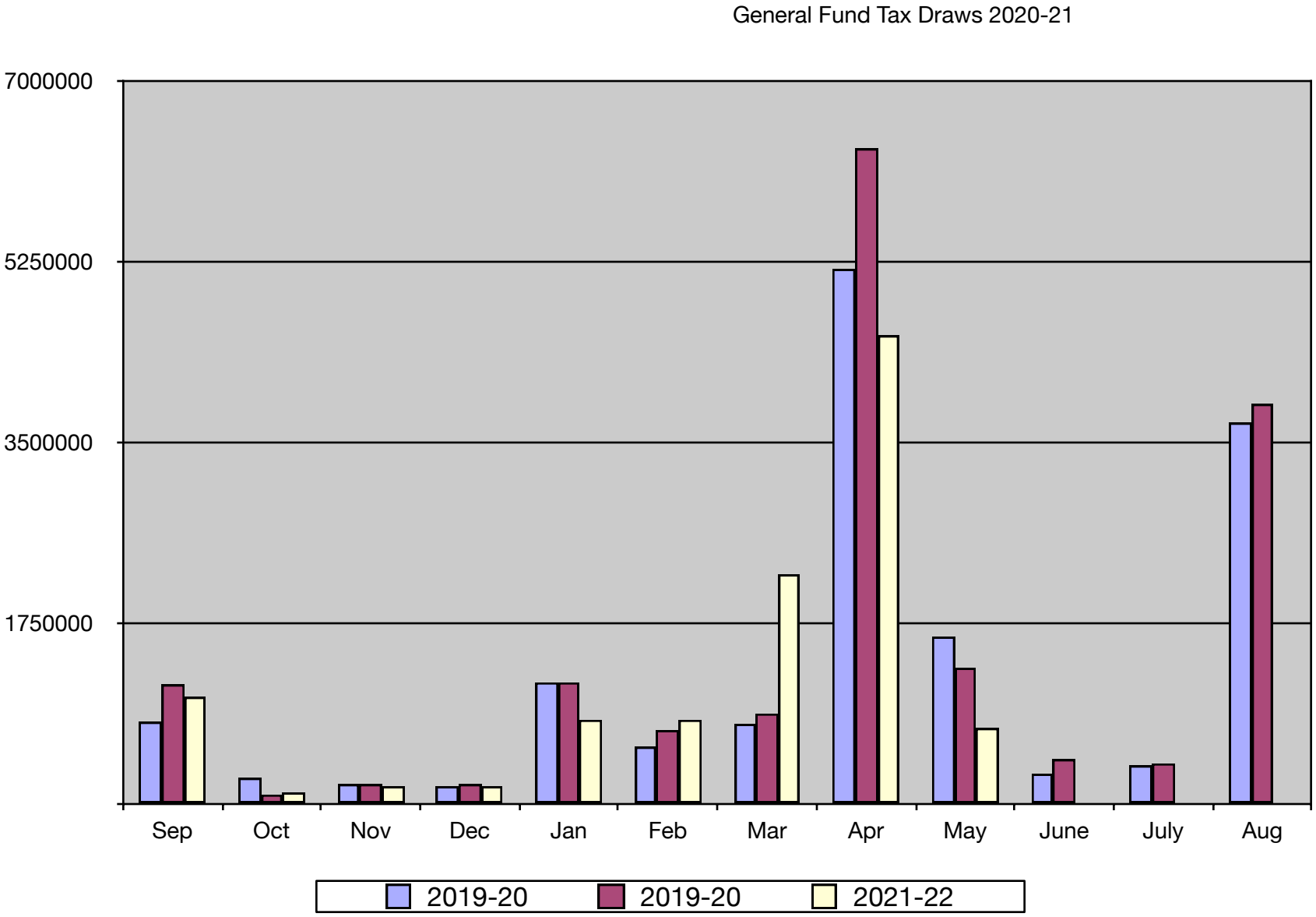
Legal Reference: Neb. Rev. Stat. Sections 79-555; 79-570; and 79-577
Neb. Rev. Stat. Sections 84-1408 to 1414

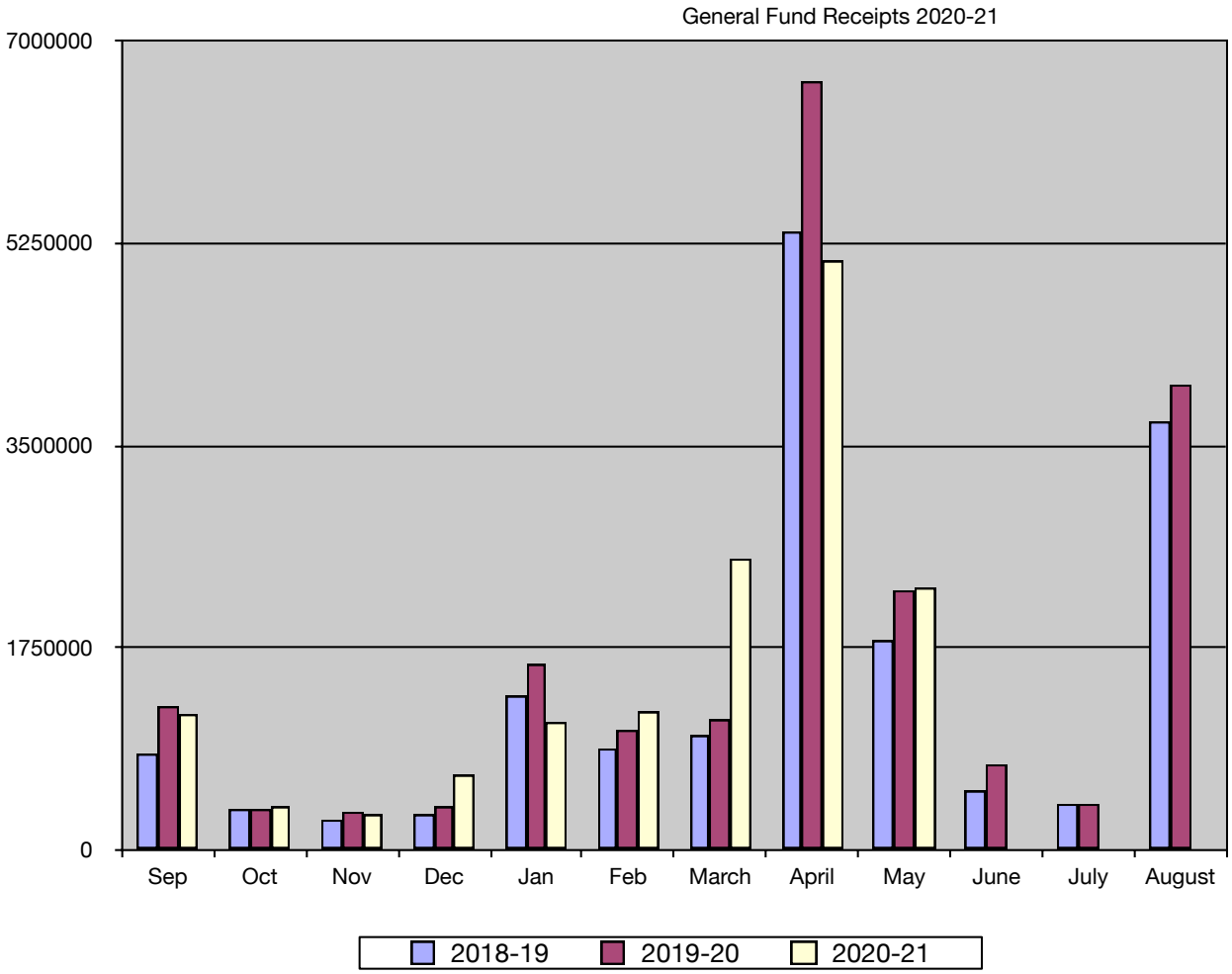
Date of Adoption: [Insert Date]

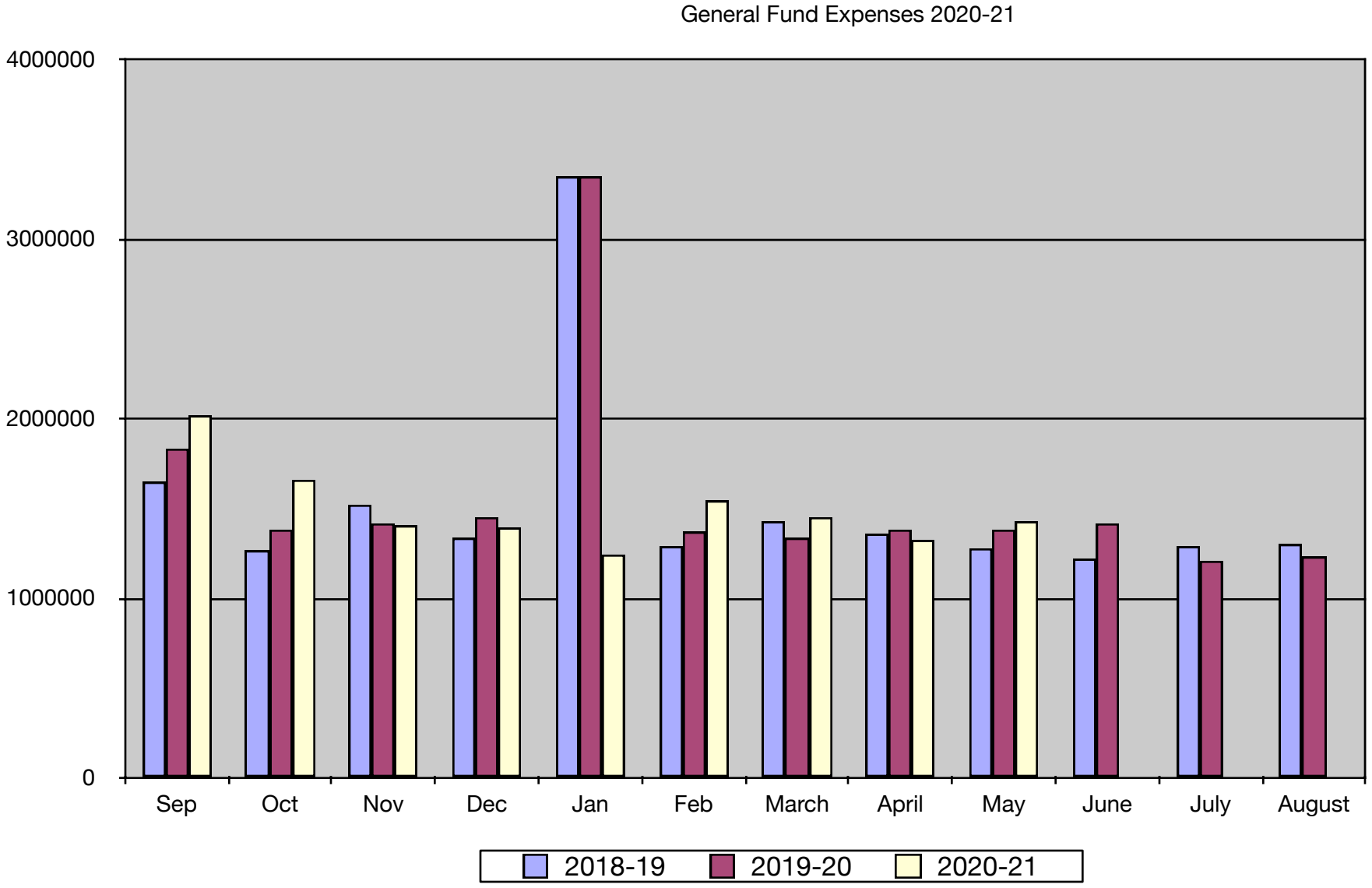
Finance Report June 2022

- Our cash balance for the General Fund is $9,331,253. This will help get the district through to August and our next big tax draw.
- The Building Fund is at $3,242,205.06. We will continue to grow the building fund to help with future construction projects. We are working on the summer projects list that will be mainly funded through this fund.
- The budgeting process for the 22-23 school year has begun.
- The Bond Fund will begin to quickly decrease as we start to see the final bills come in over the next several months.
- School Lunch, Bond, Depreciation, Employee Benefit, and QCPUF are all in normal ranges for this time of year as you review the cash comparisons report.


General Fund Balance 2020-21
10000000
7500000
5000000
2500000
0
Sep
Oct.
Nov.
Dec.
Jan
Feb
Mar
Apr
May
June
July
Aug
2019-20
2020-21
2021-22


General Fund Tax Draws 2020-21
7000000
5250000
3500000
1750000
Sep
Oct
Nov
Dec
Jan
Feb
Mar
Apr
May
June
July
Aug
2019-20
2019-20
2021-22


General Fund Receipts 2020-21
7000000
5250000
3500000
1750000
0
Sep
Oct
Nov
Dec
Jan
Feb
March
April
May
June
July
August
2018-19
2019-20
2020-21


General Fund Expenses 2020-21
4000000
3000000
2000000
1000000
0
Sep
Oct
Nov
Dec
Jan
Feb
March
April
May
June
July
August
2018-19
2019-20
2020-21

Balance as of last day of the month			
Month	**2019-20**	**2020-21**	**2021-22**
September	5,146,012	6,034,069	7,203,154
October	4,256,601	5,006,117	5,928,299
November	3,159,199	3,914,022	4,829,819
December	1,941,566	3,026,154	4,091,806
January	2,162,383	3,095,987	3,965,055
February	1,746,377	2,806,147	3,609,526
March	1,277,310	2,554,360	4,682,859
April	5,439,299	7,825,353	8,469,449
May	5,814,163	8,690,027	9,331,252
June	5,090,931	6,033,378	
July	4,192,685	5,262,218	
August	6,897,339	8,038,763	
TOTALS	47,123,865	62,286,594	52,111,219
Tax Draw			
Month	**2019-20**	**2020-21**	**2021-22**
September	811,549	1,173,235	1,045,268
October	252,712	94,660	121,624
November	209,289	205,322	176,582
December	177,342	190,129	170,001
January	1,185,326	1,177,144	824,674
February	552,015	721,258	827,765
March	787,244	882,780	2,229,286
April	5,192,561	6,358,946	4,539,959
May	1,633,856	1,330,314	746,496
June	309,899	437,987	
July	380,480	396,448	
August	3,703,578	3,884,813	
TOTALS	15,195,851	16,853,036	10,681,655
Receipts			
Month	**2019-20**	**2020-21**	**2021-22**
September	835,820	1,251,208	1,180,989
October	346,905	356,341	378,070
November	266,213	326,816	304,457
December	309,966	369,966	660,830
January	1,331,404	1,607,760	1,120,990
February	876,798	1,047,118	1,192,514
March	1,002,911	1,142,485	2,522,602
April	5,343,958	6,650,634	5,105,843
May	1,812,553	2,256,725	2,284,253
June	512,757	756,241	
July	393,226	414,981	
August	3,713,453	4,019,522	
TOTALS	16,745,964	20,199,797	14,750,548
Expenses			
Month	**2019-20**	**2020-21**	**2021-22**
September	1,646,988	1,829,100	2,020,632
October	1,265,293	1,379,545	1,656,766
November	1,522,015	1,420,710	1,402,107
December	1,340,222	1,452,755	1,399,227
January	3,343,525	3,346,561	1,247,004
February	1,292,350	1,370,401	1,544,991
March	1,430,608	1,336,453	1,453,455
April	1,360,785	1,381,572	1,320,026
May	1,275,712	1,380,836	1,428,094
June	1,221,768	1,416,291	
July	1,291,910	1,211,538	
August	1,296,132	1,236,778	
TOTALS	18,287,308	18,762,540	13,472,302

CASH COMPARISONS as of May, 2021

			2019-20	2020-2021	2021-22
	February	General Fund	$ 1,753,971.95	$2,806,147.09	$3,609,526.58
		Emp. Benefit Fund	$ 174,843.33	$175,232.18	$175,328.48
		Building Fund	$ 330,471.92	$1,285,766.11	$1,641,480.55
		School Lunch	$ 144,052.17	$152,568.99	$373,792.38
		Bond Fund	$ 68,297.82	$73,683.87	$210,613.69
		Bond Fund #2	$ 0.00	$5,660,354.65	$8,242,669.71
		Depreciation Fund	$ 37,528.51	$72,664.00	$67,653.88
		QCPUF	$ 38,567.29	$43,914.51	$34,777.53
		February Total	$ 2,547,732.99	$10,270,331.40	$14,355,842.80
	March	General Fund	$ 1,277,310.46	$2,554,360.05	$4,682,859.10
		Emp. Benefit Fund	$ 175,124.20	$175,240.10	$173,397.95
		Building Fund	$ 949,820.76	$1,414,602.47	$1,945,658.21
		School Lunch	$ 181,653.14	$214,412.79	$377,253.11
		Bond Fund	$ 98,960.31	$108,482.13	$552,341.17
		Bond Fund #2	$ 0.00	$5,308,308.63	$7,435,956.97
		Depreciation Fund	$ 72,619.22	$72,667.28	$67,658.48
		QCPUF	$ 37,520.90	$61,408.23	$90,261.50
		March Total	$ 2,793,008.99	$ 9,909,481.68	$15,325,386.49
	April	General Fund	$ 5,439,299.59	$7,825,352.93	$8,469,449.16
		Emp. Benefit Fund	$ 175,138.59	$175,247.30	$173,408.97
		Building Fund	$ 1,654,997.35	$2,337,564.59	$2,889,643.99
		School Lunch	$ 164,730.51	$231,067.98	$478,288.48
		Bond Fund	$ 266,371.63	$400,167.97	$1,380,588.96
		Bond Fund #2			$6,082,477.63
		Depreciation Fund	$ 72,626.86	$72,670.27	$67,662.78
		QCPUF	$ 161,945.35	$205,836.86	$214,719.78
		April Total	$ 7,935,109.88	$11,247,907.90	$19,756,239.75
	May	General Fund	$ 5,814,162.64	$8,690,026.76	$9,331,253.24
		Emp. Benefit Fund	$ 175,152.50	$175,254.02	$173,421.13
		Building Fund	$ 1,909,071.50	$2,647,644.26	$3,242,205.06
		School Lunch	$ 156,719.82	$302,873.47	$501,794.98
		Bond Fund	$ 306,452.81	$330,876.68	$1,324,236.06
		Bond Fund #2		$2,845,506.45	$5,265,152.76
		Depreciation Fund	$ 72,630.96	$72,673.06	$67,667.53
		QCPUF	$ 177,624.81	$251,034.58	$249,475.22
		April Total	$ 8,611,815.04	$15,315,889.28	$20,155,205.98

Fund	Budget	Expenditure	Ending Balance	% spent
1100's-Instruction	$9,285,983.00	$7,064,501.81	$2,221,481.19	76.08%
1160-Poverty Programs	$171,198.00	$112,342.80	$58,855.20	65.62%
1200-SPED Instruction	$1,512,124.00	$1,155,312.00	$356,812.00	76.40%
2120-Guidance Services	$452,279.00	$301,397.78	$150,881.22	66.64%
2130-Health Services	$225,600.00	$205,570.15	$20,029.85	91.12%
2140-SPED Psychology	$138,147.00	$84,391.72	$53,755.28	61.09%
2151-School Age Speech	$263,689.00	$195,625.23	$68,063.77	74.19%
2152-Ages 3-5 Speech	$97,694.00	$36,857.83	$60,836.17	37.73%
2153-Ages 0-2 Speech	$60,379.00	$36,224.33	$24,154.67	59.99%
2161- School Age OT	$15,000.00	$6,409.00	$8,591.00	42.73%
2162-Ages 3-5 OT	$15,000.00	$7,878.75	$7,121.25	52.53%
2163-Ages 0-2 OT	$15,000.00	$8,818.50	$6,181.50	58.79%
2171-School Age PT	$15,000.00	$1,787.00	$13,213.00	11.91%
2172-Ages 3-5 PT	$15,000.00	$2,393.75	$12,606.25	15.96%
2173-Ages 0-2 PT	$15,000.00	$1,335.75	$13,664.25	8.91%
2181-School Age Vision	$15,000.00	$6,788.88	$8,211.12	45.26%
2190-Other Pupil Services	$53,600.00	$63,273.53	-$9,673.53	118.05%
2210-Learning Improvement	$258,378.00	$182,815.95	$75,562.05	70.76%
2220-Libraries	$285,734.00	$206,168.52	$79,565.48	72.15%
2310-Board Of Education	$35,000.00	$50,478.61	-$15,478.61	144.22%
2320-Executive Administration	$339,937.00	$231,831.10	$108,105.90	68.20%
2330-Legal Services	$25,000.00	$25,147.53	-$147.53	100.59%
2410-Office of Principal	$1,081,982.00	$900,859.35	$181,122.65	83.26%
2510-General Admin Business Services	$605,494.00	$418,862.57	$186,631.43	69.18%
2560/80-Public Relations	$110,458.00	$79,738.71	$30,719.29	72.19%
2610-Operation of Plant	$1,030,975.00	$728,392.80	$302,582.20	70.65%
2620/30-Maintenance of Buildings/Grounds	$391,124.00	$279,850.25	$111,273.75	71.55%
2650-Vehicle Acquisition/Maintenance	$17,000.00	$7,544.40	$9,455.60	44.38%
2660/70-Security and Safety	$74,500.00	$45,130.82	$29,369.18	60.58%
2720/90/91-Transportation	$630,500.00	$456,347.11	$174,152.89	72.38%
2712/92-SPED Transportation	$243,000.00	$130,752.56	$112,247.44	53.81%
3535-High Ability	$12,400.00	$29,736.92	-$17,336.92	239.81%
3590-Extended Learning Opportunity Grants	$8,000.00	$10,976.97	-$2,976.97	137.21%
6200-Title I	$80,803.00	$63,039.50	$17,763.50	78.02%
6310-Title IIA	$21,596.00	$21,741.19	-$145.19	100.67%
6969-Title IV	$10,000.00	$2,500.00	$7,500.00	25.00%
6406-IDEA Part B Preschool	$12,928.00	$0.00	$12,928.00	0.00%
6408-IDEA Enrollment/Poverty	$231,604.00	$186,412.37	$45,191.63	80.49%
6412-Non-Public IDEA	$2,650.00	$1,566.02	$1,083.98	59.10%
6700-Perkins	$7,800.00	$20.00	$7,780.00	0.26%
1300-Summer School	$40,809.00	$153.82	$40,655.18	0.38%
6998-ESSER III	$255,000.00	$234,826.69	$20,173.31	92.09%

7000-Short Term Borrowing	$1,000,000.00	$0.00	$1,000,000.00	0.00%
8000-Transfers	$380,661.00	$0.00	$380,661.00	0.00%
	$19,559,026.00	$13,585,802.57	$5,973,223.43	69.46%

Board of Education Regular Meeting
South Sarpy School District 46
Monday, May 9, 2022 7:00 PM

The Site Committee started at 6:00 p.m. Osborn, Wichman, and Fisher were present. The facility planning for the old Springfield Elementary building was discussed, including cost projections and additional concepts. The committee meeting adjourned at 6:30 p.m.

The Finance Committee started at 6:30 p.m. Guenther, Fisher, and Swanson were present. Finance reports were reviewed by the committee. Discussion of the bills took place. The committee meeting adjourned at 6:45 p.m.

A meeting of the Board of Education of Springfield Platteview Community Schools in the County of Sarpy, in the State of Nebraska, was convened in open and public session at 7:00 p.m., Monday, May 9, 2022, at the District Board Office, Central Services Building. Present: Kyle Fisher, Brian Osborn, Brenda Guenther, Cori Swanson. Absent: Lisa Roseland, Brian Wichman.

Notice of the meeting and committee meetings were given in advance thereof by posting in at least five public places as shown by the certificate of posting notice attached to these minutes. Notice of this meeting was simultaneously given to all members of the Board of Education, and a copy of their acknowledgment of receipt of notice and the agenda was communicated in the advance notice and in the notice to the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public. Statute 84-1407 to 84-1414 require that the Open Meetings Act be posted in the meeting room. President Swanson informed the board and the public that the Act is located on the west wall of the board room.

Action to amend Consent Agenda to exclude reimbursement bills for Brian Osborn and Cori Swanson passed with a motion by Fisher and a second by Osborn. Vote: Yays- Fisher, Guenther, Osborn, Swanson. Nays- none. Subsidiary Motions: Action to approve amended Consent Agenda passed with a motion by Fisher and a second by Osborn. Vote: Yays- Fisher, Osborn, Swanson. Abstain (with Conflict) - Guenther. Nays- none. Action to approve reimbursement bill for Cori Swanson passed with a motion by Fisher and a second by Osborn. Vote: Yays- Fisher, Guenther, Osborn. Abstain (with Conflict) Swanson. Nays- none. Action to approve reimbursement bill for Brian Osborn passed with a motion by Fisher and a second by Guenther. Vote: Yays- Fisher, Guenther, Swanson. Abstain(with Conflict)- Osborn. Nays- none.

There were no items from patrons on agenda items.

Action to renew the Food Service Management Contract with OPAA in 2022-23 as presented passed with a motion by Osborn and a second by Guenther. Vote: Yays- Fisher, Guenther, Osborn, Swanson. Nays-none.

The Superintendent Evaluation Timeline was discussed with the new NASB online system.

Action to transfer back $6,000 from the QCPUF Fund to the Building Fund passed with a motion by Guenther and a second by Fisher. Vote: Yays- Fisher, Guenther, Osborn, Swanson. Nays- none.

Action to transfer back $21,000 from the Bond Fund to the Building Fund passed with a motion by Fisher and a second by Guenther. Vote: Yays- Fisher, Guenther, Osborn, Swanson. Nays- none.

Action to approve the resignation of Dustin Foutch at the end of the 21-22 school year passed with a motion by Osborn and a second by Fisher. Vote: Yays-Fisher, Guenther, Osborn, Swanson. Nays-none.

Action to approve the teacher contract of Dan Craney for the 2022-23 school year as presented passed with a motion by Osborn and a second by Guenther. Vote: Yays- Guenther, Osborn, Swanson. Abstain (With Conflict)- Fisher. Nays- none.

Action to approve the add on services for Powerschool as presented passed with a motion by Osborn and a second by Guenther. Vote: Yays-Fisher, Guenther, Osborn, Swanson. Nays-none.

Principal Ron Alexander presented the 2021-2022 Title IX report for Platteview Central and Platteview High School.

Brian Osborn updated the Board on the Site Committee facility planning processes of the old Springfield Elementary.

Superintendent Dr. Saunders updated the Board on the pandemic response and monitoring of trends in the community and district.

Building Principals reported to the Board on last month's student and staff successes.

There were no items from patrons on items not on the agenda.

Board members reviewed their upcoming schedule of meetings, trainings, and conventions. Significant school calendar items were also discussed.

Action to adjourn the meeting at 8:21 p.m. passed with a motion by Guenther and a second by Osborn. Vote: Yays- Fisher, Guenther, Osborn, Swanson. Nays-none.

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS			
Treasurer's Report			
For the month ended May 31, 2022			
General Fund Now Account			
Bank Balance: Beginning of Reporting Period			$ 344,761.01
Deposits:			
Springfield State Bank - Interest	$ 36.27		
Transfer from Depreciation Fund	$ 0.00		
Transfers from Investment Account	$ 1,427,914.51		
Transfers from Bond Fund	$ 316,365.00		
Transfer from QCPUF	$ 4,271.25		
Transfers from Lunch Fund Investment	$ 52,282.15		
Transfers from Building #2 (Bond #2)	$ 817,712.05		
Transfers from Building Fund Investment	$ 52,803.68		$ 2,671,384.91
			$ 3,016,145.92
Disbursements			$ 2,660,342.61
Bank Balance: End of Reporting Period			$ 355,803.31
Outstanding Checks: End of Reporting Period			$ 203,862.62
NOW Account Balance: End of Reporting Period			**$ 151,940.69**
General Fund Investment Account			
Available Balance: Beginning of Reporting Period			$ 8,320,182.28
Deposits:			
Springfield State Bank - Interest	$ 628.31		
Sarpy County Treasurer - Local Taxes	$ 611,298.05		
Sarpy- MVT	$ 135,197.55		
Sarpy-ProRate M/V	$ 0.00		
Sarpy-Homestead	$ 35,100.15		
Sarpy-Public Power Tax	$ 1,094,427.32		
Sarpy-Carline Tax	$ 793.72		
State Aid	$ 225,382.00		
SPED SA Reimb- State	$ 129,104.00		
SPED SA Transportation	$ 36,862.00		
Federal- IDEA SPED, Title, Perkins, HAL	$ 6,885.60		
County Fines/City Fees/ Liquor Licenses	$ 3,348.82		
Summer School/ Preschool payments	$ 1,386.00		
Refunds/ Reimbursements/ Donations	$ 2,694.10		
iPad Fees and Insurance	$ 1,145.00		
			$ 2,284,252.62
			$ 10,604,434.90
Disbursements			
Transfers to General Fund NOW	$ 1,427,914.51		
Administrative Revolving	$ 0.00		
Transfer to Depreciation	$ 0.00		
Returned checks/ fees/ overpayment	$ 0.00		
Bank and other Service Charges	$ 180.05		$ 1,428,094.56

Investment Account Balance: End of Reporting Period			**$ 9,176,340.34**
General Fund Administrative Revolving Account			
Available Balance: Beginning of Reporting Period			$ 3,194.46
Deposits:			
Transfers From General Fund Investment Acc't	$ 0.00		
			$ 0.00
			$ 3,194.46
Disbursements			$ 72.25
Bank Balance: End of Reporting Period			$ 3,122.21
Outstanding Checks: End of Reporting Period			$ 150.00
Admin. Revolving Account Balance: End of Reporting Period			**$ 2,972.21**
General Fund Administrative Revolving Account			$ 2,972.21
General Fund NOW Account			$ 151,940.69
General Fund Investment Account			$ 9,176,340.34
TOTAL GENERAL FUND BALANCE			**$ 9,331,253.24**
Employee Benefit Fund			
Available Balance: Beginning of Reporting Period			$ 173,408.97
Deposits:			
Springfield State Bank - Interest			$ 12.16
Transfers From General Fund Investment Acc't			$ 0.00
Bank Balance: End of Reporting Period			$ 173,421.13
Certificate of Deposit			
Available Balance: End of Reporting Period			$ 173,421.13
Disbursements			$ 0.00
TOTAL EMPLOYEE BENEFIT BALANCE			**$ 173,421.13**
Special Building Fund #1 Account			
Available Balance: Beginning of Reporting Period			$ 2,889,643.99
Deposits:			
Interfund Loans Refund-QCPF/Bond	$ 27,000.00		
Springfield State Bank - Interest	$ 217.17		
Sarpy County Treasurer - Local Taxes	$ 133,525.34		
Sarpy-Carline Tax	$ 171.78		
Sarpy-Homestead	$ 7,596.33		
Sarpy-Pubic Power Tax	$ 236,854.13		$ 405,364.75
			$ 3,295,008.74
Disbursements	$ 52,803.68		$ 52,803.68
Available Balance: End of Reporting Period			$ 3,242,205.06
TOTAL SPECIAL BUILDING FUND BALANCE			**$ 3,242,205.06**
School Lunch Investment Account			
Available Balance: Beginning of Reporting Period			$ 478,288.48

Deposits:			
Springfield State Bank - Interest	$ 33.65		
Hot Lunches	$ 5,245.52		
State/Federal Aid	$ 70,537.43		
KidsCare Reimbursement/ Other	$ 0.00		$ 75,816.60
			$ 554,105.08
Disbursements			
Transfers to NOW	$ 52,282.15		
Returned checks debit/fees	$ 27.95		
			$ 52,310.10
Available Balance: End of Reporting Period			$ 52,310.10
TOTAL SCHOOL LUNCH FUND BALANCE			**$ 501,794.98**
Bond Fund #1 Investment Account			
Available Balance: Beginning of Reporting Period			$ 1,380,588.96
Deposits:			
Springfield State Bank - Interest	$ 92.26		
Sarpy County Treasurer - Local Taxes	$ 100,787.85		
Sarpy County-Homestead	$ 6,909.48		
Sarpy County-Carline	$ 125.54		
Sarpy County-Public Power Tax	$ 173,096.97		$ 281,012.10
			$ 1,661,601.06
Disbursements			$ 21,000.00
Transfer to NOW			$ 316,365.00
Available Balance: End of Reporting Period			$ 1,324,236.06
TOTAL BOND FUND BALANCE			**$ 1,324,236.06**
Building Fund #2 Investment Account (Series 2020 Bond)			
Available Balance: Beginning of Reporting Period			$ 6,082,477.63
Deposits:			
Springfield State Bank - Interest	$ 387.18		
D.A. Davidson-Bond proceeds	$ 0.00		$ 387.18
			$ 6,082,864.81
Disbursements			
Transfer to NOW			$ 817,712.05
Available Balance: End of Reporting Period			$ 5,265,152.76
TOTAL BLDG. FUND #2 BALANCE (2020)			**$ 5,265,152.76**
Depreciation Fund Account			
Available Balance: Beginning of Reporting Period			$ 67,662.78
Deposits:			
Springfield State Bank - Interest	$ 4.75		
Transfers from General Fund	$ 0.00		$ 4.75
			$ 67,667.53

Disbursements			
Transfer to NOW	$ 0.00		$ 0.00
Available Balance: End of Reporting Period			$ 67,667.53
TOTAL DEPRECIATION FUND BALANCE			**$ 67,667.53**
QCPUF Fund Account			
Available Balance: Beginning of Reporting Period			$ 214,719.78
Deposits:			
Sarpy County-Real Estate Taxes	$ 15,538.87		
Sarpy County-Homestead	$ 915.18		
Sarpy County-Public Power Tax	$ 28,535.50		
Sarpy County-Carline	$ 20.70		
Springfield State Bank - Interest	$ 16.44		$ 45,026.69
			$ 259,746.47
Disbursements	$ 4,271.25		
Interfund Loan Repayment	$ 6,000.00		
			$ 10,271.25
Available Balance: End of Reporting Period			$ 249,475.22
TOTAL QCPUF FUND BALANCE			**$ 249,475.22**

SPRINGFIELD STATE BANK

600 Main St.
Springfield, NE 68059-0325
(402) 253-2222
24 HOUR ACCESS 1-877-253-BANK
INTERNET BANKING www.springfieldstatebank.com

SPRINGFIELD PLATTEVIEW COMM
ADMINISTRATIVE REVOLVING ACCT
14801 S 108TH STREET
SPRINGFIELD NE 68059

Statement Date: **05/31/2022** Account No.: **4171468** Page: **1**

REGULAR CHECKING ACCOUNT SUMMARY

Type : REG Status : Active

Category	Number	Amount
Balance Forward From 04/29/22		3,194.46
Debits	1	72.25
Ending Balance On 05/31/22		3,122.21
Average Balance (Collected)	**3,180.91+**	

Direct Inquiries About Electronic Entries To:
Phone: (402) 253-2222

STATEMENT PERIOD ACTIVITY

Date	Check/Description	Amount	Check/Description	Amount	Balance
05/26/22	5911	72.25			3,122.21

AVERAGE AND MINIMUM BALANCES

Average Ledger Balance :	3,180.91	Minimum Ledger Balance :	3,122.21
Average Collected Balance :	3,180.91	Minimum Collected Balance :	3,122.21
Average Available Balance :	3,180.91	Minimum Available Balance :	3,122.21

CHECKS AND OTHER DEBITS

*** indicates a gap in the check numbers**

Date	Check #	Amount	Date	Check #	Amount	Date	Check #	Amount
05/26/22	5911	72.25						

OVERDRAFT FEE SUMMARY

	Total For This Period	Total Year-To-Date
Total Overdraft Fees	$0.00	$0.00
Total Returned Item Fees	$0.00	$0.00

Continued **1/81/1**

SPRINGFIELD STATE BANK

600 Main St.
Springfield, NE 68059-0325

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This Statement Cycle Reflects 32 Days

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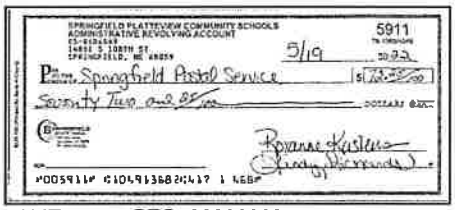
Continued 1/81/2

SPRINGFIELD STATE BANK

SPRINGFIELD PLATTEVIEW COMM		Bank :	680
Account No. :	4171468	Images :	1
Stmt. Date :	05/31/2022	Page :	3

IMAGE STATEMENT



AMT: 72.25 SEQ: 80000960
CK: 5911 DT: 05/26/22 ST: Paid

End Statement 1/81/3E

Springfield Platteview Community Schools

Bank Account Reconciliation Report (Bank Reconciliation)

Accounting Cycle: FY21-22; Bank: Springfield State Bank - ; Bank Account: 4171468 - Administrative Revolving (4);
Statement Date: 05/31/2022: Include Unposted Transactions: No: Created On: 6/6/2022 12:11:20 PM

Last Reconciled	Beginning Balance	Statement Date	Ending Balance
4/29/2022	$3,194.46	05/31/2022	$3,122.21

Date	Source Document	Item Number	Description	Deposit	Withdrawal
5/19/2022	00059552	00059552	CHK #5911-Postal Service		$72.25
Sub Total					**$72.25**

SPRINGFIELD STATE BANK

600 Main St.
Springfield, NE 68059-0325
(402) 253-2222
24 HOUR ACCESS 1-877-253-BANK
INTERNET BANKING www.springfieldstatebank.com

SPRINGFIELD PLATTEVIEW COMM
STUDENT FEE ACCOUNT
14801 S 108TH ST
SPRINGFIELD NE 68059

Statement Date: **05/31/2022** Account No.: **4151129** Page: **1**

REGULAR CHECKING ACCOUNT SUMMARY

Type : REG Status : Active

Category	Number	Amount
Balance Forward From 04/29/22		4,283.08
Deposits	1	1,750.00+
Debits	1	1,750.00
Ending Balance On 05/31/22		4,283.08
Average Balance (Collected)	**4,622.14+**	

Direct Inquiries About Electronic Entries To:
Phone: (402) 253-2222

STATEMENT PERIOD ACTIVITY

Date	Check/Description		Amount	Check/Description	Amount	Balance
05/12/22	DEPOSIT		1,750.00+	Drivers Ed		6,033.08
05/19/22		1223	1,750.00	Drivers Ed		4,283.08

AVERAGE AND MINIMUM BALANCES

Average Ledger Balance :	4,665.89	Minimum Ledger Balance :	4,283.08
Average Collected Balance :	4,622.14	Minimum Collected Balance :	4,283.08
Average Available Balance :	4,665.89	Minimum Available Balance :	4,283.08

CHECKS AND OTHER DEBITS

*** indicates a gap in the check numbers**

Date	Check #	Amount	Date	Check #	Amount	Date	Check #	Amount
05/19/22	1223	1,750.00						

OVERDRAFT FEE SUMMARY

	Total For This Period	Total Year-To-Date
Total Overdraft Fees	$0.00	$0.00
Total Returned Item Fees	$0.00	$0.00

Continued

SPRINGFIELD STATE BANK

600 Main St.
Springfield, NE 68059-0325

(402) 253-2222

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INTERNET BANKING www.springfieldstatebank.com

This Statement Cycle Reflects 32 Days

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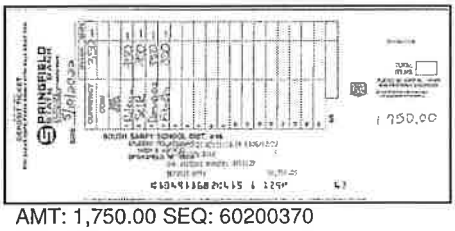
Continued

SPRINGFIELD STATE BANK

SPRINGFIELD PLATTEVIEW COMM
Account No. : 4151129
Stmt. Date : 05/31/2022

Bank : 680
Images : 2
Page : 3

IMAGE STATEMENT



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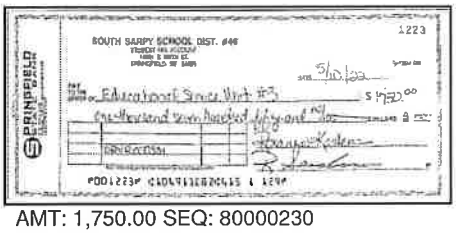
CK: DT: 05/12/22 ST: Deposit



AMT: 1,750.00 SEQ: 80000230
CK: 1223 DT: 05/19/22 ST: Paid

End Statement 1/69/3E

Bank Statement Reconciliation

Description	Adjustment Date	Adjustment Amount

Platteview High School 05/01/2022 through 05/31/2022

Checking

Bank Statement Reconciliation Summary

Statement Balance	$ 208,449.33
- Outstanding checks	$ 21,189.97
+ Outstanding Deposits	$ 0.00
+ Outstanding Adjustments	$ 0.00
- Outstanding Investment Transfers	$ 0.00
Total	$ 187,259.36
+ Investments	$ 0.00
Book Balance	$ 187,259.36

M.M. 6/6/2022

SPRINGFIELD STATE BANK

600 Main St.
Springfield, NE 68059-0325

(402) 253-2222

24 HOUR ACCESS 1-877-253-BANK
INTERNET BANKING www.springfieldstatebank.com

SPRINGFIELD PLATTEVIEW COMM
PLATTEVIEW ACTIVITY FUND
14801 S 108TH STREET
SPRINGFIELD NE 68059

Statement Date: **05/31/2022**

Account No : 1[illegible]812 Page: 1

NOW CHECKING ACCOUNT SUMMARY

Type : REG Status : **Active**

Category	Number	Amount
Balance Forward From 04/29/22		1,901.96
Deposits	19	4,792.54+
Debits	82	19,640.89
Automatic Withdrawals	2	142.62
Automatic Deposits	17	3,014.87+
Card Activity	8	1,498.89
Interest Added This Statement		13.36+
Ending Balance On 05/31/22		08,440.33
Annual Percentage Yield Earned	**0.08** %	
Interest Paid This Year	**62.46**	
Interest Paid Last Year	**84.87**	
Average Balance (Collected)	**190,556.52+**	

Direct Inquiries About Electronic Entries To:
Phone: (402) 253-2222

STATEMENT PERIOD ACTIVITY

Date	Check/Description	Amount	Check/Description		Amount	Balance
05/02/22	SQUARE INC 220502P2				13.63+	191,920.59
05/02/22	SQUARE INC 220502P2				189.20+	192,109.79
05/02/22	DEPOSIT	875.00+	DEPOSIT		1,400.25+	194,385.04
05/02/22	DEPOSIT	1,698.00+	DEPOSIT		2,600.16+	198,743.20
05/02/22	DEPOSIT	2,846.00+	DEPOSIT		3,638.45+	205,227.65
05/02/22	DEPOSIT	3,825.00+	DEPOSIT		4,166.09+	213,218.74
05/02/22	DEPOSIT	4,579.00+	DEPOSIT		4,779.00+	222,576.74
05/02/22	MCD PUR LAZLOS BREWERY GRILL LINCOLN NE				123.91	222,452.83
05/02/22	50086	70.00				222,382.83
05/02/22	BANKCARD 1869 MTOT DISC				79.81	222,303.02
05/02/22	50047	130.00		50104	1[illegible].00	222,033.02
05/02/22	50057	624.02		50059	1,0[illegible].58	220,321.42
05/03/22	SQUARE INC 220503P2				[illegible].74+	220,388.16
05/03/22	50108	27.30		50090	[illegible].00	220,290.86
05/03/22	50095	140.00		31885	1[illegible].00	219,978.86
05/03/22	50129	336.30		50118	5[illegible].00	219,065.56
05/04/22	SQUARE INC 220504P2				[illegible].99+	219,092.55
05/04/22	50136	70.00		50106	[illegible].84	218,949.71
05/04/22	50125	103.56		50093	1[illegible].00	218,706.15

Continued 1/21/1

Bank Statement Reconciliation

Description	Adjustment Date	Adjustment Amount

Platteview High School **05/01/2022** through **05/31/2022**

Checking

Adjustments

Cleared Adjustments

MCchrg-Lazlo's for UNL trip	05/02/2022		-$ 123.91
Shopkeep charge for use	05/02/2022		-$ 79.81
MCchrg- Dr K books Lulu Press order	05/05/20[illegible]		$ 106.04
for cost of soccer warm-up shirts	05/13/2022		-$ 1,206.00
for cost of soccer warm-up shirts	05/13/2022		$ 1,206.00
MCchrg- Valentino's Team dinner	05/17/20[illegible]		$ 344.88
Square refund of online purchase	05/20/20[illegible]		-$ 62.81
MCchrg- Of.Depot, Phyllis's chair	05/25/20[illegible]		-$ 179.99
MCchrg- Dollar tree supplies	05/26/2022		-$ 6.72
MCchrg-Panera for Staff	05/26/20[illegible]		-$ 696.16
MCchrg- NCA membership postage	05/27/20[illegible]		-$ 8.95
May Interest	05/31/20[illegible]		$ 13.36
MCchrg-DQ for Ron	05/31/2022		-$ 32.24
Shopkeep May payouts	05/31/20[illegible]		$ 450.27
Square May payments	05/31/20[illegible]		$ 2,386.60
Stripe May Payment	05/31/20[illegible]		$ 178.00
	Cleared Adjustments Total:		$ 1,386.72

Current Cash Balance

d by Site ID, oup II st by Site.
From 1/20 /31/2022.

Site ID / Group ID	Site Name / Group Name	Beginning Cash	Receipts	Dis	ents	Adj ner	Balance
PHS	**Platteview High School**						
A	Athletics	1,473.93	12,697.00		3.39	20.9	1,046.59
B	Activities	15,757.89	5,197.1		0.21	56.1	2,208.69
C	Classes	54,457.85	7,149.2		2.16	0.0	1,327.67
D	Clubs/Organizations	19,053.01	753.5		1.21	0	1,611.30
E	Education	8,679.88	0.00		9.30	06.0	8,524.54
F	Fundraising	44,581.13	2,886.46		07.89	80.8	43,878.82
M	Miscellaneous	42,069.17	8,302.3		70.51	60.7	44,661.75
N	Non-Active Accounts	0.00	0.0		0.00	0.0	0.00
	PHS Totals:	186,072.86	36,985.7	3	5.97	86.7	187,259.36
	Report Totals:	186,072.86	36,985.75	3	85.97	286.7	187,259.36

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID; Filtered by Site.
From 05/01/2022 to 05/31/2022.

Site ID / Group ID	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
PCJH		**Platteview Central Jr High**					
D		**Clubs/Organizations**					
	440	National Honor Society	223.14	0.00	0.00	0.00	223.14
	465	Student Council	266.88	0.00	0.00	0.00	266.88
		D Totals:	490.02	0.00	0.00	0.00	490.02
M		**Miscellaneous**					
	727	Destination Imagination	1,585.42	0.00	0.00	0.00	1,585.42
	745	Library	139.80	0.00	45.05	0.00	94.75
	750	Principal	4,923.65	402.06	574.36	0.61	4,751.96
	755	Parent Advisory Council	4,343.77	0.00	1,660.92	0.00	2,682.85
	765	Science In Motion	1,091.95	0.00	0.00	0.00	1,091.95
		M Totals:	12,084.59	402.06	2,280.33	0.61	10,206.93
		PCJH Activity Totals:	12,574.61	402.06	2,280.33	0.61	10,696.95

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
PCJH Checking:			402.06	2,280.33		
PCJH Investment:						
PCJH Bank Balances:	12,574.61		402.06	2,280.33	0.61	10,696.95

Report Activity Totals:	12,574.61	402.06	2,280.33	0.61	10,696.95

Bank Statement Reconciliation

Description	Adjustment Date	Adjustment Amount

Springfield Elementary 05/01/2022 through 05/31/2022

Checking

Bank Statement Reconciliation Summary

Statement Balance	$ 14,035.57
- Outstanding checks	$ 523.64
+ Outstanding Deposits	$ 0.00
+ Outstanding Adjustments	$ 0.00
- Outstanding Investment Transfers	$ 0.00
Total	$ 13,511.93
+ Investments	$ 0.00
Book Balance	$ 13,511.93

Kaela Joy Heneger 6-9-2022

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID; Filtered by Site.
From 05/01/2022 to 05/31/2022.

Site ID / Group ID	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
SE		**Springfield Elementary**					
D		**Clubs/Organizations**					
	465	Student Council	545.25	0.00	0.00	0.00	545.25
		D Totals:	545.25	0.00	0.00	0.00	545.25
M		**Miscellaneous**					
	727	Destination Imagination	5,486.81	0.00	674.64	0.00	4,812.17
	745	Library	2,790.80	12.99	0.00	0.00	2,803.79
	750	Principal	1,869.65	756.47	64.63	0.77	2,562.26
	760	Pop	252.51	0.00	87.88	0.00	164.63
	775	Walk-A-Thon	4,077.90	0.00	1,454.07	0.00	2,623.83
		M Totals:	14,477.67	769.46	2,281.22	0.77	12,966.68
		SE Activity Totals:	15,022.92	769.46	2,281.22	0.77	13,511.93

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
SE Checking:			769.46	2,281.22		
SE Investment:						
SE Bank Balances:	15,022.92		769.46	2,281.22	0.77	13,511.93

Report Activity Totals:	15,022.92	769.46	2,281.22	0.77	13,511.93

Current Cash Balance

Sorted by Site ID, Group ID, Activity ID; Filtered by Site
From 05/01/2022 to 06/30/2022

Site ID / Group ID	Site Name / Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
WE	Westmont Elementary							
D	Clubs/Organizations							
		465	Student Council	727.57	0.00	334.06	0.00	393.51
			D Totals:	727.57	0.00	334.06	0.00	393.51
M	Miscellaneous							
		727	Destination Imagination	5,342.88	2,319.22	5,695.80	0.00	1,966.30
		745	Library	1,708.94	0.00	0.00	0.00	1,708.94
		750	Principal	5,067.34	853.76	1,748.59	0.00	4,172.51
		760	Pop	236.21	0.00	165.07	0.00	71.14
			M Totals:	12,355.37	3,172.98	7,609.46	0.00	7,918.89
			WE Activity Totals:	13,082.94	3,172.98	7,943.52	0.00	8,312.40

	Begin Balance	Transfers	Receipts	Disbursements	Adjustments	End Balance
WE Checking:			3,172.98	7,943.52		
WE Investment:						
WE Bank Balances:	13,082.94		3,172.98	7,943.52	0.00	8,312.40

Report Activity Totals:	13,082.94	3,172.98	7,943.52	0.00	8,312.40

Please Note statement date - this shows the corrected Cash Balance with the Voided Duplicate check from the DI account.

Springfield Platteview COMMUNITY SCHOOLS

Melissa Hasty <mhasty@spcsne.org>

Corrections~

1 message

Jacki Case <jcase@spcsne.org> Mon, Jun 6, 2022 at 12:44 PM
To: Melissa Hasty <mhasty@spcsne.org>

Melissa,
I couldn't change the balances on the bank reconciliation sine we had already closed the period for May.
Instead, I have printed out the Activity sheet for DI and show the duplicate payment and the Voided Check.
Then I also included a new current (as of today) cash balance which reflects the amount in the account is not a negative balance.
I apologize for not catching that.
Let me know if you have any questions
jacki

Jacki Case
Financial Secretary
Platteview High School
402.339.3606 x210
PLEASE NOTE NEW EMAIL ADDRESS
jcase@spcsne.org

2 attachments

DI Activity.pdf
103K

WE Current Cash Balance corrected.pdf
41K

Activity Detail

Sorted by Activity ID, Site; Filtered by Site, Activity From 05/01/2022 to 06/30/2022

Activity ID / Site ID	Activity Name / Site Name	Sponsors	Reporting ID and Name
727	Destination Imagination		
WE	Westmont Elementary		

Receipts

Date	Receipt #	Deposit #	Category	From	Description	Amount
05/09/2022	5/9	5/6-1		VBELLAIRS	Penny Wars	1657.57
05/19/2022	5/19	5/19-1		BELLAIRS/HASTY	Flocking fundraiser	100.00
05/19/2022	5/19	5/19-1		VBELLAIRS	DI donations/pymts	561.65
						2319.22

Checks

Date	PO #	Check #	Category	Vendor	Description	Amount
05/11/2022		010077		Destination Imagination	GF event registration for	4000.00
05/17/2022		010079		SAM'S CLUB	GF Event Reg. team 129-	1500.00
05/19/2022		010080		Destination Imagination	Team 129-42274 Westmont	4000.00
05/19/2022		010082		Katie Parks	reimb. Penny War donation	70.00
05/19/2022		010085		Vanessa Bellairs	Penny War winning	125.80
06/06/2022		010080		Destination Imagination	Team 129-42274 Westmont	-4000.00
						5695.80

Site Totals

Beginning Balance	5,342.88
Receipts	2,319.22
Expenditures	5,695.80
Adjustments	0.00
Sales Tax	0.00
Investment Adjustments	0.00
Cash Balance	1,966.30
Outstanding POs	0.00
Unencumbered Balance	1,966.30

Please NOTE- Duplicate payment made in check #010080 to Destination Imagination on 5/19. Check was voided today 6/6, as the date could not be backdated due to the fact that the Bank Reconciliation was already closed in the AAWeb program.

727 Destination Imagination

Activity and Budget Totals

Beginning Balance	5,342.88
Receipts	2,319.22
Expenditures	5,695.80
Adjustments	0.00
Sales Tax	0.00
Investment Adjustments	0.00
Cash Balance	1,966.30
Outstanding POs	0.00
Unencumbered Balance	1,966.30

SPRINGFIELD STATE BANK

600 Main St.
Springfield, NE 68059-0325

(402) 253-2222

24 HOUR ACCESS 1-877-253-BANK
INTERNET BANKING www.springfieldstatebank.com

SPRINGFIELD PLATTEVIEW COMM
PLATTEVIEW EARLY EDUCATION CEN
ACTIVITY FUND
14801 S 108TH ST
SPRINGFIELD NE 68059

Statement Date: **05/31/2022** Account No.: **3491217** Page: **1**

REGULAR CHECKING ACCOUNT SUMMARY

Type : REG Status : Active

Category	Number	Amount
Balance Forward From 04/29/22		2,039.00
Deposits	2	70.00+
Debits		0.00
Ending Balance On 05/31/22		2,109.00
Average Balance (Collected)	**2,084.93+**	

Direct Inquiries About Electronic Entries To:
Phone: (402) 253-2222

STATEMENT PERIOD ACTIVITY

Date	Check/Description	Amount	Check/Description	Amount	Balance
05/09/22	DEPOSIT	35.00+			2,074.00
05/12/22	DEPOSIT	35.00+			2,109.00

AVERAGE AND MINIMUM BALANCES

Average Ledger Balance :	2,086.03	Minimum Ledger Balance :	2,039.00
Average Collected Balance :	2,084.93	Minimum Collected Balance :	2,039.00
Average Available Balance :	2,086.03	Minimum Available Balance :	2,039.00

OVERDRAFT FEE SUMMARY

	Total For This Period	Total Year-To-Date
Total Overdraft Fees	$0.00	$0.00
Total Returned Item Fees	$0.00	$0.00

This Statement Cycle Reflects 32 Days

Continued **1/58/1**

Springfield Platteview Community Schools

BOARD BILLS FOR APPROVAL JUNE 13, 2022

Payee	Account Code	Reason	Amount
Adams Professional Service, Inc.	01-2-01100-431-001-22	PAINO SERVICE	$790.00
Alexander, Ronald A	01-2-02410-333-001-22	MILEAGE REIMBURSEMENT	$475.02
AMAZON	01-2-01100-610-000-01	SUPPLIES-FRANK	$1,407.92
AMAZON	01-2-01100-610-001-22	SUPPLIES-PHS	$1,273.53
AMAZON	01-2-01100-610-004-12	SUPPLIES-WE	$3,775.38
AMAZON	01-2-01100-733-001-22	SUPPLIES-PHS	$749.99
AMAZON	01-2-01291-610-002-11	SUPPLIES-PEEC	$101.39
AMAZON	01-2-02210-610-000-01	SUPPLIES-H.ZIEROTT	$436.94
AMAZON	01-2-02220-610-001-22	SUPPLIES-PHS	$70.26
AMAZON	01-2-02410-610-004-12	SUPPLIES-WE	$550.67
B & D PITSTOP	01-2-02650-626-000-01	Fuel - School Vehicles (Maintenance)	$532.39
B & D PITSTOP	01-2-02650-626-000-01	MAINTENANCE VEHICLE OIL	$29.92
B & D PITSTOP	01-2-02710-626-000-01	Fuel - School Vehicles (Education)	$735.87
Baird Holm Attorneys At Law	01-2-02330-317-000-01	Legal Services (S0448-00011)	$2,354.20
Barnes & Noble, Inc.	01-2-02220-640-001-22	LIBRARY BOOKS-PHS	$297.98
Baugh, Nichole	01-2-02210-610-000-01	Employee of the Month Recognition	$52.28
Baugh, Nichole	01-2-02560-333-000-01	Mileage Reimbursement	$76.69
Baugh, Nichole	01-2-02560-610-000-01	Omaha World Herald Digital	$19.99
Black Hills Energy	01-2-02610-621-004-12	Utilities - WE	$1,846.51
Boys Town National Reseach Hospital (SPED)	01-2-01200-569-000-01	APR 2022 SERVICES-(DC)	$3,135.57
Boys Town National Reseach Hospital (SPED)	01-2-01200-569-000-01	APR 2022 SERVICES-LM	$3,135.57
Boys Town National Reseach Hospital (SPED)	01-2-01200-569-000-01	JAN 2022 SERVICES-LM	$3,300.60
Breakout EDU	01-2-01100-643-001-22	Teacher Subscription Plus Kit	$358.00
Capital Business Systems, Inc. - Printer Lease	01-2-02510-443-000-01	Copier Lease	$1,823.62
Capital Business Systems, Inc. - Service Plus	01-2-01100-443-001-22	PRINTER USAGE-PHS	$852.07
Capital Business Systems, Inc. - Service Plus	01-2-01100-443-001-22	Shipping	$16.46
Capital Business Systems, Inc. - Service Plus	01-2-01100-443-002-11	PRINTER USAGE-SE	$532.18
Capital Business Systems, Inc. - Service Plus	01-2-01100-443-002-11	Shipping	$9.02
Capital Business Systems, Inc. - Service Plus	01-2-01100-443-004-12	PRINTER USAGE-WE	$707.30
Capital Business Systems, Inc. - Service Plus	01-2-01100-443-004-12	Shipping	$36.21
Capital Business Systems, Inc. - Service Plus	01-2-01100-443-005-21	PRINTER USAGE-PC	$85.74
Capital Business Systems, Inc. - Service Plus	01-2-01100-443-005-21	Shipping	$1.23
Capital Business Systems, Inc. - Service Plus	01-2-01291-443-002-11	PRINTER USAGE-PRESCHOOL	$402.00
Capital Business Systems, Inc. - Service Plus	01-2-01291-443-002-11	Shipping	$10.86
Capital Business Systems, Inc. - Service Plus	01-2-02130-443-001-22	PRINTER USAGE-NURSE	$9.30
Capital Business Systems, Inc. - Service Plus	01-2-02130-443-001-22	Shipping	$0.74

Capital Business Systems, Inc. - Service Plus	01-2-02141-443-000-01	PRINTER USAGE-S. DILL	$5.36
Capital Business Systems, Inc. - Service Plus	01-2-02141-443-000-01	Shipping	$0.35
Capital Business Systems, Inc. - Service Plus	01-2-02510-443-000-01	PRINTER USAGE-DO	$113.24
Capital Business Systems, Inc. - Service Plus	01-2-02510-443-000-01	Shipping	$6.35
CENTURY LINK	01-2-02510-530-000-01	Phone Service	$136.52
CHILDREN SUCCEED THERAPY, LLC	01-2-02161-340-000-01	OT - Grade >5	$217.25
CHILDREN SUCCEED THERAPY, LLC	01-2-02162-340-000-01	OT - Grade 3-5	$1,323.25
CHILDREN SUCCEED THERAPY, LLC	01-2-02163-340-000-01	OT - Grade 0-2	$948.00
CHILDREN SUCCEED THERAPY, LLC	01-2-02173-340-000-01	PT - Grade 0-2	$237.00
CITY OF PAPILLION RECREATION DEPT	01-2-01100-810-001-22	MUSICAL MIC RENTAL	$1,380.00
City Of Springfield	01-2-02610-410-002-11	Water/Sewer - SE	$200.49
CLASSWORK, CO.	01-2-01100-643-000-01	Classkick Renewal	$4,398.00
Corbett, Laura E	01-2-02210-810-000-01	SCIENCE OF READING CONF-L. CORBETT	$30.00
COX BUSINESS	01-2-02510-530-000-01	Telephone - PHS/PC	$639.54
Culligan Us Filter	01-2-01100-890-002-11	Bottled Water - SE	$43.75
Culligan Us Filter	01-2-01100-890-002-11	Shipping	$3.50
Culligan Us Filter	01-2-02410-890-001-22	Water Cooler Rental	$13.00
Culligan Us Filter	01-2-02510-890-000-01	Equipment/Svs - DO	$32.00
Daktronics, INC.	01-2-02210-330-000-01	HIGH SCHOOL VIDEO SUMMIT REGISTRATION FEE-A.THAYER	$50.00
Dill, Shellee L	01-2-02141-333-000-01	Mileage Reimbursement - Psych	$175.15
Dodd, Catherine C	01-2-02410-333-001-22	MILEAGE REIMB-C.DODD	$22.35
Dostal, Alexander J	01-2-01100-610-001-22	TEACHERS PAY TEACHER SUPPLIES-A. DOSTAL	$80.52
Echo Group, Inc.	01-2-02620-610-000-01	PHI 42388-9	$930.00
Echo Group, Inc.	01-2-02620-610-000-01	PHI 47962-6	$504.00
Educational Service Unit No. 3	01-2-02510-340-000-01	LASERFICHE QTRLY BILL	$99.23
Educational Service Unit No. 3	01-2-03535-810-000-01	HAL-BATTLE OF THE BOOKS ELEM (V. BELLAIRS)	$20.00
Educational Service Unit No. 3	01-2-03535-810-000-01	HAL-BECOMING A WRITER (S.CLAYTON)	$150.00
Educational Service Unit No. 3	01-2-03535-810-000-01	HAL-EXPERIMENT WITH THE BRAIN (V. BELLAIRS)	$150.00
Educational Service Unit No. 3	01-2-03535-810-000-01	HAL-EXTREME MATH 5-6TH GRADES (V. BELLAIRS)	$128.00
Educational Service Unit No. 3	01-2-03535-810-000-01	PLD HAL: POETRY WRITING AND PERFORMING GR 7-12	$140.00
Educational Service Unit No. 3 (SPED)	01-2-01200-810-000-01	SRS (21-22)	$3,607.00
Educational Service Unit No. 3 (SPED)	01-2-01292-561-000-01	SS-ECSE BIRTH-3	$2,437.33
Egan Supply Company	01-2-02620-610-002-11	FUEL SURCHARGE	$4.00
Egan Supply Company	01-2-02620-610-002-11	PINK FOAM CLEANSER	$813.60
Expressions for your Image LLC	01-2-02320-610-000-01	NAME TAG-R.SAUNDERS	$10.00
Expressions for your Image LLC	01-2-02510-610-000-01	NAME TAG SETUP FEE	$20.00
Expressions for your Image LLC	01-2-02510-610-000-01	NAME TAGS-L.RICHARDS/L. PETERSON	$20.00
Good, Katherine J	01-2-01100-610-004-12	SUPPLIES-K.GOOD	$28.30
Grainger	01-2-02620-610-000-01	PLEATED AIR FILTER 18X24X2	$63.24
Grainger	01-2-02620-610-001-22	MOTOR FOR ENTRYWAY BLOWER FAN	$176.69
Grainger	01-2-02620-610-001-22	WATERFALL PUMP	$269.46
Great Plains Pest Services, Inc.	01-2-02620-420-000-01	Pest Control - PHS	$150.00
Gretna Guide & News	01-2-02510-540-000-01	BOE MEETING BILLS-5.09.22	$62.28
Gretna Guide & News	01-2-02510-540-000-01	BOE MEETING MIN -4.25.22	$29.88
Gretna Guide & News	01-2-02510-540-000-01	BOE MEETING MIN -5.09.22	$57.65
Gretna Guide & News	01-2-02510-540-000-01	BOE NOTICE OF MEETING -5.09.22	$17.25

Gretna Guide & News	01-2-02510-540-000-01	BOE NOTICE OF MEETING -6.13.22	$16.83
Gretna Guide & News	01-2-02510-540-000-01	MEETING NOTICE OF COMMITTEE FOR CONSTRUCTION MANAGER AT RISK	$23.14
Hayes Mechanical, LLC	01-2-02620-350-000-01	PREVENTIVE MAINTENANCE CONTRACT	$1,480.00
Home Depot/GECF	01-2-02510-810-000-01	LATE FEE-HOME DEPOT ACCT	$20.00
Home Depot/GECF	01-2-02620-610-002-11	MOVING BOXES	$95.20
Home Depot/GECF	01-2-02620-610-002-11	MOVING BOXES-SE	$59.50
HyVee Food & Drug Store	01-2-01100-610-001-22	SUPPLIES-PHS	$796.24
Jenson, Scott J	01-2-01100-610-001-22	SUPPLIES-PHS S. JENSON	$29.98
Jenson, Scott J	01-2-02410-333-001-22	MILEAGE REIMB- S. JENSON	$141.57
Jones School Supply Co., Inc.	01-2-01100-890-002-11	FIELD DAY 1ST PLACE RIBBON	$50.00
Jones School Supply Co., Inc.	01-2-01100-890-002-11	FIELD DAY 2ND PLACE RIBBON	$50.00
Jones School Supply Co., Inc.	01-2-01100-890-002-11	FIELD DAY 4TH PLACE RIBBON	$25.00
Jones School Supply Co., Inc.	01-2-01100-890-002-11	Shipping	$20.00
Jostens	01-2-02410-610-001-22	DIPLOMA PLATE AND DIE CHARGE UP - PHS	$64.15
Jostens	01-2-02410-610-001-22	Diplomas - PHS	$540.00
Jostens	01-2-02410-610-001-22	HERITAGE MEDALS-PHS	$189.70
Jostens	01-2-02410-610-001-22	Shipping	$61.24
KSB School Law, PC LLO	01-2-02330-317-000-01	Legal Services	$857.00
Learning Forward	01-2-02210-810-000-01	COMPREHENSIVE MEMBERSHIP-H. ZIEROTT	$159.00
Lincoln Public Schools	01-2-01200-810-000-01	2021 SUPPORTING POSITIVE BEHAVIOR	$225.00
Lincoln Public Schools	01-2-02120-810-001-22	2021 SUPPORTING POSITIVE BEHAVIOR-CHRISTIANSEN	$75.00
Lincoln Public Schools	01-2-02120-810-004-12	2021 SUPPORTING POSITIVE BEHAVIOR-SUSMAN	$75.00
Lincoln Public Schools	01-2-02141-810-000-01	2021 SUPPORTING POSITIVE BEHAVIOR-S.DILL	$75.00
Lincoln Public Schools	01-2-02210-810-000-01	2021 SUPPORTING POSITIVE BEHAVIOR	$225.00
Lincoln Public Schools	01-2-02210-810-000-01	2021 SUPPORTING POSITIVE BEHAVIOR-S.CLAYTON/J.JENNINGS	$150.00
Lincoln Public Schools	01-2-02410-810-002-11	2021 SUPPORTING POSITIVE BEHAVIOR-HENEGER	$75.00
Lincoln Public Schools	01-2-02410-810-004-12	2021 SUPPORTING POSITIVE BEHAVIOR-HASTY	$75.00
Lovercheck, Laura A	01-2-01100-610-001-22	SUPPLIES-LOVERCHECK	$54.50
Mahoney, Jeremy R	01-2-01100-333-000-01	Mileage Reimbursement - PHS	$62.60
MAKERBOT	01-2-02210-610-000-01	BUILD PLATE FOR MAKERBOT REPLICATOR Z18	$125.00
MAKERBOT	01-2-02210-610-000-01	BUILD PLATE KIT FOR MAKERBOT REPLICATOR+	$59.99
MAKERBOT	01-2-02210-610-000-01	GRIP SURFACE FOR MAKERBOT REPLICATOR+ (3PACK)	$39.99
MAKERBOT	01-2-02210-610-000-01	Shipping	$7.61
MAKERBOT	01-2-02210-610-000-01	SMART EXTRUDER+ FOR MAKERBOT REPLICATOR+ AND MINI+	$249.00
Mark's Plumbing Parts	01-2-02620-610-000-01	Shipping	$13.84
Mark's Plumbing Parts	01-2-02620-610-000-01	TISSUE ROLLER	$18.20
McLaughlin, Mark J	01-2-02410-333-001-22	MILEAGE REIMB- MARK MCLAUGHLIN	$163.80
McLaughlin, Michael J	01-2-02410-580-001-22	INNOVATIVE SCHOOLS CONF FLIGHT-PHS (MIKE MCLAUGHLIN)	$465.96
MCS	01-2-02620-610-000-01	55 GALLON TRASH CAN	$260.50
MCS	01-2-02620-610-000-01	BRUTE CADDY BAG YELLOW	$80.26
MCS	01-2-02620-610-000-01	DOLLY WHEELS FOR TRASH CAN	$125.38
MCS	01-2-02620-610-000-01	HEAVY DUTY DEGREASER	$96.86
MCS	01-2-02620-610-000-01	LIQUID LAUNDRY DETERGENT	$75.23
MCS	01-2-02620-610-000-01	SQUEEGE EXTENSION POLE	$57.98
MCS	01-2-02620-610-000-01	VISA VERSA SQUEEGE	$54.78
MCS	01-2-02620-610-005-21	PACER 12 UE UPRIGHT VACUUM	$565.00
MCS	01-2-02620-610-005-21	PACER FILTER BAGS	$35.00
Mertz, Mackenzie L	01-2-02410-333-001-22	MILEAGE REIMB	$197.73
Metropolitan Utilities Dist	01-2-02610-621-000-01	Utilities - DO	$234.00
Metropolitan Utilities Dist	01-2-02610-621-000-03	Utilities - Storage Bldg	$209.00

Metropolitan Utilities Dist	01-2-02610-621-001-22	Utilities - PHS	$2,395.00
Metropolitan Utilities Dist	01-2-02610-621-002-11	Utilities - New SE	$466.44
Metropolitan Utilities Dist	01-2-02610-621-002-11	Utilities - SE	$358.00
Metropolitan Utilities Dist	01-2-02610-621-005-21	Utilities - PC	$202.00
Moore, Megan L	01-2-01291-610-002-11	FAMILY NIGHT SUPPLIES-M.MOORE	$139.74
NE Council of School Administrators	01-2-02320-810-000-01	NCSA MEMBERSHIP-SAUNDERS	$335.00
NE Council of School Administrators	01-2-02410-810-004-12	NAESP MEMBERSHIP-HASTY	$259.00
NE Council of School Administrators	01-2-02410-810-004-12	NCSA MEMBERSHIP-HASTY	$335.00
NE Public Health Enviromental Laboratory	01-2-02620-420-000-01	COLIFORM BY COLILERT-4.28.22	$15.00
Nebraska Air Filter Inc	01-2-02620-610-000-01	10X20 FILTERS	$52.92
Nebraska Air Filter Inc	01-2-02620-610-000-01	11X23X1 FILTERS	$216.48
Nebraska Air Filter Inc	01-2-02620-610-000-01	18X24X2 FILTERS	$76.56
Nebraska Air Filter Inc	01-2-02620-610-000-01	20X20 FILTERS	$334.08
Nebraska Air Filter Inc	01-2-02620-610-000-01	20X20X2 FILTERS	$124.80
Nebraska Air Filter Inc	01-2-02620-610-000-01	20X25X2 FILTERS	$419.04
Nebraska Scientific	01-2-01100-610-001-22	GRASSFROG-PHS (DUTCHER)	$282.50
Nebraska Scientific	01-2-01100-610-001-22	NITRILE GLOVES LG-PHS (DUTCHER)	$19.95
Nebraska Scientific	01-2-01100-610-001-22	NITRILE GLOVES MED-PHS (DUTCHER)	$19.95
Nebraska Scientific	01-2-01100-610-001-22	NITRILE GLOVES SM-PHS (DUTCHER)	$19.95
Nebraska Scientific	01-2-01100-610-001-22	PIG HEART-PHS (DUTCHER)	$65.80
Nebraska Scientific	01-2-01100-610-001-22	PLATES NUTRIENT AGAR-PHS (DUTCHER)	$45.90
Nebraska Scientific	01-2-01100-610-001-22	Shipping	$89.13
Omaha Public Power District	01-2-02610-621-000-01	Utilities/Electrical - DO	$298.85
Omaha Public Power District	01-2-02610-621-000-01	Utilities/Electrical - Maint & Wellhouse	$465.15
Omaha Public Power District	01-2-02610-621-001-22	Utilities/Electrical - PHS	$8,218.00
Omaha Public Power District	01-2-02610-621-002-11	Utilities/Electrical - SE	$4,625.49
Omaha Public Power District	01-2-02610-621-004-12	Utilities/Electrical - WE	$4,255.99
Omaha Public Power District	01-2-02610-621-005-21	Utilities/Electrical - PC	$4,193.52
One Source	01-2-02510-810-000-01	Background Checks	$95.00
Paper 101	01-2-01100-610-000-01	DISTRICT PAPER ORDER	$15,741.38
Papillion Sanitation	01-2-02620-420-000-01	Trash Service - DO	$57.17
Papillion Sanitation	01-2-02620-420-001-22	Trash Service - PHS	$239.13
Papillion Sanitation	01-2-02620-420-002-11	Trash Service - SE	$252.62
Papillion Sanitation	01-2-02620-420-004-12	Trash Service - WE	$252.62
Papillion Sanitation	01-2-02620-420-005-21	Trash Service - PC	$239.13
Parr, Michelle M	01-2-01100-610-004-12	SCIENCE MATERIALS-M. PARR	$14.03
PHS Activity Account	01-2-02190-810-001-22	STATE BASKETBALL TICKETS-ADMIN	$225.60
PHS Activity Account	01-2-02410-340-001-22	APPLE IPAD AIR WEIGHT RM GLASS REPLACEMENT	$198.00
PHS Activity Account	01-2-02410-340-001-22	APPLE IPAD WEIGHT ROOM LCD REPLACEMENT	$159.00
PHS Activity Account	01-2-02410-340-001-22	SERVICE FEE	$26.78
PHS Activity Account	01-2-02410-733-001-22	PAPER FOLDING MACHINE	$952.50
PHS Activity Account	01-2-02410-890-001-22	AIW MANUALS-PHS	$1,218.89
Physicians Mutual	01-2-02410-890-005-21	CARD ENVELOPES-PC	$45.00
Physicians Mutual	01-2-02410-890-005-21	CARDS-PC	$90.00
Physicians Mutual	01-2-02410-890-005-21	INKJETTING PRINT ENVELOPES	$30.00
QUADIENT LEASING USA, INC.	01-2-02510-531-000-01	Postage Meter Lease - DO	$244.39
Ralston Public Schools	01-2-01200-562-000-01	Deaf/Hard of Hearing Services	$1,169.80
Rosser Lawn Care, Inc.	01-2-02630-350-001-22	Lawn Care - May 2022	$4,000.00
Rosser Lawn Care, Inc.	01-2-02630-350-002-11	Lawn Care - MAY 2022 (5)	$1,050.00
Rosser Lawn Care, Inc.	01-2-02630-350-002-11	LAWN SERVICES-MAY 2022	$150.00

Rosser Lawn Care, Inc.	01-2-02630-350-004-12	Lawn Care - MAY 2022 (5)	$1,326.00
RSP & ASSOCIATES, LLC	01-2-02310-810-000-01	PROJECT ENROLLMENT FOR ATTENDANCE AREAS STUDY	$10,000.00
S.I.D. #23	01-2-02610-410-004-12	Water/Sewer - WE	$253.11
Satellite Shelters, Inc.	01-2-02620-442-000-01	Portable Classroom & Steps - SE	$1,280.30
Saunders, Ryan D	01-2-02320-580-000-01	SAN DIEGO CONFERENCE MEALS	$30.62
SCHOOL TRADITIONS	01-2-02410-610-001-22	GOLD HONOR CORDS-PHS	$39.75
SCHOOL TRADITIONS	01-2-02410-610-001-22	Shipping	$5.95
SHRED-IT, USA	01-2-01100-890-005-21	Shredding Services - PC	$40.03
SHRED-IT, USA	01-2-02410-890-001-22	Shredding Services - PHS	$80.06
SkillsUSA Inc	01-2-01100-810-005-21	SKILLS MEMBERSHIP DUES-PC	$144.00
SPRINGFIELD ACE	01-2-02630-610-001-22	BUSHING/UNION LAWN SPRINKLER PARTS-PHS	$19.57
Springfield Ace Hardware	01-2-02620-610-001-22	PAINT SUPPLIES-PHS	$36.75
SUCCESS BY DESIGN, INC	01-2-01100-610-004-12	DAILY PLANNER-WE	$715.75
SUCCESS BY DESIGN, INC	01-2-01100-610-004-12	Shipping	$48.31
Tagel, Jeanne A	01-2-01100-333-000-01	NETA CONFERENCE MILEAGE-J.TAGEL	$49.14
Tagel, Jeanne A	01-2-01100-333-000-01	NETA CONFERENCE PARKING-J. TAGEL	$20.00
U.S. Bank	01-2-01100-890-000-01	IDRIVE.COM OVERUSE	$21.50
U.S. Bank	01-2-01200-610-000-01	SPECIALLY DESIGNED INSTRUCTION-J.LUCAS	$59.83
U.S. Bank	01-2-01291-890-002-11	MEGABOUNE-PEEC	$148.73
U.S. Bank	01-2-02190-810-001-22	EMBASSY SUITES-DESTINATION IMAGINATION NATIONALS	$1,319.30
U.S. Bank	01-2-02310-580-000-01	BOARD CONF SAN DIEGO-WICHMANN HOTEL ROOM	($220.16)
U.S. Bank	01-2-02310-580-000-01	BOARD CONFERENCE SAN DIEGO-HOTEL WICHMANN	$852.00
U.S. Bank	01-2-02310-580-000-01	LINCOLN CONFERENCE PARKING-R. SAUNDERS	$6.25
U.S. Bank	01-2-02310-810-000-01	OMAHA STORM CHASERS-EMPLOYEE RECOGNITION BANQUET	$5,970.00
U.S. Bank	01-2-02510-531-000-01	PRE-STAMPED ENVELOPES-PHS	$990.35
U.S. Bank	01-2-02510-810-000-01	FEES	$135.94
U.S. Bank	01-2-02510-810-000-01	LATE FEE	$39.00
U.S. Bank	01-2-02710-626-000-01	GAS FOR CAR	$30.00
Verizon Wireless	01-2-02510-530-000-01	Cellular Phones	$221.75
Verizon Wireless	01-2-06998-530-000-01	Mobile Hotspots	$165.22
Windstream	01-2-02510-530-000-01	Telephone Service - WE	$113.23
			$137,565.25

LUNCH FUND

Payee	Account Code	Reason	Amount
MARCIA BRENNER ASSOCIATES	06-2-03100-643-000-23	CAFE PLUGIN FOR POWERSCHOOL-ANNUAL SUPPORT/MAINTENANCE	$408.00
MARCIA BRENNER ASSOCIATES	06-2-03100-643-000-23	CAFE PLUGIN FOR POWERSCHOOL-IMPLEMENTATION AND TRAINING	$1,050.00
MARCIA BRENNER ASSOCIATES	06-2-03100-643-000-23	CAFE PLUGIN FOR POWERSCHOOL-LICENSE	$1,020.00
OPAA! FOOD MGT. OF NE, LLC.	06-2-03100-570-000-23	Food Service - APR 2022	$59,741.06
			$62,219.06

BUILDING #2

Payee	Account Code	Reason	Amount
A.P.M. ARCHITECTURE, INC.	08-2-04300-340-000-02	Project #19036 - SE Contract Services thru 4/30/2022	$4,634.55
BOYD JONES CONSTRUCTION, CO.	08-2-04500-450-000-02	SE - Bond Construction Services	$549,574.96
BOYD JONES CONSTRUCTION, CO.	08-2-04500-450-000-02	WE - Bond Construction Services	$249,317.34
CREATIVE SITES, LLC	08-2-04500-450-000-02	NEW SE GOALSETTER BASKETBALL GOALS	$9,200.00

CREATIVE SITES, LLC	08-2-04500-450-000-02	NEW SE PLAYGROUND EQUIPMENT	$109,223.00
CREATIVE SITES, LLC	08-2-04500-450-000-02	SHIPPING	$6,950.00
KCAV	08-2-04500-450-000-02	Project #P2476 - Westmont Boxlight Rev E	$53,609.05
Olsson	08-2-04500-450-000-02	Project #021-02803 - SE Special Inspections & Testing	$682.25
Olsson	08-2-04500-450-000-02	Project #B19-32410 Due Diligence 4/10/22-5/07/22- SE	$800.00
			$983,991.15

STUDENT FEE

Payee	Account Code	Reason	Amount
COLLEEN SYLVESTER		OUTDOOR EDUCATION SUPPLIES	$114.98
FONTENELLE FOREST		OUTDOOR EDUCATION	$245.00
VANESSA BELLAIRS		OUTDOOR EDUCATION SUPPLIES	$202.13
YMCA METRO		OUTDOOR EDUCATION	$3,025.00
WILDLIFE ENCOUNTERS		OUTDOOR EDUCATION-SE	$450.00
			$4,037.11

The Better Bank
FIVE POINTS BANK
MEMBER FDIC
P.O. BOX 1507, GRAND ISLAND, NE 68802-1507

Address Service Requested

ACCOUNT: XXXXXX7773
DOCUMENTS: 0
05/31/2022

5735 1 AB 0.461 21

SARPY COUNTY SCHOOL DIST 0046
14801 S 108TH ST
SPRINGFIELD, NE 68059-4925

1-5PTS-DDAs-03 220601
001-001-005735 000328390

Business Checking ACCOUNT XXXXXX7773

		LAST STATEMENT 04/29/22	21,642.42
AVG AVAILABLE BALANCE	21,642.42	CREDITS	.00
AVERAGE BALANCE	21,642.42	DEBITS	.00
		THIS STATEMENT 05/31/22	21,642.42

- END OF STATEMENT -

- ACCOUNT RECONCILIATION -
THIS FORM IS PROVIDED TO HELP YOU VERIFY YOUR CHECKBOOK BALANCE WITH THIS STATEMENT

CHECKS OUTSTANDING		
NUMBER	AMOUNT	
TOTAL OUTSTANDING		

Immediately notify us of any account name, address or signing authority change.

HOW TO BALANCE YOUR ACCOUNT

1. Be sure you have added to your check register any automatic deposits and interest shown on this statement.
2. Subtract from your check register any service, automatic or miscellaneous charges shown on this statement.
3. Mark (X) on your check register all checks shown on the statement against those listed on your register. At the same time verify the accuracy of the amounts shown.
4. Include in your check register and subtract from your balance any checks shown on this statement not already listed on your register.
5. List in the area to the left the check numbers and amounts of checks shown on your register, not listed on this or previous statement.

6.	ENTER FINAL BALANCE AS PER STATEMENT		
7.	ADD ANY DEPOSITS NOT CREDITED		
8.	TOTAL		
CARRY OVER 9.	SUBTRACT CHECKS OUTSTANDING		
10.	BALANCE SHOULD AGREE WITH YOUR CHECKBOOK		

ADDITIONAL DISCLOSURES IN ACCORDANCE WITH TRUTH-IN-LENDING ACT

We figure the interest charge on your account by applying the periodic rate to the "average daily balance" of your account. To get the "average daily balance" we take the beginning balance of your account each day, add any new advances or fees, and subtract any payments or credits. This gives us the daily balance. Then, we add up all the daily balances to the billing cycle and divide the total by the number of days in the billing cycle. This gives us the "average daily balance."

BILLING RIGHTS SUMMARY

In Case of Errors or Questions About Your Bill: If you think your bill is wrong, or you need more information about a transaction on your bill, write us (on a separate sheet) at, 2015 N. Broadwell Ave, P.O. Box 1507, Grand Island, NE 68802-1507 as soon as possible. We must hear from you no later than 60 days after we sent you the FIRST bill on which the error or problem appeared. You can telephone us, but doing so will not preserve your rights. In your letter, give us the following information:

1. Tell us your name and account number.
2. The dollar amount of the suspected error.
3. Describe the error and explain, if you can, why you believe there is an error.

If you need more information describe the item you are unsure about. You do not have to pay any amount in question while we are investigating, but you are still obligated to pay the parts of your bill that are not in question. While we investigate your questions, we cannot report you as delinquent or take action to collect the amount in question.

ERROR RESOLUTION NOTICE FOR CONSUMER ACCOUNTS

In Case of Errors or Questions About Your Electronic Transfers, Telephone us at (308) 384-5350 or (308) 384-4323 or Write us at 2015 N. Broadwell Ave, P.O. Box 1507, Grand Island, NE 68802-1507 as soon as you can, if you think your statement or receipt is wrong or if you need more information about a transfer on the statement or receipt. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared.

1. Tell us your name and account number (if any).
2. Tell us the dollar amount of the suspected error.
3. Describe the error or the transfer you are unsure about , and explain as clearly as you can why you believe there is an error or why you need more information.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days to do this, we will credit your account for the amount you think is in the error so that you will have use of the money during the time it takes us to complete our investigation.

CONTRACT FOR SUPPLEMENTAL SERVICES

DRIVER EDUCATION
2022-2023

Educational Service Unit No. 3, hereinafter referred to as ESU #3 proposes to furnish supplemental services pursuant to 79-2201 et seq R.R.S. 1943 to the **Springfield Platteview Community Schools,** Sarpy County, Nebraska, hereinafter called the School for the 2022-2023 school year. This Agreement is subject to the following terms and conditions:

1. SERVICES.

ESU #3 will provide the instructor, automobiles, and all costs relating to maintenance, insurance, and behind-the-wheel training for driver education students. This service will not be available to physically handicapped students, as ESU #3 does not have the equipment or the expertise to provide this service. ESU #3 will provide a curriculum consisting of 20 hours of classroom and 3-4 hours behind-the-wheel.

2. STUDENTS.

Minimum number of students will be 10.

WHEN PROVIDED:

_____Saturday Hours ____ _____Est. No. Students

_____Summer Program _____Est. No. Students

3. COMPENSATION.

The School shall pay to ESU #3 for said services as follows:

Total Program $350/student

4. TERMS.

Payment will be made by the School to ESU #3 at the completion of each service segment. Payment will be due 30 days after billing date.

5. CONDITION .

This proposal shall become a valid contract only when accepted by an authorized representative of the School and subsequently approved by an authorized representative of ESU #3.

Accepted by action of the Board of the **Springfield Platteview Community Schools,** Sarpy County, Nebraska at a duly authorized meeting on the_____day of ____2022.

_____
Authorized Representative

_____
Title

Approved by action of the Board of Educational Service Unit #3, La Vista, Sarpy County, Nebraska, at a duly authorized meeting on the_____day of_____, 2022.

_____
Administrator -Authorized Representative

Return to:

Dr. Dan J. Schnoes, Educational Service Unit #3
6949 S. 110th Street, La Vista, NE 68128-5721

AGENDA

Discuss, consider and take all necessary action with regard to the Findings and Recommendations of the Selection Committee for the position of Construction Manager at Risk for the proposed multiple school facilities renovation project.

MOTION

MOTION by _____ that the Board of Education of this School District should and does hereby approve and adopt the Resolution, as presented and attached hereto, with regard to the selection of the construction manager at risk for the proposed multiple school facilities renovation project.

Board member _____ seconded the MOTION. After discussion and on roll call vote, the following Board members voted in favor of passage and adoption of the above Motion and Resolution: _____
_____.

The following Board members voted against the same: _____.

The following Board members were absent or not voting: _____.

The above Motion and Resolution having been consented to by a majority of the members of the Board of Education of this School District, were declared as passed and adopted by the Board President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings Law.

DATED this 13th day of June, 2022.

SARPY COUNTY SCHOOL DISTRICT 77-0046,
A/K/A SPRINGFIELD PLATTEVIEW
COMMUNITY SCHOOLS

BY: _____
President

ATTEST:

_____
Secretary

RESOLUTION

BE IT RESOLVED by Sarpy County School District 77-0046, a/k/a Springfield Platteview Community Schools, a Class III School District under the laws and statutes of the State of Nebraska, at this regular meeting of its Board of Education, (School District), that the Findings and Recommendation of the Selection Committee of the Board of Education with regard to the ranking and recommendation of the construction manager at risk for the proposed multiple school facilities renovation project, as presented at this meeting and attached hereto, should be and is hereby received, adopted and approved;

BE IT FURTHER RESOLVED that, based upon the Findings and Recommendation of the Selection Committee, the Board of Education of this School District should and does hereby rank the firms submitting proposals in order of preference for the position of the construction manager at risk for the Project as follows:

1st: Boyd Jones Construction Company
2nd: The Weitz Company
3rd: Sampson Construction Co., Inc.
4th: All Purpose Utilities, Inc., d/b/a All Purpose Construction
5th: D.R. Anderson Constructors Co.

BE IT FURTHER RESOLVED that the Board of Education of this School District should and hereby does authorize, direct, and delegate to the President of the Board of Education, Superintendent of Schools, or other designee, and project legal counsel to negotiate a contract with the highest ranked firm identified above for the Project according to Board of Education policy, on terms and conditions deemed in the best interest of the School District, and then, upon completion of such negotiation and all other terms, conditions, and requirements of law, policy, and practice or the invitation for proposals requisite to entering into a contract, present all appropriate contract documents for contract adoption and approval by the Board of Education.

Springfield Platteview Community Schools
Construction Manager at Risk – Selection Committee
CM@R Evaluation – June 2, 2022
FINDINGS, RECOMMENDATIONS AND RANKINGS

1. IDENTIFICATION OF PROJECT. The school construction project that is the subject of this selection process for a Construction Manager at Risk for such project under the Nebraska Political Subdivisions Construction Alternatives Act, §§ 13-2901, generally consists of multiple school facilities renovation, including (a) renovation to or demolition and construction for new administration offices at the existing Springfield Elementary School building, (b) renovation to or construction of a new athletic building, and (c) renovation of the high school ancillary gymnasium (the "Project").

2. SELECTION COMMITTEE PROCEEDINGS. The Selection Committee individually examined the proposals and supporting documentation submitted by the Proposers on May 19, 2022, for the position of CM@R, namely (alphabetical order), All Purpose Utilities, Inc., d/b/a All Purpose Construction, Boyd Jones Construction Company, D.R. Anderson Constructors Co., Sampson Construction Co., Inc., and The Weitz Company, LLC (individually referred to as "Proposer" or collectively referred to as "Proposers").

The Selection Committee then met June 2, 2022, and collectively reviewed and discussed, and ranked all Proposer firms in order of preference as required by statute and board policy and procedure. The Selection Committee deliberated regarding the evaluation of the Proposers submitting proposals for the position of CM@R for the Project and ranked the Proposers with regard to each of the criteria in the Request for Proposals. Generally, the Selection Committee finds that all Proposers did an excellent job in the preparation and presentation of the submittal materials, and that the Proposers provided varied and informative presentations and responded completely to questions presented by the Selection Committee members. It was the general consensus of Selection Committee that each of the Proposers has the ability to provide the construction management at risk services required in the Request for Proposals to provide the services required of the position; however, the Selection Committee is required to rank the Proposers in order of preference based upon the selection criteria set forth in the Request for Proposals. On that basis, the Selection Committee makes the following findings, recommendations and rankings under the specified selection criteria and overall rankings for the position as CM@R for the Project in order of preference based thereon.

3. SELECTION COMMITTEE FINDINGS.

a. Introductory Finding: The Selection Committee has given full and fair consideration to the information presented to the Selection Committee by each of the proposing firms. The following Selection Committee findings are based upon the submittals of the Proposers, and investigation of references and listed prior projects provided by Proposers. The Selection Committee is exercising its good faith judgment, acts from honest convictions, based upon facts, and as it believes for the best interests of the School District and its patrons and without favoritism, ill will, fraud, or collusion but with honest motives and for the purpose of promoting the public good and protecting the public interest. The ratings and rankings set forth below reflect the application of the selection criteria to the Proposers in relation to the proposed Project with the

submitting firms compared to one another. The ratings and rankings should not in any manner be construed to place any firm in an unfavorable light, as all Proposers are qualified to perform the services of construction manager at risk for the Project.

All Proposers have experience in capital construction projects with varying levels of prior and current projects involving the construction of school facilities. The Selection Committee noted that all Proposers have experience with additions and renovations to existing school buildings. The Selection Committee has considered the selection criteria enumerated in the Request for Proposals with an emphasis on school facility projects completed or in progress by each firm with a budget and complexity similar to the Project with added weight given to those projects involving the project team (Project Executive, Project Manager, and Site Superintendent(s)) proposed for the Project. Considering the volume of information provided, the Selection Committee has focused these findings and recommendations and rankings on the characteristics that distinguish a firm positively under each selection criteria with an emphasis on the firm that provides relevant advantage or special value to the Project and to the School District.

The Selection Committee members individually ranked each firm based upon the total of the eight selection criteria. After discussion with regard to each criterion, each member provided the total points awarded by such member. The points for each firm from each Selection Committee member were then totaled and averaged among the Selection Committee members to give composite point scores. In addition, each firm was given a rank, with the highest point total given the highest rank and the lowest point total given the lowest rank. The rankings for each firm were then totaled and averaged among the Selection Committee members to give a composite rank for each firm. The final ranking of Proposers was made based on the ranking methodology; the point total scores were compared to the rank total scores for statistical comparison purposes only.

b. Ranking Summary: Upon application of the above process, the Selection Committee determined the ranking of the interviewed firms in order of preference are as follows:

Name of Firm	Ranking
Boyd Jones Construction Company	1
The Weitz Company	2
Sampson Construction Co., Inc.	3
All Purpose Utilities, Inc., d/b/a/ All Purpose Construction	4
D.R. Anderson Constructors Co.	5

4. SELECTION COMMITTEE RECOMMENDATION.

Based on its objective evaluation, the Selection Committee recommends to the Board of Education for Springfield Platteview Community Schools the foregoing ranking of the firms submitting proposals for the position of CM@R for the Project and further recommends that the following be the highest ranked submitting firm for negotiations:

Boyd Jones Construction Company.

Dated this 2nd day of June, 2022.

CONSTRUCTION MANAGER AT RISK SELECTION COMMITTEE, APPOINTED BY THE BOARD OF EDUCATION FOR SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS

Article 5
Students
2022-23 Student Fees
Springfield Platteview Community Schools
Appendix to Policy 5416

Program	General Description of Fee or Material	$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Elementary Schools		
Art classes and special projects or events	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged
Classroom Projects	Project Cost (Which may be a fee charged)	Student pays cost that is beyond the standard project provided by the school.
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None-necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge).	Ten cents (.10) per page when charges apply.
Field Trips	Transportation and admission costs of field trips.	None-costs of school sponsored, class-related field trips will be paid for by the school. Parents may be encouraged but not required to pay for field trip costs of up to $10.00 per student for each field trip to defray costs. (With administrative approval, the requested donation may be up to $100.00 for over night field trips. Currently, 6th grade Outdoor Education is $50-75.). Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-reduced lunch eligible students.
4th Grade (Music Class)	Recorder	$10-$15
Music-Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, drum sticks, lyres, flip folders, slide grease, reed guards, cleaning swabs, mouthpiece brushes, piece brushes, pad savers, ligatures, and a "gig bag", etc.) Limited instruments available for use by any student. Instrument Rental Fee is $35 for Tier 1 and $25-75 for Tier 2 per year for use of school owned instrument.
Music-Optional Honor Choir	Coordinating group attire	Special shirts (Appx. $8-15)
Picture Packets	Optional - Pictures are still taken for use in school yearbook	Students purchase packets as desired and pay directly to photo company
Physical Education classes	Appropriate clothing (non-specialized attire)	Soft Soled/Tennis shoes and socks, running shorts, T-shirt
School Meals		Lunch—$3.25 elementary; Breakfast $1.85 elementary; Milk - $0.60; Prices are maximums based on one meal per day, and will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Summer school courses	Classes offered during the summer, or at night, if any	None for Guided Reading/Library use. $35 to $200 per class for electives; None - Free-reduced lunch students
Yearbook-Optional	Cost of Yearbook	The book is optional (Appx. $25)
Program	**General Description of Fee or Material**	**$ Amount of Fee (Anticipated or Maximum) or Specific Material Required**
Secondary Program		
Advanced math or science classes	Specialized calculators	Some calculators will be available at school. If lost or damaged, a replacement fee will be assessed at a rate paid by the school. Students are encouraged but not required to purchase such equipment for their personal use.
Art Fees	Fee for materials	Foundation of Art- $15, Drawing- $20, Painting -$20, Advanced Art-$25, Pottery-$25, 3D Art -$25

Article 5
Students
2022-23 Student Fees
Springfield Platteview Community Schools
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Art and shop classes and special projects, science classes	Appropriate clothing (non-specialized attire) Goggles-1 pair provided per year. If lost or damaged, students are required to purchase a new pair.	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged, protective clothing for shop classes; approved protective googles for science classes.
Business Classes	Workbooks	$25
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved. Online ACT prep course will be provided to juniors free of charge.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge).	Ten cents (.10) per page when charges apply.
End of year lost or damaged books	Damage fee or replacement cost	Fees and fines up to $15 for damaged books. Lost books or ruined books are charged replacement cost, generally at a maximum of $70.
Family and Consumer Science	Fees for general materials	Foods I-$20, Foods II-$30
Industrial Technology	Fees for general materials	Manufacturing Technology - $120 Year; Production Systems - $65; Technology Systems - $15, Intro to STS-$25, Woods I-$45, Woods II-$85
iPad Use-1 to 1 take home program	Fee for Apple Care program for iPads.	$10 per year; max $30 per family per year. See iPad handbook for damage and replacement fees.
Locker usage	Use of school padlock	$5.00 fee if damaged or not returned at the end of the year.
Marching Band and Musical Groups	Equipment and attire.	Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms. Instrument Rental Fee is $35 for Tier 1 and $60 for Tier 2 per year for use of school owned instruments. Uniforms for the marching band will be supplied by the school. For High School Band students, a $25 uniform cleaning fee is required. For High School Vocal students, a $15 choir robe cleaning fee is required.
Music-Optional band courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student. Instrument Rental Fee is $45 for Tier 1 and $75 for Tier 2 per year for use of school owned instrument.
Music Theory	Fees for general materials	$25
Photography	Fees for general materials	No more than $50 per year.
Physical Education classes	Appropriate clothing (non-specialized attire)	Soft Soled/Tennis shoes and socks, running shorts, T-shirt
Post-secondary education classes	Tuition and fees for college courses taken for credit.	Postsecondary education costs are a maximum of $500 per class.
School Meals		Lunch—$3.45**;** Breakfast $2.10; Milk - $0.60; Prices are maximums based on one meal per day, and will vary depending on the number of meals or items purchased by the student, and may be adjusted during the year.
Science	Fees for general materials	Environment Sustainability-$20, Material Science-$25
Student Parking Permit at PHS	Parking tag replacement fee	Students at PHS will be charged $5 as a replacement fee if they lose their parking tag for their vehicle.
Summer school courses	Classes offered during the summer, or at night, if any	Drivers education class through ESU #3: Up to $350; other classes $50 to $200 per class; none for free-reduced lunch students
Yearbooks - Optional	School Book	Yearbooks are published and made available for purchase every year. Cost is generally about $75-$85.
Extracurricular and other programs	**General Description of Fee or Material**	**$ Amount of Fee (Anticipated or Maximum) or Specific Material Required**
Athletic Programs		

Admission	Spectator fees for admission to events	$5.00 per event maximum for students. Students may purchase an Activity Pass for $40.00 per year. For District and Conference events hosted by the School, cost to be set by NSAA and Activity passes are not able to be used.
Athletic Clubs	Letterman's club and other clubs supporting the athletic program	Annual dues not to exceed $50.00 per club.
Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to student's physician or clinic.
Camps and Clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps, and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.
Equipment and Attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity. Uniform items are checked out to students. If lost or damaged, students will be assessed fees in the amount of replacement cost.	Required items include athletic undergarments (supporter, bra, socks, and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, swim goggles, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.) Additional required items for particular sports or activities include: Basketball -- No additional, Football -- Mouthpiece, Golf -- Golf bag and clubs, Speech -- Dress attire; copies of research; Track -- No additional, Volleyball -- Volleyball knee pads, Wrestling -- No additional, Cheerleading and Flag Team Squads -- Shoes, approved uniforms (top & skirt; jacket), poms and other accessories
Locker use	Padlock for locker	$5.00 fee if damaged or not returned at the end of the year.
Music Optional Show Choir	Coordinating group attire	Students will pay for outfits selected by the group. Cost will be based on selection at a maximum of $200.
Travel meals	Meals	Students are responsible for their own meals while traveling.
Clubs/Organizations		
Destination Imagination	State & national dues, meals and activities	Annual dues not to exceed $30.00 per club. Partial pay for nationals may be required.
FBLA/ FCCLA	State & national dues, meals and activities	Annual dues not to exceed $30.00 per club. Partial pay for nationals may be required.
National Honor Society	State & national dues, meals and activities	Currently no dues required. Annual dues not to exceed $30.00 per club.
SkillsUSA	State & national dues, meals and activities	Annual dues not to exceed $30.00 per club. Partial pay for nationals may be required.
Student Council	State & national dues, meals and activities	Currently no dues required. Annual dues not to exceed $30.00 per club.
Social & Recognition Activities		
Class dues		Each of the six secondary classes may assess its members an amount not to exceed $60.00 annually for rental and decoration of dance facilities, punch and snacks at social activities, memorials and recognition plaques, flowers, and cards, and similar class activities. The payment of such an assessment shall be strictly voluntary, but students who do not pay may be denied admission to extracurricular activities supported by the class dues.
Picture Packets	Optional - Pictures are still taken for use in school yearbook.	Students purchase packets as desired and pay directly to photo company.
School dances	Admission to prom, homecoming, etc.	Up to $40.00 per event

School plays, musicals and social activities	Admission to events	Up to $5.00 per play or activity
Senior recognition assessment	Optional graduation activities	Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. This may include the rental of graduation robes ($35), caps, tassels, class flowers, one mother's flower, class gift, yearbook picture page, and class composite picture. A single Senior Class Recognition Assessment, not to exceed $50, will be assessed to those Seniors who elect to participate in such activities. Expenses for above mentioned items will be paid out of the "Class Activity" account until funds are depleted. After this fund is empty, students will be responsible for all optional graduation activity costs.
Trips	Transportation, lodging, meals, admission to events, etc.	For the extracurricular and options trip - students will be assessed a fee no more than $20 and will be responsible for meals. Students are responsible for costs of school sponsored trips where the trip is an extracurricular activity. The maximum costs of such trips will be $2,000 per student. If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply; it is not supervised or administered by the school; attendance on the trip does not count toward graduation credit or grade advancement; and participation on the trip is voluntary for students.

Students

Student Fees Policy

The Board of Education of Springfield Platteview Community Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

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

The District does provide activities, programs, and services to children which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services. The District's general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. This policy is subject to further interpretation or guidance by administrative or Board regulations which may be adopted from time to time. The Policy includes Appendix "l," which provides further specifics of student fees and materials required of students for the upcoming school year. Parents, guardians, and students are encouraged to contact their building administration, their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for non-specialized attire required for specified courses and activities. Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of

welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items & miscellaneous

(a) Extracurricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in extracurricular activities.

(b) Courses

(i) General Course Materials. Items necessary for students to benefit from courses will be made available by the District for the use of students during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.

(ii) Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardian will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.

(iii) Materials Required for Course Materials. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (such as projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

(iv) Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.

(v) Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

(3) Extracurricular Activities-Specialized equipment or attire. Extracurricular activities

means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir, show choir or honor choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouth pieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extra curricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(4) Extracurricular Activities-Fees for participation. Any fees for participation in extra-curricular activities for the upcoming school year are further specified in Appendix "1." Admission fees are charged for extracurricular activities and events.

(5) Postsecondary education costs. Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

(6) Transportation costs. Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

(7) Copies of student files or records. The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

(8) Participation in before-and-after-school or pre-kindergarten services. Students are responsible for fees required for participation in before-and-after-school or before-and-after pre-kindergarten services offered by the District, except to the extent such services are required to be provided without cost.

(9) Participation in summer school or night school. Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

(10) Breakfast and lunch programs. Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

(11) Waiver Policy. The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

(12) Distribution of Policy. The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one student resides, at no cost.

(13) Student Fee Fund. The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

(14) Each year in June or July, the school board will hold a public hearing at a meeting of the school board to review this policy. Such public hearing will include a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the preceding school year.

Legal References:

Neb. Rev. Stat. §§79-2,125 to 79-2,135 and Laws 2003, LB 249 (The Public Elementary and Secondary Student Fee Authorization Act)
Neb. Constitution, Article VII, section 1.
Neb. Rev. Stat. §§79-241, 79-605, and 79-611(transportation)
Neb. Rev. Stat. §79-2,104 (student files or records)
Neb. Rev. Stat. §79-715 (eye-protective devices)
Neb. Rev. Stat. §79-737 (liability of students for damages to school books)
Neb. Rev. Stat. §79-1104 (before-and-after-school or pre-kindergarten services)
Neb. Rev. Stat. §§79-1106 to 79-1108.03 (accelerated or differentiated curriculum program)

Date of Adoption: August 9, 2010

To: ESU #3 Member School District Superintendents
From: Dr. Dan J. Schnoes, ESU #3 Administrator
Date: June 1, 2022
Re: Member School District Approval Forms for 2022-2023

Hello everyone! This spring, we met with all 18 districts during our District Planning Visits (DSP) and are developing plans for the 2022-23 year. We are looking forward to maintaining and growing the level of services for all of our districts with the flexibility to meet individual needs.

The ESU #3 budgeting process for "Services" for 2022-23 is currently in progress. We have received our certified amount for Core Service funding for 2022-23. ESU #3 will receive approximately **$62,000 more** in funding this year, but that does not replace all of the loss from last year. Core Service funds work similar to TEEOSA, however, ESU's total amount of state aid remains constant and is divided across the 17 ESUs. Core Service funds cover all of our costs in our Professional Learning Department and part of our Information Systems and Technology Department (by statute). This slight increase will cover part of the salary and benefit increases.

Our estimates for Property Tax increases are currently running about 4%, which should help maintain our budget and services. Property Taxes cover the remaining cost of our Information Systems and Technology Department and all other remaining operational costs. Core Service funds and Property Taxes cover 33% of our total budget. The remaining 67% comes from grants and contracts.

The total amount for Personalized Services for 2022-23 should be about the same as this past year, barring any major financial issues or legislative action. As with your budgeting process, we will not know until the final tax valuations have been set as to the impact on this program.

According to ESU #3 Board Policy and State Statute, we are required to gain approval from our member school districts for the "purposes" of use for Core Service and Property Tax funds. Updated worksheets identifying the services and costs, for the 2022-23 fiscal year, will be shared when property tax valuations are set in August and the budget has been approved in September.

The Core Service Funds Purposes and Property Tax Levy Funds Purposes are enclosed for your written Approval or Disapproval. We will have an electronic signature feature again this year to make the process easier.

I will be available most of June for anyone that would like to ask questions. Please contact me at 402-597-4802 or by email at dschnoes@esu3.org.

Please return the approval / disapproval form by June 30th, 2022 *to ESU #3 by electronic signature, mail or email.*

As per Nebraska statute, if the approval / disapproval form is not returned by ***June 30, 2022*** *your school district is considered to have* ***approved*** *the proposed core service and property tax funds for the 2022-23 school year.*

ESU #3

2022-2023 Budget Year

School District: _Springfield-Platteview Community Schools_____

Nebraska Revised Statutes 79-1241.03 Funds appropriated for Core Services shall be used for **purposes** approved by representatives of two-thirds of the member school districts in an educational service unit, representing a majority of the students in the member school districts.

Nebraska Revised Statutes 79-1242. Funds generated from the Property Tax Levy shall only be used for **purposes** approved by representatives of two-thirds of the member school districts in an educational service unit, representing a majority of the students in the member school districts.

Core Service and Property Tax Levy Funds Purposes

Each member school district of ESU #3 is requested to check approval or disapproval for the **purposes** of **Core Service Funds** and for the **purposes of the Property Tax Levy** for ESU #3.

The purposes for the use of both funds for the 2022-2023 fiscal year are outlined in your ESU #3's District Service Plan and will be shared following Budget Approval in September.

☐ Approve

☐ Disapprove

By:_____
(Signature of Representative as Appointed by the School District's Governing Board)

By: _____
Dr. Dan J. Schnoes, ESU #3

TEACHER'S CONTRACT

THIS CONTRACT is made by and between the Board of Education of Sarpy County County School District 77-0046, commonly known as Springfield Platteview Community Schools, referred to herein as the "Board" and "District" respectively, and **Jill Nielsen**, a legally qualified teacher, referred to herein as the "Teacher".

WITNESSETH: The Board agrees to employ Teacher above named in the schools of the District for a school year, which shall begin on or about August 10, 2022, and conclude on or about May 25, 2023. Teacher accepts such employment at a salary based upon placement on **.54 FTE Step 11 of Lane BA18** of the salary schedule.

FIRST: Teacher's salary shall be payable in 12 equal installments. The first installment shall be payable on the 20th day of September, 2022, and the remaining installments shall be payable on the 20th day of each month thereafter.

SECOND: Teacher will abide by the District's and Administration's policies, rules, regulations and directives and all state and federal statutes, rules, and regulations. Teacher's duties are subject to assignment by the Administration. Teacher agrees to devote full time during days of school to his/her position in all respects and to perform the assigned duties diligently and faithfully to the best of his/her professional ability.

THIRD: In addition to the teaching duties set forth herein, Teacher may be assigned such "extra duty" assignments which shall be for such compensation as may be agreed upon by the District and Teacher or by Teacher's duly authorized bargaining agent.

FOURTH: A majority of the Board members may cancel, amend, or terminate this contract during its term for any of the following reasons:
(a) cancellation, termination, revocation or suspension of Teacher's certificate by the State Board of Education; (b) a breach of any material provision of this contract; (c) any reason set forth in this contract; (d) incompetence; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) physical or mental incapacity; (i) immorality; and (j) any conduct that interferes substantially with the teacher's continued performance of duties. Cancellation, nonrenewal, termination, or amendment under this contract shall be governed by applicable provisions of Nebraska statute.

FIFTH: Upon termination of this contract for just cause, or upon Teacher's release from this contract, the compensation paid or to be paid hereunder shall be an amount that bears the same ratio to the yearly salary herein specified as the number of days of service to the date of such termination bears to the number of days of service in the contract year. Teacher shall refund any unearned fractional portion of an installment paid but not earned prior to termination of the contract.

SIXTH: Upon termination of this contract, Teacher shall immediately return all District property to the District.

SEVENTH: There shall be no penalty for release or resignation by the Teacher from this contract, provided no resignation shall become effective until the close of the school year unless it is accepted by the Board, which shall fix the time that the resignation is to take effect.

EIGHTH: This contract shall conform to the regulations governing deductions from the above-stated compensation with reference to withholding tax, social security, and any legally required deductions and deductions based on benefit elections. This contract is subject to the School Employee Retirement Act. Teacher shall be responsible to pay for damage to District property caused by the Teacher's reckless or intentional actions.

NINTH: Teacher affirms that he/she is not under contract with another school board or board of education within this state covering a part or all of the same time of performance as is contemplated by this agreement. Teacher affirms that he/she holds or will hold a valid Nebraska Teaching Certificate at the beginning of the term of this contract. This contract is not valid until said certificate is registered in the office of the Superintendent of Schools, and Teacher shall not be compensated for any services performed prior to the date of the registration.

TENTH: Teacher shall report to the District within 24 hours any arrest, criminal charge, or criminal conviction of Teacher. Teacher shall report to the District within 24 hours any filing against the Teacher under section 43-247 of the Nebraska statutes or any other provision of the Nebraska Juvenile Code for child abuse and/or neglect.

ELEVENTH: The compensation set forth in this agreement shall be subject to such adjustments as the Board and Teacher or Teacher's duly authorized bargaining agent may agree upon from time to time.

TWELFTH: Teacher's failure to return a signed copy of the contract to the Superintendent of Schools or Secretary of the Board of Education of the District on or before Friday, June 9, 2022 shall constitute a rejection of this offer of employment.

THIRTEENTH: Other Contract Terms: [THESE MAY INCLUDE TERMS SUCH AS RESIGNATION DEADLINES AND OTHERS NOT ALREADY COVERED BY THE COLLECTIVE BARGAINING AGREEMENT].

By: _____ Date: 6/10/22
Teacher

By: _____ Date: _____
Board President

Attest: _____ Date: _____
Board Secretary

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS

2022-23

MISSION STATEMENT

The Mission of Springfield Platteview Community Schools is to ensure that all students acquire the 21st century skills and behaviors necessary for each student to succeed now and into his/her future.

DISTRICT ADMINISTRATION

Dr. Ryan Saunders, Superintendent
Mrs. Heidi Zierott, Director of Learning
Mrs. Jacci Lucas, Director of Special Services
Mrs. Nichole Baugh, Director of Public and Community Relations
Mr. Frank Staskiewicz, Director of Technology
Mr. Doug Mann, Director of Maintenance

BOARD OF EDUCATION

Mrs. Cori Swanson, President
Mr. Brian Wichman, Vice President
Mr. Kyle Fisher, Secretary
Mrs. Brenda Guenther, Treasurer
Mr. Brian Osborn, Member
Mrs. Lisa Roseland, Member

PURPOSE OF STUDENT AND PARENT HANDBOOK

The Platteview Central Junior High School Student and Parent Handbook outlines conduct expectations for students. At the same time, it outlines federal privacy, due process, special education, use of technology and other issues for parents and students.

The handbook establishes the responsibilities of all students:

- Attend school to receive an education.
- Be on time for school and all classes.
- Come to class with necessary materials.
- Complete all in-class and homework assignments. Meet deadlines.
- Obey school rules and school personnel.
- Cooperate with and respect school faculty and staff.
- Respect other students and their property.
- Respect public property.

MESSAGE FROM THE PRINCIPAL

I invite all students and parents to participate in Platteview Central's educational opportunities. As part of our philosophy, we feel that teachers, support staff, students, parents, counselors, community, and administrators mutually share the responsibility of guiding each student in a positive direction regarding our school's curriculum, extra-curricular offerings, and district mission. This partnership is crucial to each student's success here at Platteview Central.

Please feel welcome to communicate with any of our staff concerning areas that affect your student(s). Always start with the person closest to your area(s) of concern, then work your way up to the principal, if necessary. As a staff, we have made a commitment to serving you and your children and we always try to make the best decisions based on individual student needs, while protecting our outstanding learning environment.

We are looking forward to an exciting school year and thank you for choosing Platteview Central for your child's educational needs. We feel we offer the best education in the metro area and have the academic success, extra-curricular opportunities, and educational climate to prove it! Thanks for your support. Let's have a great year!

Sincerely,

Darin Johnson
Principal

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Contact Information and School / Office Hours:

Mr. Darin Johnson, Principal - djohnson@spcsne.org 402-339-5052
Mrs. Sarah Svoboda, Counselor - ssvoboda@spcsne.org 402-339-5052
Mrs. Tren Svendsen, Office Manager - tsvendsen@spcsne.org 402-339-5052

School Hours: Monday —> 9:10 AM-3:25 PM
Tuesday through Friday —> 8:10 AM- 3:25 PM

Office Hours: Monday through Friday —> 7:30 AM-4:00 PM

Address: 14801 South 108th Street
Springfield, NE 68059

Website: **http://pc.springfieldplatteview.org**

Facebook: **www.facebook.com/platteviewcentral**

Twitter: @platteviewcent

Daily Bell Schedule:

Mondays	Late Start	Regular	Tues-Fri	Early Dismissal	1:25 PM
Period	*Times*	*Period*	*Times*	*Period*	*Times*
1	9:10-9:54	1	8:10-8:54	1	8:10-8:39
2	9:58-10:37	2	8:58-9:42	2	8:43-9:12
3	10:41-11:20	3	9:46-10:30	3	9:16-9:45
4	11:24-12:03	4	10:34-11:18	4	9:49-10:18
5	12:07-1:16	Advisory	11:22-11:43	6	10:22-10:51
7th Lunch	12:03-12:33	5	11:47-1:01	Advisory	10:55-11:16
8th Lunch	12:46-1:16	7th Lunch	11:43-12:13	5	11:20-12:19
6	1:20-1:59	8th Lunch	12:31-1:01	7th Lunch	11:16-11:46
7	2:03-2:42	6	1:05-1:49	8th Lunch	11:49-12:19
8	2:46-3:25	7	1:53-2:37	7	12:23-12:52
		8	2:41-3:25	8	12:56-1:25

Staff Directory

Staff Name	Assignment	Email Address
Behrens, Allison	Art	abehrens@spcsne.org
Bos, Michael	Industrial Tech I	mbos@spcsne.org
Clayton, Shannon	Science 7	sclayton@spcsne.org
Conover, Carolyn	Ass't Office Manager	cconover@spcsne.org
Dan Craney	Industrial Tech II	daniel.craney@spcsne.org
Crouse, Nick	Strength and Condition	ncrouse@spcsne.org
Elder, Christina	PE / Health	celder@spcsne.org
Erhart, Kathe	Media Center Para	kerhart@spcsne.org
Farr, Denise	Evening Custodian	dfarr@spcsne.org
Gray, Daylene	Language Arts 8	dgray@spcsne.org
Hill, Robin	OPAA! Food Service	rhill@spcsne.org
Hoehner, Kellsey	Special Education	kellsey.hoehner@spcsne.org
Jenson, Scott	Physical Education	sjenson@spcsne.org
Johnson, Darin	Principal	djohnson@spcsne.org
Kroll, Morgan	Chorus	morgan.kroll@spcsne.org
Kuhl, Adam	Physical Education	akuhl@spcsne.org
Layher, Jerry	Band	jlayher@spcsne.org
Layher, Patti	Keyboarding	playher@spcsne.org

Laughlin, Frank	Social Studies 7	flaughlin@spcsne.org
Lodes, Julie	Computer Science	jlodes@spcsne.org
Lusienski, Zach	Math 7	zlusienski@spcsne.org
Lynam, Jim	Math 8	jlynam@spcsne.org
Murphy, Bobbi	Health Para	bomurphy@spcsne.org
Neill, Melissa	Paraprofessional	mneill@spcsne.org
Renz, Tracy	Paraprofessional	trenz@spcsne.org
Scanlan, Arlis	Reading 7	ascanlan@spcsne.org
Schroeder, Dennis	Daytime Custodian	dschroeder@spcsne.org
Sloup, Madison	Secondary Speech Path	msloup@spcsne.org
Soneson, Andrew	Social Studies 8	asoneson@spcsne.org
Starks, Teresa	Business Basics	tstarks@spcsne.org
Stork, Bridget	Language Arts 7	bstork@spcsne.org
Svendsen, Tren	Office Manager	tsvendsen@spcsne.org
Svoboda, Sarah	Counselor	ssvoboda@spcsne.org
Thayer, Amy	Media Specialist	athayer@spcsne.org
Kevin Thoendel	Band	kthoendel@spcsne.org
Thomas, Tina	Science 8	tthomas@spcsne.org
Woodward, Marty	Special Education	mwoodward@spcsne.org
Ulfers, Ally	Paraprofessional	aulfers@spcsne.org
Zeleny, Kim	Spanish 8	kzeleny@spcsne.org

Visitors

Parents and/or guardians are welcome at Platteview Central Junior High. Please check in at the office before moving about on campus. Parents asking to visit a classroom in session are asked to contact the school office one day in advance to help with necessary planning. Students are NOT allowed to bring student visitors to school. Any visitor to our campus must be approved ahead of time with the principal.

Closed Campus

Platteview Central is a closed campus and students may not leave school grounds during regular school hours. The campus is also closed during lunch time. Students may leave during lunch time only if a parent signs them out and accompanies them off campus. Exceptions must be approved by the principal.

Important Dates

***All Mondays that school is in session will be a 9:10 AM start time.

Semester 1

August 8-9	iPad Set Up Days, ALL paperwork completed
August 11-16	Teacher Workdays
August 11	7th/8th Orientation and Digital Citizenship
August 17	1st day of School
August 31	School Pictures
September 5	Labor Day NO SCHOOL
September 30	NO SCHOOL - Teacher Professional Development Day
October 14	Mid-Semester
October 19/20	P/T Conferences 2-7:30 PM - Early Dismissal 1:25 PM
October 21	Teacher Comp Day - NO SCHOOL
November 23-25	Thanksgiving Break- NO SCHOOL
December 16 and 19	Early Dismissal 1:25 PM - Semester Finals
December 20	Early Dismissal 11:25 AM - Semester Finals
December 21-Jan 4	Winter Break - NO SCHOOL

Semester 2

January 5	1st day of 2nd Semester
January 16	Martin Luther King Jr. Day- NO SCHOOL
February 15/16	P/T Conferences 2-7:30 PM - Early Dismissal 1:25 PM
February 17	Teacher Comp Day - NO SCHOOL
February 20	President's Day - NO SCHOOL
March 10	Mid-Semester
March 13-17	NO SCHOOL - Spring Break
April 7 and 10	Holiday Break - Easter
April 28	NO SCHOOL - Teacher Professional Development Day
May 22/23	Early Dismissal 1:25 PM - Semester Finals
May 24	Last Day for Students - Early Dismissal 11:25 AM - Finals
May 25	Teacher Work Day

Final Exams

Final exams are held each semester. Attendance during final exams is required. Please ensure that students are at school during final exams and that vacations for holidays and summer occur after exams are completed, as scheduled.

Student Records

Parents have rights to: 1) inspect and review educational records; 2) request an amendment of the student's record to ensure accuracy; 3) consent to disclosures of personally identifiable information to the extent of the law; 4) file a complaint concerning alleged failures by the school to comply with regulations; 5) obtain a copy of the school district's policy on records. See FERPA and PPRA attachments on pages 49-54.

Withdrawal of a Student

Parents should notify the school at least two days ahead of the student's last day of attendance. The student will be given a withdrawal form to take to all classes. All textbooks, iPad (cord and puck), materials, and equipment must be returned to the school. Fines for lost or damaged items must be paid before withdrawing from Platteview Central.

Telephone Use

Telephones are primarily for business use. Office and classroom phones are available to students in the event of an emergency or to conduct business as authorized by a staff member. Telephone use during the school day by students is restricted to only school phones. Personal phones may only be used with faculty permission during the school day at Platteview Central.

Curriculum and Course of Study

The course of study at Platteview Central is designed to provide learning experiences for each student to develop the readiness skills necessary for future learning and life. All students in grades 7-8 take courses in Mathematics, Science, Language Arts, and Social Studies. The curriculum is aligned to the Nebraska State Standards for education.

In addition to the core classes, 7th graders will also take Reading. Students will have the opportunity to receive instruction in other areas as well, including Art, Physical Education, Health, Keyboarding, Business, Vocational Technology, Personal Finance and Agriculture, Computer Science, General Music, Choir, Band, Spanish, Renaissance Studies, and Family Consumer Science.

Remote Learning

After three days of school cancellation for snow/severe weather, or any other reason, students will be expected to participate in school remotely from home through eLearning or other schoolwork as communicated by the Platteview Central principal.

7th Grade Course of Study

Subject	***Length of Course***
Math 7 or JH Pre-Algebra	Year
Science 7	Year
Language Arts 7	Year
Social Studies 7	Year
Reading 7	Year
Physical Education	Year, every other day
Choir (elective)	Year, every other day
Back in Time I and II	1 Semester Each, every other day
World of Music (elective)	1 Semester, every other day
Band (elective)	Year
Keyboarding	1 Semester, every other day
Technology I (elective)	1 Semester, every other day
Art (elective)	1 Semester, every other day
Guided Study	Year (if in Band, every other day)

***7th grade students may take junior high Pre-Algebra if test scores, classroom performance, and teacher recommendation align. Parents, teachers, and administrators may be asked to participate in math course selection to ensure adequate placement.

8th Grade Course of Study

Subject	***Length of Course***
Pre-Algebra	Year
High School Algebra (for H.S. credit)	Year
Language Arts 8	Year
Science 8	Year
Social Studies 8	Year
Physical Education	Year, every other day
Choir (elective)	Year, every other day
Band (elective)	Year
Art (elective)	1 Semester, every other day
Business Basics (elective)	1 Semester, every other day
Health	1 Semester, every other day
Computer Science (elective)	1 Semester, every other day
Technology II (elective)	1 Semester, every other day
Personal Finance / Agriculture Ed.	1 Semester, every other day
Spanish (elective)	1 Semester, every other day
Family Consumer Science (elective)	1 Semester, every other day
Strength and Conditioning Foundations	1 Semester, every other day
Robotics and STEM	1 Semester, every other day
Hollywood Books	1 Semester, every other day
Guided Study	Year (if in Band, every other day)

Additional information on curriculum and assessments can be found on our district's website at www.http://springfieldplattevivew.org. Parents are always welcome to review curricular materials used for student instruction.

Grading Policy

The district grading system uses a letter grade to represent each student's progress. To more accurately reflect the precise grade, a plus or minus may be used. The following table shows the range and GPA assigned for each possible grade.

A+	**97-100**	**4.0**	**C+**	**77-79**	**2.33**
A	**93-96**	**4.0**	**C**	**73-76**	**2.0**
A-	**90-92**	**3.67**	**C-**	**70-72**	**1.67**
B+	**87-89**	**3.33**	**D+**	**67-69**	**1.33**
B	**83-86**	**3.0**	**D**	**63-66**	**1.0**
B-	**80-82**	**2.67**	**D-**	**60-62**	**0.67**
			F	**0-59**	**0.0**

The following are important aspects of Grading Policy 5204 (adopted for 2015-16; amended for 2016-17). For full policy review, see our district website and click "Board of Education" then click "News and Information" to see this policy, among others.

1. Formative assessments (homework, quizzes, daily work, other checks for understanding) shall make up no more than 30% of a student's grade. Summative assessments (end of unit tests, projects, presentations) shall make up at least 70% of a student's grade. Extra credit is not allowable, nor permitted.

2. Final Exams, whether cumulative or a unit ending test, presentation or project, will fall into the Summative grading category as part of the 70% (or more). There are NO RETAKES for Final Exams.

3. The penalty for formative late work shall not exceed 10% of the possible grade for the assignment. If the student has not completed the work prior to the summative assessment, a zero may be submitted for the student's grade.

4. A student who fails a summative assessment is provided an opportunity to retake the assessment. A student who scores below a 79% on a summative assessment may choose to retake the assessment. The student who chooses the retake may earn up to a 79%, but not more.

Cheating - Any student caught cheating (providing answers or assignments, copying answers or assignments, accepting and turning in assignments not completed by themselves, plagiarizing, or any other act which violates the academic integrity of our school, is subject to the following consequences —> Parents are notified. A detention is assigned. The assignment or assessment will be completed during detention (modified), a grade reduction of 1/3 (33%) will be administered. If multiple cheating violations occur, the consequences will double and the Principal will be notified.

Citizenship Grade

Good citizenship is valued at Platteview Central. Along with an academic grade, each student will receive a citizenship grade on his/her progress report and report card based on established criteria.

Student comes to class prepared.

Student completes assignments on time.

Student follows all classroom rules and procedures.

Student attends class regularly.

Student is actively involved in class.

Student is respectful to themselves, others, and property.

Student works independently and/or well in groups.

Student cooperates and participates in class activities.

Student graciously accepts “no” for an answer.

Student stays on task.

Student uses technology appropriately.

Student makes appropriate comments at appropriate times.

Homework and Make-Up Work Policies

Homework supports the educational program at Platteview Central. It is used to reinforce skills already being taught in the classroom, to work on independent study, complete projects, and to complete classroom assignments. Students and parents should develop a study time set aside at night for this purpose (70 minutes for a 7th grader and 80 minutes for an 8th grader is recommended). This will develop habits for your student to become successful at high school and college levels of education, as well as future careers.

With each Platteview Central student being assigned an iPad, the expectation is that each student will use a homework and/or calendar app for purposes of staying current with homework, upcoming quizzes, tests or projects. Daily assignments are posted online on our webpage.

Students need to make-up assignments and tests due to an absence from school. The student is responsible for requesting missing assignments from the teacher and turning them in at the designated deadline set by the teacher (minimum 1 day for each day missed). Any parent wishing to pick up work for a student who is absent, needs to request it from the Office Manager before noon. Collected work will then be available by 3:25 PM unless arrangements are made with the Office Manager to pick it up sooner.

Schoology

Student assignments, grades, progress reports, and attendance records are available through use of PowerSchool and Schoology. To set up your Schoology account, please email our instructional technology department, by emailing Mr. Mahoney, at jmahoney@springfieldplatteview.org.

Complete guidelines and instructions will be included in your account activation letter. It is important that each legal guardian protect their password. **PowerSchool and/or Schoology are not intended to replace teacher –> student and / or teacher –> parent communication.** Please contact the individual teacher if you have questions about your student's progress before contacting the school counselor and/or principal.

7th Grade Supply List

All Classes: Bring a small pencil bag to each class everyday. Inside the pencil bag you need pens, pencils, and a set of ear buds/headphones. Also, you will need a yellow, pink, and green highlighter. In addition, please have your iPad charged and ready for each school day.

Art: Wood pencils (not mechanical), eraser, folder

Band: Bring your instrument to class. For concerts, wear a band shirt, black slacks, black socks, and band shoes. (The band shirt and shoes are available through the band department for purchase)

Back In Time I: 1 Folder, pen/pencil

Back In Time 2: 1 Folder, pen/pencil

Language Arts: Loose leaf paper, one folder, and a pack of colored pencils

Math: One 3-ring binder (1") with loose leaf paper, optional: calculator

Physical Education: Tennis shoes, socks, athletic shorts (not made of jean or khaki material), t-shirt, or sweats (not to be the same clothes you are wearing to school for the day)

Reading: One two-pocket folder

Science: One two pocket folder, colored pencils

Social Studies: One folder for handouts and one spiral notebook

8th Grade Supply List

All Classes: Bring a small pencil bag to each class everyday. Inside the pencil bag you need pens, pencils, and a set of ear buds/headphones. In addition, please have your iPad charged and ready for each school day.

Art: Wood pencils (not mechanical), eraser, folder

Band: Bring your instrument to class. For concerts, wear a band shirt, black slacks, black socks, and band shoes. (The band shirt and shoes are available through the band department for purchase)

Family Consumer Sciences: No additional supplies needed

Health: Notebook, pencil, iPad

Language Arts: Loose-leaf lined paper, pencils, red pen, colored pencils, highlighter, glue or glue sticks, scissors

Computer Science: iPad

Algebra: One black 3-ring binder (1") with loose-leaf paper, pencils, red pen, scientific calculator (optional)

Pre-Algebra: One black 3-ring binder (1") with loose-leaf paper, pencils, red pen, calculator (optional)

Physical Education/Strength and Conditioning Foundations: Tennis shoes, socks, athletic shorts (not made of jean or khaki material), t-shirt, or sweats

Science: Two spiral notebooks with at least 50 pages, 1 folder, scissors

Social Studies: 1.5 inch 3 ring binder, highlighter, spiral notebook, loose-leaf 3 hole punched notebook paper

Spanish: Folder or binder

Middle School Assistance Process (MSAP):

Students are expected to complete each assignment given by each teacher, on time. The following process will be used to help students experience success when having trouble completing assignments on time. The probability of student learning is increased significantly when each teacher given assignment is completed in a timely and thorough manner.

(1) If an assignment is not completed or presented, the student will be directed by the teacher to stay after school that same day.
(2) The student will be directed to call her/his parent(s) or guardian to make necessary ride arrangements.
(3) MSAP will be from 3:25-4:05 PM on a daily basis for all teacher identified students.
(4) Student assignments completed during this time will receive credit for work completed by 4:05 PM.
(5) Students not appearing as directed by a teacher, if appropriate parent contact is made, may earn discipline consequences. It is expected that assignments be completed as directed by each teacher (regardless of grade assigned).

A student refusing to complete teacher assignments and to work to their potential may be assigned to In-School Suspension (ISS), suspended from class and/or school, and be subject to other appropriate school action which includes expulsion for the remainder of the current semester.

Guided Study Intervention

As an alternative to MSAP, Guided Study intervention can/will happen during Guided Study period. Students that are on the D's and F's list may be assigned to Guided Study Intervention, along with any students who have not turned in homework or completed it to teacher satisfaction. A teacher will be assigned to conduct Guided Study Intervention.

Watch List MSAP

Students who appear on our Monday Watch List after the first four weeks of each semester (D's and F's) three or more times will earn MSAP during the week they are listed on the Watch List. Parents will be notified and asked to make transportation arrangements.

Homework Online

All daily homework can be found online. When accessing homework online, go to our school website at www.pc.springfieldplatteview.org and click "homework 7" or "homework 8" in the left hand menu, under "Parents" or "Students." Homework remains posted for one week.

Guided Study

Platteview Central students will be assigned to Guided Study in both 7th and 8th grade. Students not in band will have Guided Study each day, while band students will attend every other day. This study period will be used for mandatory silent reading (15 minutes to begin class), interventions for struggling students, additional assistance, homework completion, gifted opportunities and test make-ups. All core teachers are available during this time. Students will be assigned to a particular Guided Study, but can request a pass to get help from any teacher, as needed. This is an excellent way to make sure your student understands the work before he/she comes home.

Progress Reports

Semester grades are issued at the end of the first and second semester. In addition, progress report grades are sent home with students at the 4.5 week, 9 week and 13.5 week marks in each semester. These reports communicate academic achievement, citizenship standing, tardies, and student absences to parents. Semester grades are used to establish GPA in both the high school and junior high.

Student Activities and Programs

Student Council:
The Platteview Central Student Council is composed of students in 7th and 8th grade who are elected by the student body. The Student Council serves as a liaison between students and members of the faculty and administration. Members are expected to be positive student leaders who exhibit proper behavior and acceptable grades. Student Council members who do not meet these prerequisites may be replaced by an alternate member.

The Student Council is responsible for planning student activities throughout the school year and also functions in a leadership and organizational role. Individual students are encouraged to seek out their Student Council representatives to express views concerning school activities and programs.

Music Programs:
1. Vocal Music Program:
Choir is an elective course for all 7th and 8th grade students. In 8th grade, students may take Exploratory Music as one of their elective classes if they are not in band or choir.

2. Instrumental Music Program:
Junior High Band is offered (as an elective) to both 7th and 8th grade students as a continuation of the elementary music curriculum. The junior high band participates in a Holiday Concert, a

Winter Concert, a Spring Concert and a District Music Contest. It also marches at a high school home football game in the fall of the year.

National Junior Honor Society:
The National Junior Honor Society (NJHS) was established at Platteview Central to stimulate high scholarship, develop leadership, provide service to school and community, and to recognize students who excel academically. Qualifications for induction into the National Junior Honor Society include a 3.7 GPA, recommendations by members of the faculty and the school principal. Candidates for induction into the National Junior Honor Society will be judged on character, leadership, and service in addition to academic excellence.

HAL (High Ability Learners):
The purpose of the HAL program is to provide gifted students with challenges that go beyond those offered in the regular classroom. HAL also provides an opportunity to improve decision-making skills by planning individual/group activities. Qualification for the HAL program involves three levels of criteria. The student must qualify in all of the following areas: test scores, teacher recommendation, and gifted placement exams. Students will be placed in HAL Guided Study with Mrs. Clayton, where they will use their time for High Ability activities and lessons.

Student of the Month Awards: This student recognition by staff members is made to students who demonstrate the following characteristics:

Cooperation in class	Academic improvement
Responsibility in completing work	Concern for quality work
Positive classroom leadership	Consistent academic achievement

Trojan Traits —> Nominations for *Trojan Traits* come when students demonstrate outstanding qualities in specific areas, such as: Kindness, Inclusion, Respect of Others, and Acceptance. These are awarded on a monthly basis with students winning small prizes, including five t-shirt winners each month.

Advisory Period: Advisory is a chance for students to meet consistently with one teacher who will serve as their adult advocate for the period of one school year.

Mission Statement: Daily and intentional time will be reserved to ensure every student at Platteview Central has at least one trusted adult advocate who will stand by them to listen, advise, mentor, and lead.

Sample Activities: Tracking grades, attendance, tardies, and discipline. Individual student meetings. Team building activities. ACT prep. MAP testing prep. Interventions. Exploration of study. Enrichment activities. Career education skill building. Core study practice. Reading. Character building and development. Other.

Guidance Services:

There is a full-time counselor assigned to students in Grades 7-8. Counselor goals include: providing assistance to all students in selecting classes and activities; administering and interpreting the junior high testing program; working with teachers, students, and parents in assuring educational continuity; establish bullying prevention and dating violence lessons in accordance with state statutes; and assisting junior high students both on the personal and academic level.

Contact with the Counselor: Students may arrange for an appointment with the school counselor during study halls or before/after school. Parents may contact the counselor and arrange for a conference to discuss areas of concern, test results, or other school related matters.

Testing Program: Northwest Evaluation Assessment (MAP Testing - Measures of Academic Progress) is administered twice a year and the Nebraska Student-Centered Assessment System (NSCAS) is administered during the latter half of Semester 2. NWEA testing includes assessments in Math, Science, Language, and Reading. NSCAS tests will cover Math and Reading in grades 7 and 8 and Science in grade 8. Individual student profiles with test data are returned to parents along with the students' report card after school's completion in late May. Additional information may be obtained from the counselor regarding interpretation of the data.

Student Scheduling: Students register for classes in the spring of the school year with the guidance counselor. A parental signature is required on the student registration form to ensure parental involvement in this process. Questions concerning recommendations, requirements, electives, etc. should be referred to the counselor.

Schedule Changes: Elective courses may be dropped or added only after a parental note of approval has been given to the counselor. These schedule changes may be performed only during the first seven days of each semester. Changes are also dependent upon space availability in the new class. Exceptions to these rules are discouraged and will not be made unless there is teacher, parent, counselor, and administrative consensus.

Special Parent Reports: Parents/students requesting more frequent feedback about progress of a student should contact the teacher/counselor if they have immediate needs. Increasing communication between home and school is a goal of the counseling and guidance service.

Honor Roll: Any student who receives a 3.5 grade point average or better will be placed on the Honor Roll. In addition, students who receive a GPA ranging between 3.0 - 3.49 will be placed on the Merit Roll.

Health Services

Purpose: School health services are intended to provide emergency service for injury or sudden illness in addition to helping prevent and control diseases. School officials will work hard to respect/support parent decisions to withhold a sick child from school.

Health Office: The Health Office is located within the office area on the upper level. Services provided by the school nurse/health paraprofessional/authorized school personnel are not intended to substitute for those provided by your family physician.

Illness: If a student becomes ill during school, he/she should obtain a pass from the classroom teacher and report directly to the health office. If the nurse/health paraprofessional is not scheduled at Platteview Central that day, the student should report to the school secretary. Based on the severity of the illness or injury, the parents will be contacted. If we are unable to contact parents, persons listed on the student's Health and Accident card will be notified. An accident report will be filed for all serious accidents. **Please note that it is not proper protocol for students to text parents that they are sick. This leads to parents coming to get students without office verification of an illness. Following the proper protocol is important.

Physical Examinations and Immunizations: Seventh grade students and other new students at Platteview Central must have a complete physical and immunization record by the first day of class. Immunizations: All students should show evidence of immunizations as stipulated by State School Law upon entering school, they are: 3 doses of DTaP, DTP, or Td vaccine, one given on or after the 4th birthday; 1 dose of Tdap (must contain Pertussis booster) which can be received any time after 10 or 11 years of age, depending on which brand of vaccine is used; 3 doses of Polio vaccine; 2 doses of MMR vaccine, given on or after 12 months of age and separated by at least one month; 3 doses of Hepatitis B vaccine; 2 doses of Varicella (chickenpox), given on or after 12 months of age. Written documentation, including the year, of Varicella disease from parent/guardian or health care provider will be accepted if the child has had Varicella disease. In this case, they do not need any Varicella shots. Students whose immunizations are not completed may NOT be allowed in school until these Nebraska Department of Health Standards have been met. The 7th grade physical will be accepted for athletic participation providing proper signatures and doctor release is present. 8th graders must have a sports physical to participate in athletic practices/events. Please have sports physicals scheduled on or after May 1st for the upcoming school year. Any questions concerning school health care can be answered by contacting the school nurse or health para (402-339-5052).

Medication(s) in school: State law prohibits the nurse (or any other school official) from giving medication (including aspirin) without written authorization from the parent. Springfield Platteview Community Schools requires that all students who need medication during school hours, do the following:

Over the Counter (OTC) Medication - Present the Springfield Platteview Community Schools Over-The-Counter consent form signed by the parent or legal guardian for over the counter medications. The medication must be in the original bottle and properly labeled with instructions for administration.

Prescription Medication - Present the Springfield Platteview Community Schools Prescription Medication consent form signed by the parent or legal guardian and prescription from the physician. Bring the medication in the original prescription bottle, properly labeled by a registered pharmacist as prescribed by law. Control Substance medication (some ADHD medication) needs to be brought in by the parent and counted with the school nurse/health

paraprofessional/authorized school personnel and initialed. Also these medications need to be picked up at the end of the school year by the parent and counted again with parent initials.

Medication Administration: The school nurse/health paraprofessional/authorized school personnel may refuse to administer medication if the parent/guardian is unavailable at the time of administration or safety is in question.

Health Screening: During the school year, health screenings may be conducted per the Deptartment of Health and Human Services minimum requirements for grade 7 and per request of staff. The screening may consist of all or some of the following: hearing, vision, and dental check-ups in addition to measuring height and weight. Parents/guardians shall be notified in writing regarding any issues and encouraged to seek a professional evaluation. If a parent/guardian wishes to refuse school health screening, they must submit a written statement(s) from a qualified examiner that the child has received the required screenings within the previous six months.

Food Service - Lunch Program

Hot lunch programs are provided in all Springfield Platteview schools and will be outsourced by OPAA! Food Management. A hot lunch may be purchased or a child may bring his/her lunch and buy a milk at the cafeteria. Parents/guardians are always welcome to eat at school if they call the office by 9 AM. The price of an adult lunch is $3.50. Copies of all menus can be found on our school website at www.pc.springfieldplatteview.org.

The price of a student lunch at Platteview Central is $3.15, which includes milk. Each student will have their own lunch account in which to deposit money. Children are welcome to bring a sack lunch and are required to eat in the lunchroom with their classmates. Milk may be purchased separately for $.60 cents.

Breakfast is served daily at the high school. Platteview Central students are welcome to walk over to PHS for breakfast from 7:50-8:05 AM. Breakfast is $2.00 for students. Free and reduced qualifications also apply to breakfast meals. Students are required to pay for all breakfasts/lunches received. Parents should keep enough money in the lunch account to stay current. Each week on Tuesday and Friday, generic emails will be sent to families with low account balances ($5.00 or less per student on account).

The School Nutrition program understands that situations may occur when a child forgets their lunch money and will allow a student to charge a meal. A meal charge is defined as a short-term loan for a child to eat as a result of forgetting their lunch, losing their money, etc. Listed below is the Zero Balance Protocol that will be used when negative balances exist.

Step 1: Every day the child is told by the cashier if they have a zero or negative balance. They are also told to bring money the next day.

Step 2: Every Tuesday & Friday emails are sent to parents with a balance below $5.00.

Step 3: Once a week negative balance letters go out to each school to be sent home with the child.

Step 4: A list of negative balance accounts are sent to each school weekly. If the family balance is -$15.00 or more a call from the school office is made to each family. At this time, the question is asked if the family is in need of a free and/or reduced lunch application.

Step 5: After the family has been contacted at least 3 times by phone from the school office, the school principal will be asked to get involved if the balance is more than -$30.00.

When a family is negative the students will be allowed to buy one breakfast and one lunch a day. No extras will be allowed to be purchased, which includes snacks (even with cash).

Free or reduced price lunches are provided to those children whose parents meet federal income guidelines. Application forms for this service are available in each school office and are available on our website and included in beginning of the year paperwork. The school district must have an approved application (or a list of student names from the state's direct certification list) before meal benefits are provided. The school district cannot claim any free and reduced meals to new children without a processed application. Lunch applications are processed daily upon arrival in the School Nutrition Office.

Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

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

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture
   Office of the Assistant
   Secretary for Civil Rights
   I 400 Independence
   Avenue, SW
   Washington, D.C. 20250-941 0
2. Fax: (202) 690-7442; or
3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Lost and Found

If your student has lost anything at school, chances are it can be found at the “Lost and Found” located in the school cafeteria. Parents, please feel free to browse if your student is missing something.

Media Center - Computer Lab

All students at Platteview Central will have an opportunity to utilize our outstanding media center facility. Students will contact the person in charge of the media center to receive the necessary pass. The media center is designed to be used as a resource center for students. When students report to the media center, they should be business-like, possess paper and writing instrument(s), and display appropriate behavior throughout the entire period. Students who violate media center or computer room policies are subject to the loss of media center/ computer room privileges for a stated period of time and/or additional school discipline. Media Center privileges can be adjusted for students having failing grades or failing to meet other achievement expectations.

Book Responsibility: Each student is responsible for his/her library books. Books damaged/lost as a result of misuse will result in fines and/or replacement fees for the cost of the book. Library materials may be checked out for a maximum of two weeks. A fine of 5 cents per day will be charged for late books. Students consistently having late books, etc. will lose book checkout privileges. Students will be allowed to use both the junior high and senior high libraries for reference materials. A Platteview Central student should always have a book in their possession for quiet reading opportunities.

If a book is lost, the student who checked out the book is responsible for payment. The money for the book will be returned if the book is found in that school year. As replacement books are ordered over the summer, money will not be returned on books paid for in the previous year.

Transportation Guidelines and Regulations

Bus Service: Springfield Platteview Community Schools provides transportation as a privilege to all students throughout the district. The school bus is considered an extension of the school, and all rules and regulations are considered in effect while on the bus.

Bus Regulations and Procedures

In order to increase the probability of safe transportation for each/all students riding school transportation, we will use the following plan. Please read and review these rules with your student(s).

SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS BUS REGULATIONS

Authority of Driver: Students transported in a school bus shall be under the authority of the driver. The driver shall be responsible for the orderly conduct of the children while they are on the bus.

PHILOSOPHY: Safety is the first consideration when transporting students to/from school. If the driver is distracted or directs attention away from the road, danger exists. This is why there must be rigid standards of discipline established. These standards must be maintained for all students' safety.

BUS RULES:

1. **Cooperate with your driver.**
2. Stay seated.
3. Bus drivers may assign seats as necessary.
4. Students are to be dropped off at their stop. Drivers must receive a signed note by parent/ guardian giving permission for other “drop-off" arrangements.
5. Keep head, hands, and feet to yourself. (No fighting, pushing, spitting, teasing, etc.)
6. Talk quietly. Be courteous and do not use profane language.
7. Students must be absolutely quiet at railroad crossings.
8. Keep head, hands, feet and objects inside the bus.
9. Aisles shall be clear and unobstructed at all times.
10. Help keep your bus clean. Do not litter.
11. Do not eat or drink on the bus (candy, gum, etc.).
12. Do not bring hazardous materials on the bus.
13. No animals may be brought on the bus.
14. Do not tamper with or damage the bus or its equipment.
15. Students shall not use the emergency door unless an emergency exists.

IF A STUDENT BREAKS A BUS TRANSPORTATION RULE:

1st Incident:	Driver verbally warns student.
2nd Incident:	Student receives citation; parent and principal are notified of the infraction by the bus driver. Consequences may be given by the principal.
3rd Incident:	Student receives citation and is suspended from the bus for up to ten days; parent is notified of the infraction by the principal.
4th Incident:	Student receives citation and is suspended from the bus up to the remainder of the semester/school year.

Activity Bus Rules:

1. No student shall stand when the bus is moving.
2. Students shall not exchange seats when the bus is moving.
3. Students shall not extend their hands, heads, or objects from the bus when it is moving.
4. Student noise shall be kept to a minimum, which includes screaming and singing.
5. Students shall be quiet at all railroad crossings.
6. Anything a student brings on the bus should be taken off by that student.
7. The bus driver is to drive the bus. Conduct is the responsibility of the activity sponsor or coach and should be assumed by them.
8. Students should respect all employees and fellow students of the district and may be disciplined by the activity sponsor / school personnel for their use of profanity, disrespectful actions, or improper behavior. Students are financially responsible for any damage they cause.
9. Food and beverages may not be allowed on the bus, except during activity related trips as authorized by the sponsor.

Bus Stop Rules:

1. School rules apply at the bus stop. Students will be held accountable for their actions. The bus stop is an extension of the school day, both before and after class.
2. Do NOT arrive at the bus stop more than five minutes before your scheduled pick up time.

** Please note that each school bus is equipped with a digital security camera system that records and archives each bus ride. The purpose of each camera is to ensure safety and provide evidence in the case of an accident or behavioral incident.

For additional information on school transportation, please contact Student Transportation of America at 402-884-4025. In the event you have a need for additional assistance please call 402-339-5052 and we will work with you.

Student Expectations

• *Attend school to receive an education.* Schools cannot educate students who do not attend. Students must attend school daily unless ill or legally excused.

• *Be on time for all classes.* Students who enter a classroom after a lesson has begun are interfering with the rights of others to learn and study. Punctuality is a habit that students must develop if they are to be successful in the world of work. This includes the first period of the day. Be on time for school!

• *Come to class with necessary materials.* A teacher should not have to delay instruction because a student comes to class unprepared. This interferes with the rights of others to learn and study.

• *Complete all in-class and homework assignments and meet all deadlines.* The full responsibility for student learning does not rest solely with the teacher. Educational efforts cannot be effective unless students participate in class and complete all assignments.

• *Obey school rules and school personnel.* No one has the right to interfere with the education of others. Rules are designed to allow a school to meet its obligation to educate students. Students are expected to obey rules and be courteous to everyone who works in our schools.

• *Cooperate with school staff.* Every community depends upon its citizens to uphold the rules by which everyone has agreed to live. Students have the responsibility to provide truthful information when asked by school authorities.

• *Respect the rights and property of others.* Respecting the rights and properties of others and demonstrating personal integrity should guide student behavior at school, on the way to and from school, and school sponsored events. Always be a good neighbor.

• *Respect public property.* Schools are a community investment and resource for young people. People who damage school property will be held responsible.

• *See that school correspondence to parents reaches home.* From time to time, we will send important paperwork home (grade reports, notification of events, etc.).

Boys Town Social Skills: Springfield Platteview Community Schools is committed to teaching all students important social skills. Examples of social skills are “following directions” and “accepting no for an answer.” These examples have specific and observable behaviors which are taught and reinforced by staff. Student success in the social skill area is critical to a quality learning environment for all students.

STUDENTS' RIGHTS AND RESPONSIBILITIES

Platteview Central Junior High School

This section is based on beliefs and principles about how students learn and what they must know to act as responsible citizens and productive workers in a highly competitive and increasingly global society.

This policy statement provides the general guidelines of conduct, which are expected of our students. It also describes the responsibilities of the students in relation to this conduct standard.

These rules and standards apply to all school buildings and grounds, during and immediately before or after school hours. They also apply to school-sponsored functions both on and off school property, including the bus stop and other extensions of the school day.

The Board of Education has adopted the following policies of general application governing student conduct in all schools. Principals will establish other rules and regulations applicable to conduct at their respective sites that are consistent with those established by the Board of Education.

I. GENERAL STANDARDS OF BEHAVIOR:

It is expected that students will conduct themselves in a manner, which is considerate of others, respectful of property and mindful of the good of all. Students should therefore:

- Attend school regularly and punctually.
- Act in a manner that will enhance the learning environment for all students.
- Use school facilities in a way that will conserve their continued usefulness.
- Apply themselves to the best of their ability to the learning tasks assigned.
- Abide by school regulations and assist in their enforcement and modification.
- Participate constructively in school government and assist in modification or regulations for general school improvement.

II. STUDENT USE/ABUSE OF ALCOHOL AND OTHER SUBSTANCES:

All students have a right to attend school in an environment conducive to learning. Since alcohol and other drug use is illegal, addictive, and interferes with both effective learning and the healthy development of children and adolescents, the school has a fundamental legal and ethical obligation to prevent drug use and to maintain a drug-free educational environment.
No student may use, possess, be under the influence of, sell, or distribute alcohol or other substances, nor may use or possess drug paraphernalia (except drugs/medications as prescribed by a physician) on school grounds or at school-sponsored events. The same restrictions apply to students participating in extracurricular activities. The terms "alcohol or other substances" shall refer to the use of all substances including, but not limited to, alcohol, tobacco, E-Cigarettes (Vapor Cigarettes), inhalants, illicit drugs, and look-a-likes. The inappropriate use of prescription and over-the-counter drugs shall also be prohibited. This policy applies to all school buildings, grounds and school-sponsored functions or events whether on or off school grounds.

The school district will provide a health curriculum that will include strategies of prevention and intervention designed to educate students on the use/abuse of alcohol and other substances.

Violations of this policy will be handled in accordance with the rules and regulations set forth in this document.

III. ATTENDANCE POLICY

A. Nebraska State Statute (79-201) requires that all students between the ages of 6 - 18 attend school. It is the responsibility of the parent/guardian to see that the student is at school at the appropriate time in a proper state of health and cleanliness. Notification of an absence must be made to the school office or the absence will be considered unexcused. The school district may be required by law to notify the county attorney when students reach 20 absences in a school year, regardless if the absences are school excused or not school excused.

IV. CONSEQUENCES OF DISRUPTIVE BEHAVIOR:

Conduct which violates the rules and regulations and policies adopted by the Board of Education and as set forth below will subject the student to disciplinary action. Disciplinary action may be, but is not limited to:

A. Counseling of the student. In alcohol/drug related incidents students may have an alcohol evaluation performed by a qualified drug/alcohol counselor. Payment will be at the student's expense.
B. Parent conferences.
C. Rearrangement of schedule/assignment to another school.
D. Requirement that the student remain in school after regular hours, during summer and Saturdays to complete additional work.
E. Restriction of participation in extracurricular activities.
F. Involving law enforcement and/or social service agencies.

Short-term suspension: Any student may be excluded from Springfield Platteview Community Schools for a period of time not to exceed five school days provided that the suspension is assigned under the guidelines provided by Nebraska State Law and as set forth below.

1. **Circumstances warranting short-term suspension:**

   a. If the student has a dangerous communicable disease transmissible through normal school contacts.

   b. If the student is infected with or can be proven to be a carrier of external parasites (such as head lice) which may be transmissible through normal school contacts and which pose a threat to the safety and well-being of the school community.

   c. If the student is involved in behavior or activities which interfere with any educational function or which infringe upon the rights of other students to pursue an education. Some **objectionable activities or behavior** which could result in short-term suspensions are as follows:
      1. Refusal to comply with reasonable standards of behavior established by teachers or building administrator and the general guidelines within this Student / Parent Handbook.
      2. Use of abusive or profane language.
      3. Fighting.
      4. Willful truancy or willful and repeated tardiness.
      5. Vandalism, theft or pilferage of property belonging to the school district staff members or students.
      6. Engaging in the unlawful possession, being under the influence of, selling, dispensing, or use of an illegal substance, tobacco, E-Cigarette (vapor cigarette) or alcohol.
      7. Committing any other act or becoming involved in any other activity, which causes a disruption in the normal educational opportunity for other students.

   d. 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.

   e. Conduct constituting grounds for expulsion or long-term suspension as set out in Nebraska law.

2. **Procedure for short-term suspension:**

   a. When a student is accused of conduct which might result in suspension under this section, the building administrator is to conduct an investigation into the charges made and ascertain whether there is evidence of a violation of sufficient seriousness to warrant further action.
   b. When the building administrator believes that further action is needed, he/she shall inform the student of the charges against him/her and give the student an opportunity to present his/her version of the incident.
   c. Should the building administrator believe that a short-term suspension is justified, the building administrator shall make every reasonable attempt to notify the student's parent or guardian immediately.
   d. The suspension shall take effect at the time specified by the building administrator. Written notification of the suspension shall be sent by regular mail to the parent or guardian as soon as is reasonably possible.
   e. Such suspension may be either "in-school," wherein a student does not attend classes but reports for study under supervised conditions as the building administrator may direct, or "out-of-school," wherein a student is not permitted to be present on school property. In either case, students may not participate in or attend any activities sponsored by Springfield Platteview Community Schools.
   f. Opportunity will be given students so suspended to make up work missed. This work must be completed by the time they return to their regular schedule.

Long-term suspension/expulsion:

Long-term suspension shall mean the exclusion of a student from attendance in all schools within Springfield Platteview Community Schools for a period of time exceeding five but less than twenty school days. **Expulsion** shall mean exclusion from attendance in all schools within the system.

1. Length of expulsions for regular and special circumstances:

- **Regular Circumstances**. The expulsion of a student shall be for a period not to exceed the remainder of the semester in which it took effect, unless the misconduct occurred (1) *First Semester,* within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester or (2) *Second Semester* - within ten (10) school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year (subject to automatic review).

- **Special circumstances involving firearms**. Expulsion period not less than one calendar year.

2. **The following student conduct shall constitute grounds for a long-term suspension or expulsion** subject to the procedural provisions of Nebraska State Law when such activity occurs on school grounds or during a school function or event off school grounds:
   a. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes.
   b. Willfully causing or attempting to cause substantial damage to private or school property, stealing or attempting to steal private or school property of substantial value, or repeated damage or theft involving private or school property of small value.
   c. Threatening, intimidating, causing or attempting to cause physical injury to a school employee or to any student. Physical injury caused by accident, self-defense or an action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
   d. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.
   e. Students are forbidden, knowingly or voluntarily, to bring to school, possess, handle, transmit, or use any firearm, knife, or other dangerous weapon in school, on school grounds, or at a school function off school grounds. Dangerous weapons shall include: a) firearms [including starter pistols, B-B guns (rifles and pistols), shotguns, air rifles and pistols, CO_2 propelled rifles and pistols, copy-cat or look-a-like rifles or pistols whether or not they are capable of expelling a projectile, see also definition below]; b) bombs, razor blades, grenades, rockets, explosives, or similar devices; c) knives, dirks or stilettos of any type, or any other dangerous instrument capable of inflicting cutting, stabbing, or tearing wounds; d) knuckles consisting of finger rings, guards or similar devices made of a hard substance that is designed, made or adapted for the purpose of inflicting serious bodily injury by striking a person with a fist or open hand which is either enclosed by, worn on, or held by the hand or knuckles.
   f. Knowingly possessing, handling or transmitting any object or material that is ordinarily or generally considered a firearm. The term "firearm" as described in 18 U.S.C. 921 means (1) 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. [This would include rifles, pistols and shotguns.] (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm silencer, or (4) any destructive device. Such term does not include an antique firearm.

      The term "destructive device" means

      - any explosive, incendiary, or poison gas such as a (1) bomb, (2) grenade, (3) rocket having a propellant charge of more than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine, or (6) device similar to any of the devices described in the preceding clauses;
      - any type of weapon by whatever name known which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter (a shotgun or a shotgun shell which is generally recognized as particularly suitable for sporting purposes is not a destructive device within the meaning of this definition since a shotgun is a firearm as defined above); and
      - any combination of parts either designed or intended for use in converting any device into any destructive device described in paragraph A. or B. and from which a destructive device may be readily assembled.
   g. Engaging in the unlawful possession, being under the influence of, selling or use of an illegal substance or alcoholic beverage, or that which is represented to be an illegal substance or alcoholic beverage.
   h. Public indecency.
   i. Sexually assaulting or attempting to sexually assault any school employee or student (this may result in mandatory reassignment).

j. Engaging in any other activity forbidden by the laws of the State of Nebraska when this activity constitutes a danger to other students or interferes with school purposes.
k. Continuation of disruptive activities, which resulted in disciplinary action or short-term suspension(s), if such violation constitutes a substantial interference with school purposes.

3. **Procedure for long-term suspension/expulsion:**

The procedure shall be the same as that of short-term suspension except as follows:

a. The principal may suspend a student immediately, regardless of the fact that a hearing was requested within five days of notice of expulsion or long-term suspension by the school, if the principal determines that such immediate suspension is necessary to prevent or substantially reduce the risk of: a) interference with an educational function or school purpose or b) personal injury to the student, other students, school employees, or school volunteers. Although the preferable practice is that the principal makes such determination in writing, nothing in this policy shall so require. If no hearing is requested, the immediate suspension will continue until the date the long-term suspension, expulsion, or mandatory reassignment takes effect. If a hearing is requested, the suspension will continue until the date the hearing examiner files the report of his or her findings with the Superintendent, if the principal has made a determination as above described.
b. On the date of the decision a written charge and a summary of the evidence supporting such charge shall be filed with the Superintendent. The school shall, within two school days of the decision, send written notice by registered or certified mail to the student's parent or guardian and by regular mail to the student.

c. Such written notice shall include the following:
    1. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension or expulsion, including a summary of the evidence to be presented against the student.
    2. The penalty, if any, which the building administrator has recommended in the charge, and any other penalty to which the student may be subject.
    3. A description of the hearing procedures provided along with procedures for appealing any decision rendered at the hearing.
    4. A statement that the building administrator, legal counsel for the school, the student, the student's parent or guardian, and/or the student's representative (or legal counsel) shall have the right to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct, and the right to know the identity of the witnesses to appear at the hearing and the substance of their testimony.
    5. A form on which the student, student's parent, or guardian may request a hearing to be signed by such parties and delivered to the building administrator or Superintendent in person or by registered or certified mail as prescribed by state law.
d. Nothing in this policy shall preclude the student or the student's parent/guardian or representative from discussing and settling this matter with appropriate school personnel prior to the hearing.
e. If a hearing shall be requested within five school days of the receipt of the written notice by the student or the student's parent or guardian, the Superintendent shall appoint a hearing examiner and all of the provisions of the Nebraska statutes which relate to such a hearing shall be adhered to.
f. If the student, parent or guardian institutes the appeal following the determination of the Superintendent, they may appeal to the Springfield Platteview Community Schools Board of Education. Such an appeal shall be made within seven school days following receipt of the written notice of the determination of the Superintendent.
g. A hearing shall be held before the Board of Education within a period of ten school days after it is requested and such time for a hearing may be changed by mutual agreement of the student and Superintendent, except that the hearing may be held before the Board of Education of not less than three members.

Dress Code:

Platteview Central's Junior High staff believes that there is a connection between student dress and academic success. As such, any attire that detracts from the learning environment is not acceptable. Students should dress in a manner that takes into consideration the educational environment. The following guidelines are not intended to be entirely inclusive of all dress code situations. Therefore, school administrators will have the final decision when applying the guidelines to student appearance standards.

Shirts/Tops

- Must not include tank tops, spaghetti straps, halter tops, strapless tops, racer back tops. Tank tops are any sleeveless top with a strap of less than 2 inches. Apparel that is revealing, backless, too tight, or *low cut* will not be allowed.
- Must not include any reference to a gang.
- Must not include any defamatory writing, obscene language or symbols, or symbols of drugs, sex or alcohol.
- Must not expose any part of the midriff when sitting, bending, or standing.

Pants/ Shorts

- Must not expose undergarments when sitting, bending, or standing.
- Must be worn at the waist at all times and not sag.
- Must not include any reference to a gang.
- Must not include any defamatory writing, obscene language or symbols, or symbols of drugs, sex or alcohol.
- Must cover the entire buttocks when sitting or bending and have at least a 2 inch inseam.
- Must not be see-through.
- Must not be severely ripped, have large holes, or be torn above acceptable length for shorts.

Shoes

- Must be worn at all times.
- Must be closed-toe shoes for any type of physical activity.

Accessories

- Must not present a safety hazard to self or others at the administrator's discretion.
- Must not include any defamatory writing, obscene language or symbols, or symbols of drugs, sex or alcohol.
- Must not include hats, stocking caps, hoodies, or any other head apparel inside school building unless for pre-approved religious, medical or safety reasons. Headbands are only to be worn for the purpose of holding one's hair in place.
- Must not include sunglasses worn inside any building.

Other Guidelines

- Must not include pajamas or other loungewear.
- Must not include under-garments worn as outer-garments.
- Must not contribute to an atmosphere of threat, intimidation, or negative peer pressure.
- Must not display anything that is otherwise illegal to possess at school.
- Prohibited is dress which causes or has the potential to cause either a substantial disruption or material interference with the educational process or may be offensive to a group of students.

Inappropriate Clothing

All Staff members have been given the responsibility to check for inappropriate clothing. Students wearing inappropriate clothing will be referred to the administration or counselor. The inappropriate clothing will be documented and an appropriate sanction will be administered. Sanctions could be as little as asking the student to turn a shirt inside out or cover an objectionable part of the clothing to suspension from school for repeat offenders.

Student Code of Conduct and Discipline:

Code of Conduct: The students, teachers, support staff, and administration at Platteview Central Junior High strive for an atmosphere of cooperation, mutual respect, safety, and an equal opportunity to learn for all students. Discipline is essential to maintaining a quality learning environment, which will enable students to achieve at their highest level(s) of success. Students will be required to behave appropriately at school to meet these objectives at Platteview Central.

Student Discipline: The teaching and administrative staff will maintain close contact with the parents and students in disciplinary matters. All parents and students are asked to understand that all possible circumstances that may lead to a student being disciplined cannot all be listed in this handbook. The rules listed in this handbook represent the most frequently violated policies in most schools. The principal will be required to handle all other situations that occur in the school and use the legal remedies available to them to resolve situations and maintain a safe and productive learning environment.

Behavior Expectations and other areas of student conduct:

1) Keep ***hands, feet*** and objects to yourself.
2) Use ***appropriate language and keep volume level of voice*** down on campus.
3) ***Snacks and gum*** are allowed on campus, however certain teachers may not allow these in the classroom. You must respect different rules in different classrooms. We ask that you respect the school property and not put gum under desks or litter on floors of school. Snacks and gum are a privilege and can be revoked if the school is not kept clean. Healthy snacks only to start 3rd period.
4) ***No running*** on campus.
5) ***No throwing objects,*** such as snowballs or rocks.
6) ***Water pistols and fake weapons*** are NOT allowed on school grounds. These can be mistaken for real weapons and cause a substantial disruption to the school environment.
7) ***Public Displays of Affection*** are not allowed on campus. Hugging, kissing, and other forms of intimate behavior are prohibited.
8) ***School Vandalism*** is the willful destruction of school or personal property and is prohibited. Students and parents are required to pay for any damage done to school or personal property and students will face appropriate consequences.
9) ***Gang language, signs, and clothes are strictly prohibited.*** Students will face at minimum a detention and up to a long term suspension for gang related behavior.
10) If a parent and student decides an ***Electronic Device***, such as cell phones or ipods are important to bring to school, please remember:
    - The district and school are NOT responsible for the loss or theft of any of these types of devices.
    - In order to use these items, teacher permission must be obtained in order for their use to be acceptable.
11) ***Bullying*** is unacceptable. Students are severely affected by continual jokes/harassment being made at their expense. Students who choose to make fun of or continuously joke about other students will face consequences from a detention up to a long term suspension.

Fighting and Violence:
Fighting on school property, fighting directly adjacent to school property during school hours, fighting at bus stops or on the way to or from school, and/or setting up a fight to be held off school campus, and/or fighting at school sponsored activities will result in disciplinary action to include suspension or expulsion. Causing or attempting to cause physical injury to a school employee or to any student will result in suspension or expulsion. Regardless of how a fight starts, any student guilty of posturing to fight, throwing punches, and/or contributing to the fight may be suspended. The principal will investigate the fight and one student may have more consequences than the other student involved depending on the circumstances of the fight. Self-defense is allowed when a student chooses to walk away and is assaulted by another student.

Platteview Central Bullying and Cyberbullying Plan

Tier One: Low Level Bullying; i.e. occasional name calling, bumping, pushing, shoving in the hallway, teasing, organizing behaviors to hurt others.

Intervention for Bully:

1st offense: behavior stops immediately and given an opportunity to correct behavior
2nd offense: meeting with counselor and/or principal (phone call home)
3rd offense: detention(s) assigned based on behaviors and meeting with counselor
4th offense: Saturday School or a 3 hour cognitive behavior intervention session with the counselor

Support for Victim:

1st offense: behavior from bully will stop, and should tell adult if bullying continues to occur
2nd offense: meet with counselor for self-assessment and discussion
3rd offense: ongoing counselor intervention and support

Tier Two: Cyberbullying and Tier One escalated, verbal and physical intimidation

Intervention for Bully:

1st offense: removal of iPad for cyberbullying, meeting with counselor, and possible discipline consequences
2nd offense: detention(s) assigned, possible Saturday School or 3 hour cognitive behavior counseling
3rd offense: Saturday School and continued counseling

Support for Victim:

Ongoing self-assessment and support from counselor

Tier Three: Cyberbullying continuing from tier two, name calling beyond tier one or two, physical injury, or sexual harassment

Intervention for Bully: (in all offenses possible law enforcement intervention)

1st offense: detention, Saturday School or 3 hour cognitive behavior intervention
2nd offense: ISS and/or Saturday School and continued counseling
3rd offense: OSS and counseling
4th offense: possible expulsion

Support for Victim:

Immediate meeting with counselor in all offenses listed above.

Bullying, Hazing, and/or Harassment of Students

Bullying and/or harassment of students are prohibited. Harassment and bullying mean physical or psychological abuse of another student by means of verbal or physical threats, intimidation, insults or other aggressive behavior and include abuse based upon race, ethnicity, gender, religion, sexual orientation, or disability. Hazing means forcing a student to risk or suffer physical or mental harm or degradation to join, participate, or remain in a school-affiliated organization. If a student believes that he or she has been harassed, bullied, or hazed, the student and/or parent should report the behavior to the principal and/or counselor. Students who engage in harassment, bullying or hazing will be subject to disciplinary and possible criminal sanctions. *Students and parents should be aware that*

*bullying, hazing, and harassment **off school grounds** through various means including Facebook, text messaging, Twitter, Instagram, Snapchat, and other modes of social networking could lead to school disciplinary action(s) if the bullying, hazing, and/or harassment affects another student's learning or disrupts the educational environment here at school.* Bullying, hazing, and harassment will not be tolerated at Platteview Central Junior High. Required counseling and/or consequences will be applied when appropriate to ensure behavior stops.

Abusive Language:

The use of abusive, derogatory, profane, or obscene language or gestures is prohibited and offenders may be given detention(s) or suspended from class or school.

- **Abusive language means: any words spoken or written about any student or school employee which may be interpreted as slanderous or defamatory including, but not limited to: racial, ethnic, religious background, sexual orientation or physical appearance.**

Mace/Tear Gas:

The topic of mace/tear gas canisters for self protection has become a current concern in schools. Due to the unpleasant and potentially harmful effect that this gas can have on people, these canisters will be considered a weapon when discharged in school unless being used for legitimate self defense. Accidental discharge of a canister will be viewed as the use of a weapon carelessly. Mace or tear gas are prohibited from being brought to school.

Tobacco Policy

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students or members of the public may be present or may be affected by the smoke, including without limitation the stands and bleachers of outdoor athletic fields and near the entry of school buildings. For purposes of this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars and chewing tobacco), vapor products (such as e-cigarettes, "juuls", non-medical, and other vapor dispensers - regardless whether such products contain nicotine), alternative nicotine products, look-alike tobacco products, and products intended to replicate tobacco products either by appearance or effect.

Drug dogs/Locker Searches:

Drugs and weapons are a safety concern for every school. Parents and students are here notified that, since the lockers at Platteview Central are the property of the school and loaned to the students for use during the school year, searches of lockers by school officials based on reasonable suspicion of rule violation may occur. In addition, drug sniffing dogs can/will be brought to the school to canvas the locker area on a regular basis. Lockers will be searched based on alerts by the drug dogs.

Drug Dog Policy:

The District retains the right to utilize the services of area law enforcement authorities' canine units in the detection of illegal drugs and/or contraband at any time, announced or unannounced at the District's schools.

1. A building principal may request the canine unit be utilized to search all inside areas of a school building at any time.

2. A building principal may request that a canine unit be utilized to search vehicles on school property during or after school hours. If a dog alerts to a student's vehicle, the student will be required to unlock the vehicle doors and trunk for an internal inspection. Any refusal to unlock the vehicle will be handled by law enforcement.

3. Any illegal drugs and/or contraband found on school grounds, whether in a student locker, vehicle, or any other place on school grounds, will be confiscated and the student may be subject to disciplinary action specified in the student handbook.

4. The student's parent(s) or guardian(s) shall be notified should illegal drugs and/or contraband be discovered.

In-School Suspension:

An alternative to out-of-school suspension is in-school-suspension. The administration can choose to assign students to serve suspension days for most ordinary reasons in the In-School suspension facility. While serving ISS, students will be provided all assigned work from their classes to be completed while serving ISS. Students may also be assigned a writing activity to be completed for each day in ISS.

Any student who does not comply with the rules of ISS will be suspended out-of-school for a period of time (generally two days). At the conclusion of out-of-school suspension time, the student will be returned to ISS to complete the original suspension.

Students in ISS are not allowed to talk to other students. They are not allowed to eat, drink, or sleep while in ISS. There will be one restroom break per half day.

Saturday School:

An alternative to out-of-school suspension or in-school-suspension is Saturday School. The administration can choose to assign students to serve Saturday School for most ordinary reasons when student cooperation has been insufficient. While serving Saturday School, students will be provided all assigned work from their classes to be completed during the time assigned. The value of Saturday School over ISS or OSS is that class time is not missed when assigning Saturday School, while Saturday school also serves as a deterrent when students are considering poor choices while at school. Saturday school assignments will typically be from 8 AM to Noon, but can be assigned at other times to meet scheduling demands.

After-School Detentions

Teachers may assign students detentions after school for inappropriate behavior in the classroom or hallway. Each teacher has their own expectations and rules to be followed in their classroom. Students will be given a warning for inappropriate behavior or not following rules before assigning a detention. Detentions are after-school for 35 to 45 minutes each, dependent on the violation. Individual teachers are generally responsible for supervising students in detention. Parents will be called or emailed to choose a day for the detention to be served so proper transportation home can be arranged. Students will never be held after-school without proper notification to parents. Once detentions are arranged, students that skip detentions may have consequences double for each time skipped.

Sexual Harassment:

Sexual harassment of students by any student, officer, administrator, or employee of the district is strictly prohibited. Sexual harassment is a violation of both state and federal law.

In the student context, sexual harassment includes any unwelcome conduct of a sexual nature directed at or to a specific student or students, or conduct that has the purpose or effect of unreasonably interfering with a student's work or performance, or which creates an intimidating, hostile, or offensive environment.

Both verbal and nonverbal conduct occurring outside the context of the district's authorized curriculum may constitute prohibited sexual harassment. Specific types of conduct which are prohibited include, but are not limited to, jokes, statements, or comments, whether derogatory or complimentary in nature, which either explicitly or by implication, contain or can reasonably be interpreted to contain or refer to matters of a sexual nature; physical contact, touching, or physical interference; and visual conduct such as gestures, pictures, posters, cartoons, drawings or other written, printed or published materials of a like or similar nature, which either explicitly or by implication, contain or can be reasonably inferred to contain matters of a sexual nature.

The district cannot prevent violations of this policy, unless such behavior is observed by the staff, or the staff is told of violations. If you have any reason to believe that you or any other student has been sexually harassed, you should immediately report the violation to your classroom teacher or counselor. If you feel that your classroom teacher or counselor do not give you satisfactory results, or if you feel that your classroom teacher or counselor is part of the problem or you are for any other reason uncomfortable in discussing the matter with that individual, then please contact the building principal or any other teacher or administrator of your choice, including, but not limited to, the superintendent of schools.

Except to the extent disclosures are required by law or are necessary for investigation or disciplinary action, all complaints will be kept confidential. You can be assured that you will not suffer any negative consequence as a result of bringing your concerns to the attention of the staff. All complaints will be promptly and thoroughly investigated. If the investigation reveals that you or others have been the subject of sexual harassment, appropriate disciplinary action will be immediately taken against the individual or individuals involved.

Those offenses that on their own may not lead to long term suspension or expulsion, if repeated, may lead to long term suspension or expulsion.

The guide beginning on the following page is used by Platteview Central Junior High to conduct disciplinary action. The code of conduct allows for interpretation by the administration due to circumstances and the severity of the incident.

Discipline Matrix Guide

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
A1 Assault on student without injury	ISS 1-3 days. Notify parents	OSS 1-3 days. Notify parents	OSS 5-10 days. Notify parents. Possible expulsion.
A2 Assault on student with injury	OSS 3-5 days. Notify parents and police. Possible recommendation for expulsion.	OSS 5-19 days. Notify parents and police. Recommendation for expulsion.	
A3 Assault on school personnel, with or without result of injury	OSS 10-19 days. Notify parents and police. Recommendation for expulsion.		
A4 Fighting	ISS/OSS 1-3 days. Notify parents.	ISS/OSS 3-5 days. Notify parents.	OSS 5-10 days. Notify parents. Possible expulsion.
A5 Threats, intimidating, or menacing another student, including hazing.	2 Detentions Administrative Documentation	ISS 3 Days. Notification of Parents	ISS 3-5 Days. Notification of Parents
A6 Threats, intimidating, or menacing school personnel.	Up to ISS 3 Days Notify parents	OSS 3-5 Days Notification of Parents Possible Expulsion	
A7 Swearing at school personnel	Up to ISS 3 Days Notification of Parents	OSS 3-5 Days Notification of Parents Possible Expulsion	OSS 5-10 days. Notify parents. Possible expulsion.
A8 Initiating threatening calls to school, i.e. bomb threats, etc.	OSS 5-19 Days Notify parents, police, and fire marshal.... Recommendation for Expulsion		

- The level of violence may affect the length of suspension.
- If both students are involved in physical contact, both are considered to have fought and using self-defense is not a defense.
- Individuals that verbally entice a fight, call out another student, or challenge the other students are also considered to be guilty of fighting if it results in a fight.

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
B1 Weapon	OSS 10-19 days. Retain the object. Notify parents and police. Possible Recommendation for expulsion.	Retain the object. Notify parents and police. Recommendation for expulsion.	
B2 Firearm	Mandatory 1 calendar year expulsion.		
B3 Nuisance or dangerous items: stink bombs, squirt guns, snowballs, etc.	Up to ISS 3 days. Notify parents.	ISS 3-5 days. Notify parents.	OSS 1-3 days. Notify parents.

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
C1 Possession, under the influence of, and/or use of alcohol, controlled substance, intoxicant or placebo/lookalike/ imitation	OSS up to 19 days. Notify parents. Notify police. Recommend drug/ alcohol evaluation.	Recommendation for expulsion.	
C2 Selling or offering a controlled substance, prescription drug, alcohol, and intoxicant of any kind	OSS up to 19 days Notify Parents and Police	Recommendation for expulsion	
C3 Possession and/or sale of drug paraphernalia.	OSS 5 days. Notify parents and police. Possible recommendation for expulsion.	OSS 5-10 days. Notify parents and police. Possible recommendation for expulsion.	Recommendation for expulsion.

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
D1 Robbery Use of Force or Fear	OSS 5 days. Notify parents and police. Possible recommendation for expulsion.	OSS 5-19 days. Notify parents and police. Recommendation for expulsion.	
D2 Extortion	Up to 2 Detentions Notify parents.	ISS 1-3 days. Notify parents. Notify police.	OSS 3-5 days. Notify parents and police. Possible recommendation for expulsion.

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
E1 Fire setting, arson.	OSS 10 days. Notify parents, police, and fire marshal. Reimburse district for loss. Recommendation for expulsion.		
E2 Graffiti or causing damage to school property, private property	ISS 1-3 days. Notify parents and police. Reimburse for loss	ISS 3-5 days. Notify parents and police. Reimburse for loss	OSS 3-5 days. Notify parents and police. Reimburse for loss. Recommendation for expulsion.
E3 Signaling false fire alarm, tampering with equipment or extinguishers.	OSS 3-5 days. Notify parents, police, and fire marshal. Reimburse district for loss.	OSS 5-19 days. Notify parents, police, and fire marshal. Reimburse district for loss. Possible recommendation for expulsion.	Recommendation for expulsion.

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
F1 Theft or attempted theft of school or private property.	ISS 1-3 days. Notify parents and police. Reimburse for loss.	ISS 3-5 days. Notify parents and police. Reimburse for loss..	OSS 1-5 days. Notify parents and police. Reimburse for loss. Possible recommendation for expulsion.

F2 Wrongful possession of school or private material	Up to ISS 3 days. Notify parents. Notify police.	ISS 3-5 days. Notify parents. Notify police.	OSS 3-5 days. Notify parents. Notify police. Possible recommendation for expulsion.
F3 Knowingly receiving stolen school property.	OSS 3 days. Notify parents. Notification of police. Reimburse for loss.	OSS 3-5 days. Notify parents and police. Reimburse for loss.	OSS 5 days. Notify parents and police. Reimburse for loss. Possible recommendation for expulsion.

Infraction	**1st Intervention/ Consequence**	**2nd Intervention/ Consequence**	**3rd Intervention/ Consequence**
G1 Smoking, E-cigarettes (vapor cigarettes, juuls) or use of tobacco products.	Up to ISS 3 days. Notify parents.	OSS 1-3 days. Notify parents.	OSS 5 days. Notify parents.
G2 Possession of matches, lighter, or cigarettes (including E-cigarettes, juuls, or vapor cigarettes)	Up to ISS 3 days. Confiscation of matches, lighter, or cigarettes. Notify parents.	ISS 3-5 days. Confiscation of matches, lighter, or cigarettes. Notify parents.	OSS 1-3 days. Confiscation of matches, lighter, or cigarettes. Notify parents.

Infraction	**1st Intervention/ Consequence**	**2nd Intervention/ Consequence**	**3rd Intervention/ Consequence**
H1 Written or oral harassment: including profane or abusive language/gestures towards staff or students, bullying, jokes, slurs, graphic or verbal comments about an individual's body of a sexual nature or racial background.	Conference with Administrator AND/OR detention(s) Assigned based on nature of abusive act. ISS up to 3 days. Notify Parents	ISS up to 5 days. Notify parents.	OSS up to 5 days AND/OR consideration for expulsion. Notify parents.
H2 Visual harassment: offensive posters, pornography, photos, cards, cartoons, graffiti, drawings, objects or gestures, PDA, and locker décor.	ISS up to 3 days	ISS 3 days. Notify parents.	ISS 3-5 days. Notify parents.

H3 Physical harassment: Intentional or obvious unwelcome or offensive physical contact.	ISS up to 3 days. Notify parents and police.	ISS up to 5 days. Notify parents and police. .	OSS 3-5 days. Notify parents and police. Recommendation for expulsion.

****Please refer to the Platteview Central JH policy included in Student Rights and Responsibilities. The victim may take action beyond the scope of building discipline in regards to harassment.

Infraction	1st Intervention/ Consequence	2nd Intervention/ Consequence	3rd Intervention/ Consequence
I1 Defiance of authority. Failure to obey a direct instruction including lying and refusing to provide or falsifying information.	Up to 2 detentions. Notify parents.	ISS 1-3 days. . Notify parents.	ISS 3-5 days. Notify parents.
I2 Disruption of school activities, i.e. excessive talking, horseplay, play fighting, misuse of passes, etc.	Conference with administrator. .	2 detentions. Notify parents.	ISS 1-3 days. Notify parents.
I3 Disruption while in ISS	OSS for 2 days. Return to complete ISS days assigned.	OSS 3 days. Return to complete ISS days assigned.	OSS 5 days. Recommendation for expulsion.
I4 Use of electronic devices, iPods, laser pointers, etc. (see Cell Phone Policy bottom of page 41)	Confiscate device. Conference with administrator. Device may be reclaimed at the end of the school day.	Detention. Confiscate device. Conference with administrator.	2 Detentions. Confiscate device. Parent picks up the device.
I5 NO SHOW to after school detention assigned by an administrator.	Assignment to 2 detentions.	ISS 1 day	ISS 1-3 days
I6 Any lunchroom misconduct	Detention.	2-5 Detentions. Notify parents.	ISS 1-3 days. Notify parents.

I7 Fraudulent use of school or public phone	ISS 1-3 days. Notify parents. Notify police.	ISS 3-5 days. Notify parents. Notify police.	OSS 5 days. Notify parents. Notify police.
I8 Buying or selling food, drinks, or any unauthorized use of a student id number.	Detention. Notify parents.	ISS 1-3 days. Notify parents.	ISS 3-5 days. Notify parents.
I9 Falsifying or altering signatures, misrepresenting or calling self in.	ISS 1-3 days. Notify parents.	ISS 3-5 days. Notify parents.	OSS 1-3 days. Notify parents.
I10 Gambling in any form: pitching coins, dice, wagering with cards, etc.	1-3 Detentions. Conference with Administrator.	3-5 Detentions. Notify parents.	ISS 1-3 days. Notify parents.
I11 Wrongful use of skateboard, roller blades, bicycles, etc. on school property	Confiscate. Notify parents. Parents must pick up.	1 detention. Confiscate. Notify parents. Parents must pick up.	2 detentions. Confiscate. Notify parents. Parents must pick up.
I12 Truancy (1 period)	2 Detentions.	3-5 Detentions.	ISS 1 day. Notify parents.
I13 Truancy (More than 3 periods)	ISS 1-3 days.	ISS 3-5 days.	
I14 Unauthorized entry into any unattended school area	Detention.	2-5 Detentions.	ISS 1-3 days.
I15 Loitering	Conference with administrator. May issue detention.	2 Detentions .	3-5 Detentions
I16 Leaving school without following procedure	Detention Notify parents.	2-5 Detentions. Notify parents.	ISS 1-3 days. Notify parents.

I17 Willful violation of other school rules and regulations (i.e. bringing open beverages into the building, dress code violation, etc)	Warning issued to student. Staff may confiscate and retain items for parent. Clothing changed or corrected.	2 Detentions Clothing changed or corrected.	3-5 Detentions Clothing changed or corrected
I18 Violating the closed campus policy	Detention.	1-3 Detentions.	ISS 3 Days. Notify parents.
I19 No show for Teacher detention	2 Detentions.	4 Detentions.	ISS 1-3 Days. Notify parents.
I20 Misconduct for a Guest Teacher	2 Detentions.	ISS 1-3 days. Notify parent.	ISS 3-5 days. Notify parents.
I21 Continual violation of school rules	ISS 3-5 Days. Notify parents.	OSS 1-3 Days. Notify parents.	OSS 3-5 Days. Notify parents.
I22 Violation of Tardy Policy	See Tardy Policy (p. 45)		
I23 Cell Phone/Device Violation	See Personal Phone Policy Below Additional Consequences may apply		
I24 Misuse of School issued technology (iPad or other)	See iPad Policy Below Additional Consequences may apply		
I25 Posting images or video AT school on Social Media without student or adult consent	2 Detentions and violation of phone or iPad as listed below	1-3 days of Suspension (in or out of school)	

Personal Phone Policy, Unauthorized Use

1st Violation	Device Confiscated	Returned at End of Day	
2nd Violation	Device Confiscated	Returned at End of Day	Lunch Detention
3rd Violation	Device Confiscated	Returned at End of Day	2 Week Loss of Phone (office)
4th Violation; 5th…	Device Confiscated	Returned at End of Day	4 Week Loss of Phone (office)

iPad Policy, Gaming or Unauthorized Use

1st Violation	Parents Notified by Teacher	Warning
2nd Violation	Parents Notified by Teacher	Lunch Detention
3rd Violation	Parents Notified by Administrator	After School Detention
4th Violation	Parents Notified by Administrator	2 Lunch Detentions
5th Violation	Parents Notified by Administrator	2 After School Detentions
6th Violation	Parents Notified by Administrator	4 Lunch Detentions
7th Violation	Parents Notified by Administrator	4 After School Detentions
	Consider —->	Loss of iPad for a Set Amount of Time

Food and Drinks

Food and drinks are prohibited at Platteview Central, except these limited scenarios as described below:

** A snack (healthy options only) may be eaten during the first five minutes of Period 3 each day.

** A clear water bottle is allowable at all times at Platteview Central. The bottles can only contain water. Non-clear bottles will be confiscated and returned at the end of the day and not allowed to return to school.

No other food or drink is allowed, except at lunch, under any circumstances, unless pre-authorized by a teacher or sponsor. Consequences for abuse of this rule will start with confiscated food or drink (not returned), and can lead to detentions or Saturday School.

Excused vs. Unexcused Absence:

Circumstances of Absences – Definitions. The circumstances for all absences from school will be identified as **School Excused** or **Not School Excused**.

Excused Absence. 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.

An absence for any of the following reasons may be excused, provided the required procedures have been followed:

- Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents),
- Illness which causes a student to be absent from school,
- Doctor or dental appointment which require student to be absent from school,
- Court appearances that are required by a court order,
- School sponsored activities which require students to be absent from school,
- Family trips in which student accompanies parent(s)/legal guardian(s), and
- Other absences which have received prior approval from the Principal.

The Principal shall have the discretion to deny approval for any of the foregoing reasons, depending on circumstances such as the student's number of other absences (in which case the principal may ask for doctor notes excusing student from school), the student's academic status, tests or other projects which may be missed, and in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

Not School Excused. Absences that are not school excused may result in a report to the county attorney and may be classified as follows:

- 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, but is not limited to, illness, vacations, and medical appointments, which are excessive in nature.
- Other absences are those in which the parent has not communicated a reason for the student's absence.

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

. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and

. One or more meetings between the school's attendance officer, the child's parent(s) or guardian(s), 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 consider, but not be limited to:

(i) Illness related to physical or behavioral health of the child;

(ii) Educational counseling;

(iii) Educational evaluation;

(iv) Referral to community agencies for economic services;

(v) Family or individual counseling;

(vi) 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.

Informing Parents of Student Absenteeism

Although students may be excused from school, individual students (and parents) should not ignore the natural consequences of missing class. The grades earned by a student may be affected by extended or excessive absences.

Attendance letters will be sent home to parents when:

* a student has five or more days of unexcused absences at any time during the school year;

* seven or more excused absences in the first semester;

* 15 total absences at any time during the school year; or

* at the Principal's discretion as deemed necessary.

Reporting Excessive Absenteeism to the County Attorney

The school may report to the county attorney 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 year. The school shall notify the child's family in writing prior to referring the child to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

Attendance at School Activities

To participate in any after school or evening activity that is sponsored by the school, the student must be in attendance during the school day or not less than half the school day which includes the afternoon session of school (last four periods). This rule applies to school dances, band and choir performances, sporting events and club activities. Scenarios may apply where the principal may make exceptions.

Tardies

Being prompt is a valuable lifetime habit and should be encouraged by staff and parents. Tardiness affects everyone. A student who arrives late to school should report to the office to sign in. When students continue to be tardy to a class or school the following consequences will serve as a reminder to the importance of being on time and to help build proper habits. Tardies are kept on a 9-week basis, per period and include tardies to school. Regardless if parents call the school to notify the office, a student is still tardy if they do not have a valid reason (doctor note, appointment verification, etc.).

1) **1-2 Tardies** - student signs tardy sheet. These are considered FREE tardies.
2) **3-5 Tardies** - Lunch Detention assigned immediately.
3) **6-8 Tardies** - After School Detention assigned immediately.
4) **9 plus Tardies** - Parent meeting required. Student put on a tardy plan. The next school tardy will equal 8 AM to 11 AM Saturday school.

Locker Rules and Regulations:

Locker combinations will be given to students at the beginning of the school year. Lockers should be kept neat and appropriate at all times. There will be periodic "locker clean-outs" during the school year. **The school administration reserves the right to inspect lockers for any reasonable cause at any time during the school year.** Students should use only the locker assigned to them. Taking property not belonging to you is considered theft and will be subject to appropriate school discipline which can include suspension and expulsion. Students are not to tamper with other lockers ***nor give their combinations to another student(s).***

P. E. Lockers: Lockers are provided for Platteview Central student use during P.E. classes. Lockers come with built in combinations. It is expected that you lock up valuables at all times.

Any missing property should immediately be reported to the P.E. teacher. After reporting the missing property to the P.E. teacher, contact the school office manager and fill out a **Theft Report** when appropriate. Timeliness in this process is very important!

Child Abuse

To comply with current Nebraska Statute, Article 15, Abuse of Minor Children, Incompetent or Disabled Persons, Sections 28-1501 to 28-1508, any teacher or other school employee who suspects that a child's physical or mental health or welfare may be adversely affected by abuse or neglect shall report or cause a report to be made on any suspected case.

Abuse or neglect shall mean knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person to be (a) placed in a situation that may endanger his life or physical or mental health, (b) tortured, cruelly confined, or cruelly punished, (c) deprived of necessary food, clothing, shelter, or care, (d) left unattended in a motor vehicle, if such a child is six years of age or younger, or (e) sexually abused.

State School Law provides immunity from liability to those reporting or investigating child abuse.

School Dances

Dances will be held periodically throughout the school year. The dances are open to students in grades 7 and 8 only and anyone attending must be a student of Platteview Central. NO EXCEPTIONS WILL BE MADE…..this includes friends, relatives, and former students. The following are guidelines for school dances:

1) All regular school rules are in effect before, during, and after school dances. Students not following rules or displaying inappropriate behavior will be asked to leave the dance and parents will be called to come pick up the student.
2) All students are to enter the dance through the designated door. Students will not be allowed to leave the dance once being admitted unless a parent is picking them up early.
3) Students who are under the influence of drugs or alcohol will be referred to the police, parents will be called, and school disciplinary procedures will follow.

Drop-off and Pick-up of Students

There is a designated area in the southeast corner of the high school parking lot for student drop off and pick up. The drive in front of Platteview Central and circle radius at the south end of the drive is for bus traffic only. Personal vehicles are prohibited from entering this area. The parking stalls in front of PC are for staff only. The guest stalls are for guests that have business in the building. Please park in the designated stalls in the PHS lot (southeast corner) to drop off and pick up your student each day.

Safety Drills

Platteview Central will conduct a variety of safety drills throughout the year. All safety drills, which may include fire, severe weather, bomb, or intruder, are important precautionary measures. It is essential that when the first signal is given, everyone obeys instructions promptly and reports to the various areas assigned for safety. All classrooms have maps on where to go for safety and teachers will lead students to those areas of safety during a severe weather or crisis situation. Most importantly, it is critical to follow ALL teacher directions.

School Closings

Any time school may be closed due to inclement weather, please listen to local television stations and check the district website. Television will be notified as early as possible. PLEASE DO NOT CALL THE SCHOOL FOR INFORMATION ON SCHOOL CLOSINGS. If school is open during inclement weather, parents should decide whether or not their children should attend school. We will work with you on an excused absence.

Athletics

Various athletic programs are available for both male and female students. Activities throughout the school year include:

7th-8th grade boys' / girls' cross country (fall season)
7th-8th grade girls' volleyball (fall season)
7th-8th grade boys' football (fall season)
7th-8th grade boys' basketball (late fall season)
7th-8th grade girls' basketball (winter season)
7th-8th grade boys' wrestling (late winter season)
7th-8th grade girls' track (spring season
7th-8th grade boys' track (spring season)

A current school physical must be on file prior to participation in athletic practices or games. A 7th grade physical to begin the school year counts as the athletic physical. 8th grade students are required to have a sports physical to participate in athletics.

Items regarding athletic department policies and problems will be handled within the confines of the athletic department first. All coaches are directly responsible to the Activities Director, who in turn is responsible to the Principal and Superintendent. Any concerns of the athletic department should first be brought to the coach, and if not resolved, to the Activities Director. If it is of such magnitude that requires outside suggestions or opinions, the Principal or Superintendent may be involved.

Fee Schedule

Program	Amount of Fee ($) OR Specific Material Needed
PE / Physical Education	Soft Soled/Tennis Shoes and socks, running shorts, T-Shirt(s)
Music - Optional (Band)	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments are available for use by any student. Instrument Rental Fee is $45 for Tier 1 and $75 for Tier 2 per year for use of school owned instrument(s).
Classroom Supplies	Necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.
School Meals	Lunch - $3.15; Milk - $0.60; Breakfast - $2.00; Prices are maximums based on one meal per day and will vary depending on the number of meals or items purchased by the student and may be adjusted during the year.
Lost or Damaged Books (textbooks)	Fees and fines up to $15 for damaged books (rebinding). Lost or ruined books are charged replacement cost, generally at a maximum of $70.
Yearbook	Yearbooks are published and made available annually at a cost estimated to be around $20. Yearbooks are an optional purchase.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge). Ten cents (.10) per page when charges apply.
iPad Use	$20 per year, per student; $80 maximum per family, per year.
iPad Damage or Lost/Stolen iPad	$50 for severely damaged or broken iPad; $25 for cracked iPad (still usable); $300 for lost or stolen iPad
iPad Puck and Cord	$10 to replace damaged/lost/stolen cord * $10 to replace puck * $20 for both
School iPad Case	$30 to replace damaged/lost/stolen case
Admission to Events	$5 maximum per event. Students may purchase activity fee pass for $40 per year. District and conference events hosted by the school, cost to be set by NSAA will not exceed $20 per event.
Athletic Physicals	Costs varies; payable directly to student's physician or clinic.
School Pictures	Students purchase pictures as desired and pay directly to photo company. Pictures are optional for purchase but necessary for yearbook(s).
Field Trips	Costs of school sponsored field trips will remain minimal. Costs will not exceed $20 on any single occasion. Students are responsible for meals as directed by the school officials in charge of the trip.

Community Relations

Sportsmanship, Ethics, and Integrity

The Board of Education of Springfield Platteview Community Schools recognizes the value of extracurricular activities in the educational process and the values that students may develop when they have an opportunity to participate in organized activities outside of the traditional classroom.

Student participants and district appointed sponsors involved with school board and/or school approved extracurricular activities are expected to demonstrate the same level of responsibility and behavior at practice, competitions, and extracurricular events as is expected in the classroom. School district representatives and students are responsible for maintaining sportsmanlike behavior, exhibiting ethical conduct and demonstrating integrity. The Board of Education of Springfield Platteview Community Schools further encourages the development and promotion of sportsmanship, ethics, and integrity in all phases of the educational process as well as segments of the community. This includes administrators, participants, adult supervisors, parents, fans, spirit groups, and support/booster groups.

Spectators are permitted to attend extracurricular activities only as guests of the school district. Accordingly, as a condition of this permission, they must comply with the school district's rules and policies. Spectators will not be allowed to interfere with the enjoyment of the students participating, other spectators or with the performance of employees and officials supervising the extracurricular activity. Spectators, like the student participants, are expected to display mature behavior and sportsmanship. The failure of spectators to do so is not only disruptive, but also embarrassing to the students, the school district, and the entire community.

Any spectator, including adults, who behave in a manner that is not consistent with school district expectations and this policy, may be removed from the event by security personnel, school officials, or by the individual in charge of the event. In addition, the individual may be denied admittance to future school events or activities for a specified period of time. School officials shall send a notice of exclusion from future extracurricular activities to the spectator involved. Such notice is to be provided from the activities director and/or the respective building principal. Due process shall be provided in accordance with school district policies and shall include the opportunity for a hearing with school officials. In the event the spectator removed or denied future admittance is a student from a visiting school, an effort will be made to work with the administration of the visiting school with respect to future exclusion.

The district shall also have full authority to invoke penalties or pursue legal action as consistent with district rules, regulations, school board policies, and Nebraska and Federal laws.

To protect the rights of students to participate without fear of interference and to permit the sponsors and officials of extracurricular activities to perform their duties without interference, the following provisions are in effect, but not limited to:

1. Abusive verbal or physical conduct of spectators directed at participants, officials or sponsors of extracurricular activities or conduct that interferes with the administration of the extracurricular activity will not be tolerated.

2. The use of vulgar or obscene language directed at students, officials or sponsors participating in an extracurricular activity or at other spectators will not be tolerated.

The Board of Education of Springfield Platteview Community Schools hereby adopts the following Spectator Code of Sportsmanship Behavior, Ethics, and Integrity.

It is the responsibility of the spectator to:

1. Keep cheers positive. There should be no profanity or degrading language / gestures.
2. Avoid actions that offend visiting teams or individual players
3. Show appreciation of good play by both teams
4. Learn the rules of the game in order to be a better informed spectator.
5. Treat all visiting teams in a manner in which you would be expected to be treated.
6. Accept the judgment of coaches and officials.
7. Encourage other spectators to participate in the spirit of good sportsmanship
8. Obey the instructions of school employees and officials supervising the extracurricular activity.

Date of Adoption: May 10, 2004 Board of Education Policy 1114

FERPA Notification of Rights for Springfield Platteview Community Schools

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

1. The right to inspect and review the student's education records within 45 days after the day Springfield Platteview Community Schools 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 records they wish to inspect. The school official 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, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask Springfield Platteview Community Schools to amend a record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and 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 provide written consent before the school discloses personally identifiable information (PII) from 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. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

[Optional] Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Springfield Platteview Community Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

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

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

[Optional] See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 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, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII 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 school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*2*) are met. (§ 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 § 99.34. (§ 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 State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 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 PII 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. (§§ 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. (§ 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 § 99.38. (§ 99.31(a)(5))

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

- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

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

- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))

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

- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))

Family Educational Rights and Privacy Act (FERPA)
Notice for Directory Information for Springfield Platteview Community Schools

[Note: Per § 99.37(d), your school may adopt a limited directory information policy. If you do so, the directory information notice to parents and eligible students must specify the parties and/or purposes that may receive directory information.]

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Springfield Platteview Community Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Springfield Platteview Community Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Springfield Platteview Community Schools to include this type of information from your child's education records in certain school publications. Examples 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.

Directory information, which is information that 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. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. **[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]**

If you do not want Springfield Platteview Community Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by August 18, 2015. Springfield Platteview Community Schools has designated the following information as directory information: [**Note: an LEA may, but does not have to, include all the information listed below.**]

-Student's name
-Address
-Telephone listing
-Electronic mail address
-Photograph
-Participation in officially recognized activities and sports
-Weight and height of members of athletic teams
-Degrees, honors, and awards

-Date and place of birth
-Major field of study
-Dates of attendance
-Grade level
received
-The most recent educational agency or institution attended
-Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)
Springfield Platteview Community Schools

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

• *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

•*Receive notice and an opportunity to opt a student out of* –

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

•*Inspect*, upon request and before administration or use –

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Springfield Platteview Community Schools will/has develop[ed] and adopt[ed]] policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Springfield Platteview Community Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Springfield Platteview Community Schools will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Springfield Platteview Community Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys

listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

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

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Platteview High School
2022-23 Student Handbook

#GR82BATROJAN

TROJAN

Bryan
TROJAN
POWER

CHEVROLET

PHS Administration
Mike McLaughlin, Principal
Josh Siske, Assistant Principal/7-12 Athletics and Activities Director
Jerry Layher, Assistant Activities Director
Mark McLaughlin, Assistant Athletics Director

Counseling Department
Amie Christiansen, Counselor, 10th-12th grade students
Sarah Svoboda, Counselor, 9th grade students (transition from PC, scheduling)

Main Office Staff
Jackie Case, Administrative Assistant, Financial
Catherine Dodd, Administrative Assistant
Raina Dunston, Administrative Assistant
Heather Wienk, Administrative Assistant

Department Chairs
Amie Christiansen, Special Education and Student Services
Jon Comine, Social Sciences
Alex Dostal, Mathematics
Kirsten Ehrke, World Languages
Jim Jennings, Career Education
Scott Jenson and Adam Kuhl, Physical Education and Health
Michael Kersulov, Language Arts
Jerry Layher, Performing and Visual Arts
Sarah Ortiz, Science

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INTRODUCTION

Section 1: Intent of Handbook

The intent of the Platteview High School Student Handbook is to serve as a reference for students, parents and staff. The Handbook should provide students and parents a guide to the rules, regulations, and general information about Platteview High School.

It is required that students and parents take the time to read and become familiar with all of the contents within the Student- Parent Handbook. Ultimately, students will be held accountable for knowing and following the rules, regulations, and general information as a student at Platteview High School. Parents must submit the provided form as acknowledgment of having read the Handbook prior to the student being able to check out an iPad for the current academic year.

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

Letter to Students and Parents

Students and Parents:

On behalf of the faculty and staff of Platteview High School, I would like to welcome you to the 2022-23 school year. It is our desire to make the Platteview High School experience exceptional. For this to happen, it will require a community effort that is best accomplished through a partnership by everyone involved. At

_____

Engagement

Being engaged in your education will start with declaring a diploma path. A student's graduation path choice helps shape the course offerings that a student will take over their tenure at PHS. Diploma path choices can change at any time as interests change; however the important step is creating a roadmap to plan out your high school experience. Engagement is also being an active learner in all classes. This includes, but is not limited to, being on time daily, being present in class consistently, taking detailed notes, completing all assignments and projects on time, contributing to discussions and group work, communicating regularly with teachers and by preparing for all formative and summative assessments.

Respect

Creating the type of school culture and community we desire is everyone's responsibility at PHS. For a student, this area is actually quite simple. Students are expected to be respectful, to treat others with respect and to appreciate and celebrate each individual's unique differences. Staff is expected to do the same.

Next, to be truly engaged a student must embrace two critical concepts. First, that it is okay to be challenged with rigor and high expectations. The rigor and expectations at PHS extend to all paths and all courses. Secondly, a student should embrace receiving a diverse education across all subject matters. Each course that a student takes has something valuable to be gained.

Involvement

Lastly, PHS has an outstanding selection of clubs, activities and athletic programs. The benefits of being involved in extracurricular programs are numerous. The NFHS produces a document entitled "The Case for High School Activities" that outlines the benefits of being involved. You may view the entire document in the appendix section. I would encourage you to find what interests you and take part. In addition to benefiting from the many benefits of participation as outlined by the NFHS, students who are involved in extracurricular offerings are much more likely to have a positive, well-rounded experience at PHS.

Faculty and staff also have a role and responsibility in making PHS exceptional.

Our staff vows to respect and value every student, to make learning relevant and to provide the type of educational setting that will challenge, nurture and invigorate students daily. Our faculty members spend a considerable amount of time in professional development opportunities preparing and equipping themselves to deliver on this pledge. Springfield Platteview Community Schools build daily collaboration into teacher's schedules to allow staff to pool their resources and to provide an avenue for continued growth throughout the year.

Finally, parent involvement in this process is vital.

I encourage parents to find ways to be involved in their child's education, to hold their child accountable to the expectations of PHS and to encourage students to advocate for themselves as they navigate the successes and challenges of high school. Parents too have to support that it is okay to be challenged with rigor and high expectations; as well as reminding students that there is something to be learned from every class.

I sincerely hope that everyone is as excited for the upcoming year as we are! Together, Platteview High School will be exceptional.

Sincerely,

Mike McLaughlin

Mike McLaughlin
Principal, Platteview High School

Section 2: Board of Education

Cori Swanson, President
Brian Wichman, Vice President
Kyle Fisher, Secretary
Brenda Gunether, Treasurer
Brian Osborne, Member
Lisa Roseland, Mewmbert

School Board Policies are found on the district website***:*** ***http://www.springfieldplatteview.org/***

Section 3: Administrative Staff

Superintendent — Dr. Ryan Saunders
Director of Learning — Heidi Zierott
Director of Special Services — Jacci Lucas
Director of Technology — Frank Staskiewicz, Jr.
Director of Public and Community Relations — Nichole Baugh

Section 4: Teaching and Support Staff

Find a complete staff listing in the Appendix section.

Section 5: School Calendar

2022-23 Platteview High School Calendar – found in the Appendix section of this document.

The date for the statewide ACT test for all juniors will be__(TBD)_____. It is vital that all students are in school on this day. Please plan now around this date to make sure your student is in attendance this day.

Section 6: Accreditation

Platteview High School is accredited through the Nebraska Department of Education using the Nebraska Framework. PHS also participates in the continuous school improvement process at the local and state level using guidance from the Nebraska Framework.

The school maintains rigid standards to meet requirements set forth by the State of Nebraska Department of Education.

Platteview High School's athletic teams are classified in Class B in most sports with a few sports classified at the C1 level. PHS is a member of the Trailblazer Conference. The school is considered a Class III District in the state of Nebraska.

TRAILBLAZER
CONFERENCE

ARTICLE 1 - MISSION AND GOALS

Section 1: Mission Statement for Springfield Platteview Community Schools

To ensure that all students acquire the College and Career skills and behaviors necessary for each student to succeed now and into his/her future.

Section 2: Belief Statements

We believe that our school culture should encompass the following:

- *Is welcoming and inclusive.*
- *Promotes digital citizenship and responsibility.*
- *Celebrates individual differences and varied abilities.*
- *Assumes every student can learn.*
- *Is alcohol, drug/substance and tobacco free.*
- *Does not tolerate bullying, hazing or harassment of any kind.*
- *Fosters students becoming responsible citizens, life-long learners and leaders in the global community.*
- *Promotes self-advocacy opportunities and development in students.*
- *Consistent attendance and being on time to class must be prioritized.*

We believe that it is critical to create a daily learning environment that…

- *Is engaging.*
- *Is differentiated.*
- *Is data-driven.*
- *Aims to educate the whole child.*
- *Is research-based.*
- *Encourages critical thinking.*
- *Embraces the contributions of each individual student.*
- *Creates an experience that is student-centered.*
- *Is relevant.*
- *Provides frequent, intentionally collaborative experiences and opportunities.*
- *Extends outside of the classroom walls.*

We believe in hiring teachers and staff that:

- *Are masters of their content area(s).*
- *Are committed to growth through professional development and collaborative opportunities.*
- *Are intentional with daily collaboration tied directly to professional growth and student learning.*
- *Believe in the role of our professional learning community in the empowerment of staff in serving our student population.*
- *Are effective with classroom management through the use of the Boys Town Social Skills Model.*
- *Provides timely, frequent feedback.*
- *Communicates with students, parents and the community regularly and effectively.*
- *Enjoys working at Platteview High School and students.*
- *Are supportive of each student in their pursuit of their graduation path.*
- *Are effective in the art and science of teaching.*
- *Employ the SPCS Instructional Model.*
- *Are active in student life outside of the school day.*
- *Desire to expand dual credit and AP offerings.*
- *Model professionalism and integrity daily.*

Finally, we believe in the following core values in the daily practice and operation of our school:

Section 3: Mutual Respect

Platteview High School expects every staff member and student to be treated with respect and dignity. Disrespectful behavior towards a staff member or student will not be tolerated.

Section 4: Complaint Procedures

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

The following procedures should be used in most general situations:

Complaint procedure

Step 1	Student should schedule a conference with the staff person most immediately or directly involved in the matter.
Step 2	Students and parents should schedule a conference with the staff person most immediately or directly involved in the matter if not resolved in Step 1.
Step 3	Students (or student and parent) should address the concern to the Principal if the matter is not resolved at Step 2.
Step 4	Address the concern to the Superintendent if the matter is not resolved at Step 3. Step 5 Address the concern to the Board of Education if the matter is not resolved at Step 4.

Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

ARTICLE 2 - SCHOOL DAY

Section 1: Daily Schedule

The Platteview High School Schedule offers courses that are 44 minutes in length over a 9-period day (including an optional "0" hour)

Regular Bell Schedule (Tuesday-Friday)			***Late Start Monday***		
Period 0	7:15am-7:59am		Period 0	8:25am-9:01am	
Period 1	8:10am-8:54am		Period 1	9:10am-9:54am	
Period 2	8:58am-9:42am		Period 2	9:58am-10:37am	
Period 3	9:46am-10:30am		Period 3	10:41am-11:20am	
Period 4	10:34am-11:18am		Period 4	11:24am-12:03am	
Advisory	11:22am-11:43am		Period 5	**12:07am-1:16pm**	
Period 5	**11:47am-1:01pm**			1st lunch	12:03am-12:33pm
	1st lunch	11:43am-12:13pm		2nd lunch	12:26pm-12:56pm
	2nd lunch	12:31pm-1:01pm	Period 6	1:20pm-1:59pm	
Period 6	1:05pm-1:49pm		Period 7	2:03pm-2:42pm	
Period 7	1:53pm-2:37pm		Period 8	2:46pm-3:25pm	
Period 8	2:41pm-3:25pm				

1:25PM Early Dismissal			***11:25AM Early Dismissal***		***Late Start Due to Weather (10:10AM start)***		
Period 0	7:30am-7:59am		Period 0	7:35am-7:56am	Period 0	Period 0	Not held
Period 1	8:10am-8:42am		Period 1	8:10am-8:31am	Period 1	Period 1	10:10am-10:43am
Period 2	8:46am-9:18am		Period 2	8:35am-8:56am	Period 2	Period 2	10:47am-11:19am
Period 3	9:22am-9:54am		Period 3	9:00am-9:21am	Period 3	Period 3	11:23am-11:55am
Period 4	9:58am-10:30am		Period 4	9:25am-9:46am	Period 5	Period 5	**11:59am-1:01pm**
Period 6	10:34am-11:06am		Period 5	9:50-10:11am		1st Lunch	11:55am-12:25pm
Period 5	**11:10am-12:12pm**		Period 6	10:15am-10:36am		2nd Lunch	12:31pm-1:01pm
	1st lunch	11:06am-11:36am	Period 7	10:40am-11:01am	Period 4	Period 4	1:05pm-1:37pm
	2nd lunch	11:42am-12:12pm	Period 8	11:05am-11:25am	Period 6	Period 6	1:41pm-2:13pm
Period 7	12:16pm-12:48pm				Period 7	Period 7	2:17pm-2:49pm
Period 8	12:52pm-1:25pm				Period 8	Period 8	2:53pm-3:25pm

Section 2: Severe Weather and School Cancellations

Any weather cancellations will be announced through the following methods:

- Twitter- you can follow SPCS at @SpringfieldPV
- Facebook- facebook.com/SpringfieldPlatteview/
- Pinterest- pinterest.com/springfieldplatteviewcommunity/
- All Omaha TV channels- 3, 6, 7, and 42 and newspaper - omaha.com
- School Messenger – parents can sign up for email and text alerts

Local superintendents work with local weather experts and talk through any decisions on weather related cancellations before 9 PM if

possible. If there are questions about the potential of weather conditions the night before, we will wait and announce any cancellations before 5:45 AM. Additionally, parents can sign up for emergency alerts from School Messenger.

After school starts. Every attempt will be made to avoid closing school once classes are in session. However, in some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given to parents. If school is closed during the day the notice will be broadcast by the media, on social media and through School Messenger. **Parents should have a plan in place to accommodate these circumstances.**

Parental decisions. **Parents may decide to keep their children at home in inclement weather because of personal circumstances.** Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What not to do. Parents should not attempt to come to school during a tornado warning or during an active emergency. **School officials are not permitted to release students from the school building during a tornado warning or active emergency.**

Emergency Conditions. The school has a system in place that includes the necessity to either evacuate the building or to move to safer areas of the building. Regular drills are held as required by law through the school year. SPCS have developed Crisis Plans for each school to direct emergency response.

eLearning Expectation After Three (3) Days of School Cancellation. After three days of school cancellation for snow/severe weather or any other reason, students will be expected to participate in school remotely from home through eLearning or other schoolwork as communicated by the school's principal.

Arrival at School/Dismissal From School

Students are expected to arrive at school no more than 20 minutes prior to the first class or school program in which they are participating. **Prior to that time, the school is not responsible for supervision of the students.** Students will be admitted to the academic hallways **15 minutes** prior to the first class or school program. Unless a student has a pass from a teacher, hall supervisors will not allow students to enter academic hallways until this time. Students should have a scheduled appointment with a teacher previously arranged.

Students will be dismissed at the end of the last period of the school day unless there are other circumstances (early dismissal, detention etc.). Upon dismissal, students must leave the school grounds and proceed home or to a previously designated location unless participating in a school-sponsored activity. Students are expected to leave campus no later than 20 minutes after the conclusion of the school day or 20 minutes after participation in school activity whichever is later. **The school is not responsible for supervision of students once the students are to have left school grounds.**

Closed Campus

All students are required to remain on campus during the school day. The following expectations shall apply to the closed campus at Platteview High School:

- The closed campus policies shall be in effect from the start of the school day until dismissal each school day.
- Seniors who have applied and who have been approved for an open period will have an adjusted start or departure time as noted in their application approval.
- Sophomores-Seniors that qualify may work from home during their study hall or online academy period if the period occurs at the beginning or end of the school day. See requirements under Open Period in the following pages.
- Students must sign in and out of the main office if they arrive after school has started or if they are leaving prior to dismissal.
- Students must have parent permission if leaving campus. Parents may not call a student out to allow the student to drive off campus for lunch. If a parent wishes to take their child out for lunch, the parent must be present physically to take the student to lunch. In this situation, the parent may not take friends or other students.
- Students must receive permission from the office to leave the building, go to the parking lot area, etc.
- Platteview High School will have an open campus (with parent permission) during semester final exams. See complete details in Final Exam area of this handbook.

Parking Lot Expectations

Students are expected to abide by the following general expectations for parking lot usage. Failure to abide by all expectations and safety guidelines may result in loss of privileges to park in parking lot areas and may subject student to disciplinary action.

- All students will be issued a hanging parking tag for use in the north parking lot (student parking lot).
- The hanging parking tag shall be in place and visible from outside the vehicle. Failure to have visible parking decal will result in school consequences outlined on consequence chart on page #66.
- If a student loses their parking pass, the student will be charged a **$5.00 replacement fee** and will be issued a temporary parking pass valid for two weeks while issue is resolved. After the two-week period, the student must have a replacement tag in place or will not be allowed to park on campus.
- Student parking spots in the student lot are first come, first served.
- The west parking lot is designated as staff and visitor parking during school hours.
- Seniors with a late start will be allowed in the west parking lot but must receive a special sticker for their parking tag. They will be required to park in the last row of the west lot closest to 108th Street, There will be no extra charge for the special tags.
- The posted speed limit in all of the parking lot areas on campus is 10 mph.
- Drivers are asked not to drive distracted in and around the parking lot areas. This would include using cell phones while driving or being distracted by other students inside or outside of the vehicle.
- No one will be allowed to ride in the back of, or on the outside, of any vehicle. All passengers must be properly seated and wearing their seatbelt.
- Students are expected to park inside marked lane spaces to allow other vehicles to move in and around the parking lot area. Improper parking limits access for buses and emergency vehicles.
- Drivers who block fire hydrant areas or park in no parking areas will be referred to the SRO for ticketing/possible towing.
- **Students may not linger inside their vehicles in the parking lot areas**. This is an area of school safety enforcement that allows school personnel to be able to know who is in the parking lot area at all times. Students are expected to come into the building on arrival and leave the parking area when school dismisses or activity ends. At no time may a student have other students loitering in or around their vehicle before or after school.
- The Platteview High School lot shall be considered closed 20 minutes after the conclusion of school or last activity for in the evening.
- Any student driving recklessly in the parking lot (during or outside of school hours) will be referred to the Sarpy County Sheriff's Office and may also be subject to disciplinary measures, including loss of parking privileges.
- Students are urged to take extra precautions when exiting the parking lot onto either Platteview Road or 108th Street.

Open Periods

Senior Open Periods:

In order to be eligible for an open period, a senior must meet (and maintain) all of the following qualifications:

- A minimum of a 2.50 cumulative grade point average during the preceding semester.
- No unexcused absences the preceding semester.
- Less than nine (9) countable absences in all class periods during preceding semester.
- Less than ten (10) total tardies during the preceding semester.
- Counselor verification that the student is on track for graduation.
- No discipline resulting in an out-of-school suspension during the preceding semester.
- No more than five (5) days of assigned in-school suspension during the preceding semester.

Additional notes regarding open periods:

- The only time frames allowed for open periods to be scheduled by students that qualify will be 1st or 8th period.
- A student may apply each semester for eligibility for an open period.
- A student may request to have a maximum of one open period per day.
- Students with an open period may not be on campus during the open period unless the student has scheduled time with a staff member.
- Students violating any of the criteria listed above may have their open period revoked immediately.
- The high school administration may assign alternate schedules to a student when extenuating circumstances arise.
- The application for approval of a student to have an open period must be completed and submitted prior to school ending the preceding semester.

This application must receive approval from the following parties:

- Principal or Assistant Principal
- Counselor
- Advisory period teacher

- Student
- Parent

10th-12th Grade Open Periods in Lieu of Study Hall or Online Academy

In order to be eligible for an open period in lieu of attending their study hall or online academy period in person, a 10th-12th grade student must meet (and maintain) all of the following qualifications:

- A minimum of a 2.67 cumulative unweighted grade point average (no rounding) during preceding semester.
- No unexcused absences the preceding semester.
- No more than 3 tardies the previous semester.
- No discipline referrals resulting in the student being suspended (in-school or out-of-school) the previous semester.
- Zero outstanding ICU's at the end of previous semester.
- Must remain in good standing throughout the semester.

Once a student qualifies for the open period for study hall and online academy periods, the following will apply:

- The PHS administrative team will review the status of all students at each progress report (3 times per semester) and each grading period (end of quarters and semesters) to assure the student remains in good standing.
- If a student fails to remain in good standing, the student loses the privilege of the open period until the next checkpoint opportunity to regain good standing.
    - No unexcused absences
    - No more than one (1) tardy arriving to school (if open period starts the day)
    - No grades of D or F in any course the student is enrolled in
    - No discipline referrals
    - For Online

Section 4: Standardized Testing

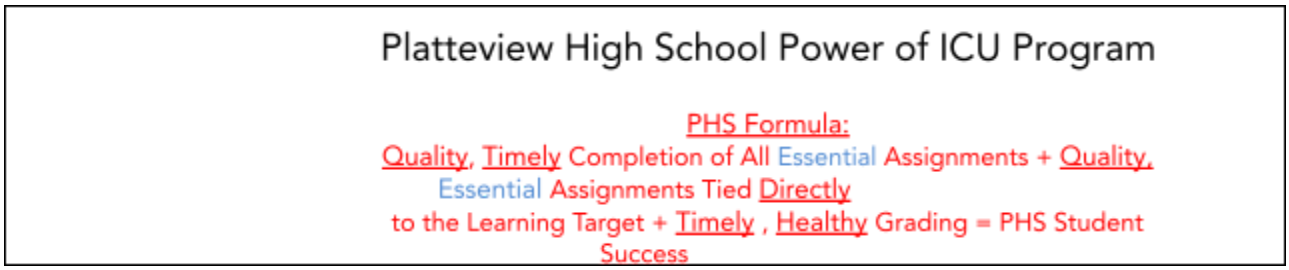
Springfield Platteview Community Schools administer a number of testing instruments to supplement academic information on students. Students in grades 9-10-11 will take the MAP test in the winter annually. Students in grade 11 will take the state-mandated ACT exam in the spring. The Pre-ACT test will be administered to students in grade 10 on the same day as the ACT for students in grade 11. The test date for the 2022-23 academic year is XXXX.

The importance of the standardized tests extends to both the individual and to the school. For the individual, performing as well as possible leads to an accurate portrayal of where the student is, progress that has been made, etc. so that viable interventions can be implemented to best serve the student. Interventions are not just for struggling students. All students may need an intervention of some sort. High-functioning students might need additional challenges or enrichment activities. The state- mandated ACT exam for students in grade 11 does count as a national test score that is fully paid by the state of Nebraska.
Students and parents may elect to have their score reported to colleges and universities.

For the school, all students performing as well as possible allows us to receive an overall score that truly reflects where ourschool stands, what areas need improvement and identifies what areas the school is strong in. Therefore, accurate decisions can be made in terms of curriculum, interventions, etc.

Parents are asked to make sure that your student is in attendance for all standardized tests and that best effort is emphasized.

Section 5: Homework and the PHS ICU Program



It is our belief at Platteview High School that every student completes every assignment. We want to make this a vital part of our culture at PHS. We believe that every assignment is **important and relevant** to the learning that is occurring in each classroom. A student giving their best effort on every assignment gives the classroom teacher vital information in which they can make instruction adjustments, discover the need to re-teach areas of struggle, look for opportunities to challenge, etc. Without this information, learning can be incomplete.

Assuring that every assignment is important and relevant is a three-fold responsibility. First of all, teachers must assure that every

assignment is tied to a specific learning target or objective. This ‘tie’ has to be clear. By making every assignment relevant in this way, the assignment is a key piece of the learning that occurs, and is critical practice for a student performing well on upcoming assessments. Further, teachers must assure that grading is timely. The timeliness of feedback is just as important as the completion of the assignment. How else is a student to know if they are on track with their learning?

Next, students must supply the work ethic. At PHS, we require that every assignment is turned in on time and that the work is a student’s best effort. PHS will not accept anything less. Our job is to prepare every student for their life beyond high school, not just to serve the students that might get it the first time. A big part of this is teaching students the importance of responsibility and being engaged in their future. We will need your support on this.

Lastly, is the role of the parent(s). In order for student success to occur, parents have to be engaged in the process – sharing our value of the importance of turning in all work (on time), reinforcing that it is unacceptable to not turn in work and being there in times of struggle and assuring students that interventions are available and assigned.

Defining Quality, Timely Completion of Every Assignment

As homework is considered essential practice in the learning that is occurring in the classroom, PHS expects all students to complete every assignment on time. The feedback generated from this practice (homework) yields important information for the teacher, students and parents.

An acceptable submission is work that in the professional judgment of the classroom teacher is a student's best work for the particular assignment. Partial or incomplete work will not be accepted. If a student does not understand something or does not feel confident in answering a question or section of work, he/she should meet with the teacher, attend intervention opportunities, etc. to be able to acquire the necessary knowledge or skill to complete the work.

Defining Timely, Healthy Grading of Every Assignment

Our teaching staff has a very important role in the PHS ICU process as well. Quality, timely feedback is critical for students and parents and is a professional expectation of all PHS staff.

Timely - most daily homework is expected to be returned within 1-2 class days guaranteeing immediate feedback for most work. All work must be graded and returned to students within one week of the work being submitted (five class periods).

Quality - The learning objective and grading criteria for work must be clearly communicated for all work. Grading should be reflective of how well the student met the established criteria and their demonstration of their level of learning.

Students and parents should take time to refer to the ICU Flow Chart in the Appendix section of this document to best explain the process for interventions, etc.

Each student will have the opportunity to utilize their iPad (or school device) in daily learning. Students are reminded that the device is school

property and should be treated accordingly. Students using the iPad (device) for inappropriate uses at home or school will attend a conference with an administrator to determine an appropriate consequence. Students who violate the educational intent of the iPad (device) will follow the continuum of disciplinary procedures.

1. Each class will begin with iPads (device) put face down on the desk or below the desk, depending on the classroom, to begin each period.
2. Teachers who begin the day with an iPad (device) activity will give specific instructions for the activity.
3. Teachers will notify students when the iPads (device) are appropriate for use in the classroom.
4. Platteview High School is a game-free school during all class time throughout the day including study hall time.
5. The iPads (device) will be loaded with educational apps only.
6. Students are not to use social media, texting, etc. during any scheduled class time including study hall time.
7. Students must keep volume on mute or will use earbuds when working independently. Earbuds or headphones will not be worn during class time. Students in study hall may wear headphones/listen to music with teacher permission.
8. Students must have a school-issued case on their iPad (device) that protects the corners at all times. iPads (devices) that do not have a proper case attached will be confiscated.
9. All PHS staff use Apple Classroom. All students must have their Bluetooth “on” and Airplane Mode “off” during all scheduled classes (including study hall) at PHS.
10. Students are responsible for assuring appropriate security is in place for their iPad or device (i.e. passcode, not left accessible to other students, etc.).

Consequences for an iPad Use Infractions

The consequences for iPad (device) infractions are outlined on page #63.

Section 7: Network Security

Students are strictly prohibited from using or sharing the private network security key. Any student who obtains the private network security key and uses and/or shares this information shall be subject to disciplinary measures up to and including out-of- school suspension and loss of privileges related to electronic devices on school property.

Section 8: Interventions

PHS offers a variety of interventions for students. See the PHS Pyramid of Interventions for Academic Support in the appendix section of this document.

ARTICLE 3 - USE OF BUILDINGS AND GROUNDS

Section 1: Visitors

All visitors must report to the office. Upon entering the main entrance, visitors are required to sign in and receive a visitor's pass. Parents who wish to visit a teacher are asked to pre-arrange a mutually agreed time in advance. Parents or visitors are not allowed to visit classrooms unless specifically approved by the Principal for such activities as being a guest speaker, parent activities or class parties.

Section

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

Section 3: Care of School Property

- Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
- Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.
- Fines are determined according to damage done.

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

Section 4: Lockers

Each student that requests use of a school locker will be assigned a hallway locker that is considered property of the school district. Students in Physical Education or that participate in athletic programs will be assigned a locker in their respective locker room. The Board of Education allows students to use such lockers during the school year. The following procedures shall govern locker use by students:

- Upon request, students will be assigned a hallway locker at the beginning of the school year, or on arrival if the student arrives after the start of the school year. Students in PE or an athletic program will be assigned a locker during the term of participation (in PE or athletic program).
- Students must use their own hallway lockers and are not to share lockers with other students. Students may be assigned locker partners for PE and athletic programs.
- It is recommended that students lock their locker with the built-in combination lock provided for hallway lockers and to lock padlock if assigned a locker room locker.
- Students should not leave valuables in their lockers. Money, jewelry and other valuables are enticing for untrustworthy individuals and are impossible to trace. When using a locker room locker, all clothing and belongings need to be stored in the locker. Leaving such items out leads to the loss of items. Our locker rooms are used by a variety of groups and items left out are easy targets for theft.
- Material, which by its nature might offend another student, may not be hung in lockers. Also, writing on lockers (inside or out) is prohibited. Any signage on the outside of a locker must be approved in advance by a school administrator.
- Students are also responsible for the cleanliness inside their locker and the door of their locker.
- Students may be assessed a fine for damage to lockers. Students that do not clean out lockers at the end of school year or term of participation may be assessed a $5.00 fine.

Section 5: Searches of Lockers and Other Types of Searches

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

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

possession or control:

- School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances present.
- Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon will be confiscated and delivered to law enforcement officials as soon as practicable.
- Items that have been (or) are reasonably expected to be used to disrupt or interfere with the educational process (that is, "nuisance items") may be removed from student possession.

Drug Dogs/Locker Searches

Drugs and weapons are a safety concern for every school. Parents and students are here notified that, since the lockers at Platteview High School are the property of the school and loaned to the students for use during the school year, searches of lockers by school officials based on reasonable suspicion of rule violation may occur.

The District retains the right to utilize the services of area law enforcement authorities' canine units in the detection of illegal drugs and/or contraband at any time, announced or unannounced at the District's schools.

- A building principal may request the canine unit be utilized to search all inside areas of a school building at any time.
- A building principal may request that a canine unit be utilized to search vehicles on school property during or after school hours. If a dog alerts a student's vehicle, the student will be required to unlock the vehicle doors and trunk for an internal inspection. Any refusal to unlock the vehicle will be handled by law enforcement.
- Any illegal drugs and/or contraband found on school grounds, whether in a student locker, vehicle, or any other place on school grounds will be confiscated and the student may be subject to disciplinary action specified in the student handbook.
- The student's parent(s) or guardian(s) shall be notified should illegal drugs and/or contraband be discovered.

Section 6: Video Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other visitor violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 7: Use of School Telephone

A telephone is available for student use in the main office during normal office hours, with permission of office personnel. A two- minute time limit is allowed for use of the school telephone.

Section 8: Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary safekeeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage. Students are responsible for securing all computers (including iPads or devices) with a passcode and to protect such devices from unauthorized use by others.

Section 9: Lost and Found

Students who find lost articles are asked to take the articles to the office to allow the owner to claim the article(s). If a student loses an article or articles at school, he/she shall report the loss to office personnel.

Section 10: Accidents / Illnesses

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

Students who find themselves ill during the school day must report to the health room. The school health personnel will contact parents. If any student sustains a significant injury at school, the parent or guardian, or the person designated by the parent or guardian on the student data form, shall be notified immediately. If deemed advisable, the school will request the person to pick up the child from school.

In case of an emergency, the school may call the family physician, or an available emergency physician for administration of temporary relief or aid. If, in the opinion of the Principal, or attending adult, a student has sustained a serious injury, or his life is in jeopardy, 911 shall be called immediately.

Section 11: Laboratory Safety Glasses

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Section 12: Insurance

Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The District does not make recommendations nor handle the premiums or claims for any insurance company, agent or carrier. Information about student insurance providers will be available in the school office.

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

The Media Director and Office Staff shall have the responsibility to coordinate all daily and weekly announcements during Advisory Period. All announcements must be approved by Media Director / Principal / Assistant Principal.

Section 14: Copyright and Fair Use Policy

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

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the “fair use” of a copyrighted work, including reproduction “for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research” is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is it permitted “fair use,” rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is

"fair". Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

The following policies shall govern food and drink allowed in the school building during the school day:

1. All food and drink consumption (other than water) must be consumed in either the New Commons or Student Lounge area.
2. Food or drink can be brought into 1st, 3rd or 7th period only. All trash must be picked up and disposed of properly and these time periods adhered to; otherwise this allowance will be discontinued.
3. Water may be taken into classrooms. Water must be in clear containers only. Soda, sports drinks, coffee products or energy drinks may not be brought into classrooms at any point of the day other than 1st, 3rd or 7th period.
4. Teachers may schedule class parties or special events that include food and beverage. These events must receive prior approval from a building administrator.
5. A student with a specific health plan may be granted permission to have an item otherwise prohibited in this section.

Section 16: Hall Passes

Hall passes at PHS are issued by individual teachers. No student may be in hallways or an unsupervised area without a valid hall pass from a teacher. Students found in the hallways without a hall pass will be returned to their assigned classroom.

Section 17: Posters, Displays and Senior Banners

In order to avoid misunderstandings and perhaps unfortunate publicity, all notices, posters, or signs by the students appearing on the bulletin boards or displayed in any manner or place must carry the approval of an administrator.

Senior Banners for Co-Curricular Programs

- Banners will feature all senior members of an athletic team or activity group. No individual banners will be displayed unless only one senior is involved in the designated activity.
- Banners may be displayed in New Commons from the first event through the conclusion of the activity.
- Banners may be secured to the wall with adhesive strips. Permanent methods of hanging are prohibited.
- At the conclusion of the activity, the banners will be given to the head coach or sponsor of activity.
- Banners will be designed by photographer designated by school.
- Banner poses must be sport or activity-related and appropriate for school display.
- Banners will only be displayed for school-sponsored programs.

Section 18: School Dances

PHS dances are sponsored for the benefit of Platteview High School students. The dances are for students in grades 9-12 unless otherwise noted. Out-of-class or out-of- school dates must be accompanied by a Platteview High School student that is enrolled in the ninth grade at a minimum. All out-of-school dates must have a guest form completed prior to the dance and may not be 21 years of age or older. All students and dates are subject to a breathalyzer as they enter the dance.

All students must be admitted to the site of the dance no later than one hour after the scheduled start time of the dance. After the first hour, the doors will be locked. Any student leaving the dance for any reason before the dance is over will not be readmitted. Any student caught using, possessing, or under the influence of alcohol or drugs, will have their parents and law authorities contacted. School penalties as described in the section on alcoholic beverages may also be imposed.

All Student Code of Conduct policies are enforced at school activities including School Dances.

ARTICLE 4 - ATTENDANCE

Section 1. Attendance Policy

Regular and punctual student attendance is required. The Board's policies require such attendance. The administration is responsible for developing further attendance rules and regulations, and students and parents are responsible for developing behaviors that will result in regular and punctual student attendance.

Schools have found that irregularity in attendance among students is the most frequent cause of failure; consequently, laws and regulations have been passed stating that all students of school age shall attend school unless excused by the school.

Nebraska law 79-201 reads:
"Every person residing in a school district within the State of Nebraska who has legal or actual charge or control of any child not less than seven nor more than sixteen years of age, shall cause such child to attend regularly the public, private, denominational, or parochial day schools each day that such schools are open and in session except when excused by school authorities, unless such child shall be graduated from high school…"

Furthermore, schools have found that maximum benefit may be gained for all students only if regular attendance is attained in each individual class. Classroom instruction of a continual and cumulative nature is impossible in the classroom without regular attendance of its members. Schools have found it necessary to pass regulations insuring such a manner that students acquire satisfactory school performance. Also, a proper class attitude toward learning is possible only if each class is composed of members who attend class sessions regularly; thus, pressure is not applied for some to pursue other interests during scheduled class sessions.

The responsibility for regular attendance at school as stated by the Nebraska law and by the policies of Platteview High School as recently revised, rests with the parent, but, for the same sources, it is equally as specific that the school is the only one who may excuse a student from attending school. Parents may ask to have a student excused but only the school may grant the excuse.

Attendance Rules, Procedures, and Forfeiture of Credits

Excused Absences are defined as those absences that have been **communicated** with the Attendance Secretary **(in advance whenever possible)** for the following circumstances:

- Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents)
- Doctor or dental appointment which require student to be absent from school
- Court appearances that are required by a court order
- School- sponsored activities which require students to be absent from school
- Family trips in which student accompanies parent(s)/legal guardian(s)
- Up to three college visits
- Religious observance
- Other absences that have received prior approval from the Principal or Assistant Principal

***Absences will only be considered *communicated* if the office has received a phone call to the Attendance Secretary (a voice message may be left on voicemail if no answer) prior to the absence whenever possible or by 9:30am the day of the absence. Failure to communicate absence(s) will result in the absence(s) being documented as unexcused.**

Absences of any single period or periods will be classified as excused or unexcused.

Unexcused Absences are defined as those absences that do not fall into one of the circumstances listed above for excused absences **or** any absence that has not been communicated to the attendance office either in advance or by 9:30am the day of the absence. Participation in a senior skip day will be considered an unexcused absence.

Unexcused absences from a class

1. Unexcused absences shall result in coursework being considered "late" for each class missed, and no make-up

privileges for work missed will be permitted. Removal of a student from a class or study hall for repeated disruptions or disrespect would be classified as an unexcused absence. "Skipping" school will be considered an unexcused absence and students will be required to make up the time missed from school as well as receiving "0" grades for each class missed. The student will be assigned to the next available Saturday school. Failure to attend will result in the student being assigned In-School Suspension.

Excessive absenteeism is defined as more than twelve (12) absences per semester for each individual class period for any reason other than school-sponsored activities, students participating in sanctioned school activities under the supervision of a school staff member and for those absences deemed as waived **(not counted in excessive absences total)**.

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

Procedure for students who exceed twelve (12) absences during a semester. All absences other than Activity absences and the three allowable college visits count towards 12 allowable absences.

- A student who is absent more than **twelve (12) days** in any scheduled period during a semester will be placed on non- credit status for the class and will receive a "0" in calculating their grade point average.
- The school will notify a student and their parent/guardian by phone, email and certified letter when the student has accumulated **five (5) absences** and **ten (10) absences** in a semester. In addition, on the **11th absence**, a meeting will be called with student, parents and administration to discuss avoiding non-credit status. This meeting can be held in person or via telephone conversation.
- A report will be filed with the County Attorney if the parent/guardian refuses to meet with the administration and the attendance problem continues.
- The student and parent will receive an email, phone call ~~and certified letter~~ when the student has reached **twelve (12) absences**. This letter will notify parent/guardian of their child's loss of credit or possible retention. A home visit may be employed.
- Students may make up a total of **four (4) absences** by attending Saturday school. Saturday school will be scheduled once a month and twice on the Saturdays prior to the end of the semester. Saturday school will run from 8:00am-11:00am each week. **Students will receive credit for one (1) absence for each day of full attendance at a scheduled Saturday school (up to the maximum of four days).**
- If a student ends the semester with more than twelve (12) absences in any period or periods (once any days that are made up are included), he/she will be placed on non-credit status in that class(es).
- A student and/or parent that wishes to appeal the decision of the student being placed on non-credit status may submit an appeal in writing to the Principal. The request for appeal must be received by the Principal prior to the last day of the semester that the non-credit status has been initiated.
- The Attendance Committee will hear any such appeals within five (5) days of the receipt of the request for appeal and prior to the end of each semester.
- The Attendance Committee will be composed of the Principal, Assistant Principal, both senior high counselors and one of the core department chairs for a total of five (5) members.
- The Attendance Committee **may** recommend removal of the non-credit status for student that meets all of the following conditions**:**
    - The Attendance Committee believes that extenuating circumstances contributed to the absence total that were unavoidable.
    - Less than three absences were classified as unexcused and all three have been made up in Saturday school.
    - The student has not had any discipline issues resulting in out of school suspensions or multiple in-school suspensions.
    - The student is passing the class(es).
    - If the appeal is ruled on prior to the end of the semester, the student has zero (0) additional absences.
- Once the Attendance Committee has reached a decision, the decision will be communicated with the student and parents via certified mail. The decision will be made within 5 school days of the hearing and such ruling will be final.

Procedure for checking out of school due to illness:

1. Students who become ill at school must **check out** at the office after being evaluated by the school nurse who will make

contact with the student's parent/legal guardian. The school nurse may recommend that the student be excused to leave for the day with parent permission.

2. Students leaving school for any other reason must be cleared in advance by a telephone call or note from the parent/guardian and the student must check out at the office. Failure to properly check out of school when leaving early or arriving late will result in in-school or out-of-school suspension.

Time Allotment for Make-Up Work

A student will be given one day for each day of absence (for excused absences) in which to complete make-up work (other than for in-school or out-of-school suspensions), with a maximum of 10 days allowed to make up work. If the work is not completed in this time, the student will receive no credit for the work. A teacher may choose to extend this deadline, but is not required to do so. ***If a student is absent on the day of a quiz or test, the student shall make up the test the day he/she returns to school if he/she has previous knowledge as to the date for the quiz or test.*** In cases where students know ahead of time that they will be absent, it is important that a note be brought to the Principal's office explaining the reason for the pending absence so that assignments may be completed before the absence whenever possible.

Chart of allowable make-up work by type of absence

Excused Absence

The student is required to make up all assignments and tests, and will have the opportunity to earn full credit. Students are given 1 school day for each day of absence. Note that when a student has pre-existing knowledge of a test or exam, the student must take the test or exam on the day the student returns from absence.

Activity Absence

The student must hand in all work the next school day that the student is in attendance as activity absences are planned events.

Unexcused absence

The student is required to make up all assignments and tests. Coursework missed during unexcused absences will be considered as late work.

In-School Suspension

The student is required to do all assignments and tests and will have the opportunity to receive full credit. All work is due on the first day that student returns to his/her regular school schedule.

Out-of-School Suspension

The student is required to make up all assignments and tests. All work is due on the first day that student returns to his/her regular school schedule.

Section 2. Tardiness

Students are tardy to classes if they are not in the classroom when the bell rings to begin the period. Classroom interruptions and unnecessary repetition of classroom instructions impede progress in classroom endeavors; thus, it is mandatory that students be present at the beginning of the class period.

Procedure for Tardiness to Class

Students who are tardy when **arriving at school** for the first time during the day are to go to the Principal's office to receive a tardy slip for admission to class or study hall. Excuses such as, "flat tire, dead battery, alarm clock failure, oversleeping, mom didn't wake me up . . ." will not waive the tardy. A student who is more than **15** minutes late for any class is no longer tardy. Such students will be considered absent. Teachers will enter all tardies and absences into PowerSchool each period.

Tardy Accumulation and Associated Consequences

Each semester students receiving a tardy for any class will accumulate a running total that will follow the prescribed consequence table as different levels are reached. Please note, individual classroom teachers may impose additional consequences in addition to the prescribed school consequences.

Number of Total Tardies	***Associated Consequence***
1	Verbal warning to student, email to parent
2	Verbal warning to student, email to parent
3	*30-minute detention to be served before or after school within the next two school days – email to parent(s)
4	*30-minute detention to be served before or after school within the next two school days – email to parent(s)
5	^60-minute detention to be served before or after school within the next two school days – email to parent(s)
6	^60-minute detention to be served before or after school within the next two school days – email to parent(s)
7	%Saturday detention to be served 8A-11A – email parent(s)
8	%Saturday detention to be served 8A-11A – email parent(s)
9	Email to parent, meeting scheduled with student and parent, attendance contract must be implemented

Notes regarding tardy consequences:

***Failure to serve will lead to a 60-minute detention to be served within two school days.**

^Failure to serve will lead to a Saturday detention to be served on the first Saturday available.

%Failure to serve will lead to 1-day In-School Suspension assigned to the Administration.

Truancy

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

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for a minimum of **five, full periods**. A student who is not in attendance for **five, full periods** is ineligible for the contest, performance, or activity that day. Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved **in advance** by the Principal or Assistant Principal.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

ARTICLE 5 - SCHOLASTIC ACHIEVEMENT

Section 1: Curriculum Guide

Each year, the staff of Platteview High School will publish a Curriculum Guide that outlines the policies and procedures for taking classes at Platteview High School that provides information in great detail. Students and parents can access the current Curriculum Guide at: http://phs.springfieldplatteview.org/?PageName=SchoolPublications&CategoryID=15905&SubCategoryID=38056.

Section 2: Grading System

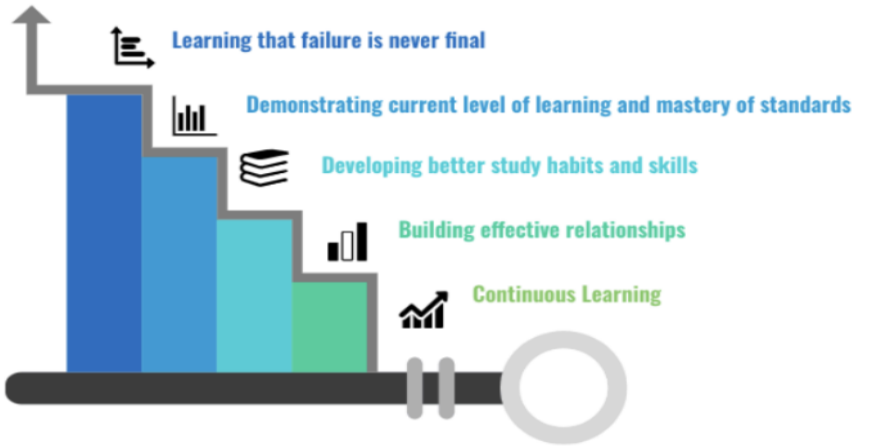
Students will receive letter grades on report cards and transcripts. A grade of "F" (failing) carries no credit. A grade of "I" (incomplete) received at the end of a grading period must be made up within two weeks or missing assignments will receive grades of zero (0) and those grades will be averaged into the final grade. The following scale will be used to assign letter grades and a Grade Point Average (GPA) from a percent:

Letter Grade	Percent	Mark Points	Weighted Mark Points
A+	97-100	4.00	5.00
A	93-96	4.00	5.00
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.00	4.00
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.00	3.00
C-	70-72	1.67	2.67
D+	67-69	1.33	2.33
D	63-66	1.00	2.00
D-	60-62	0.67	1.67
F	0-59	0.00	0.00

Weighted classes are noted on the Master Schedule and in current PHS Curriculum Guide.

Section 3: SPCS Grading Policy

Retake Policy for all Platteview High School Credit Earning Courses



The following parameters would apply to re-takes in all departments for students in any PHS credit-earning course, including courses completed by Platteview Central students for PHS credit and for Advanced Placement courses. Students that are enrolled in a course that is offered for dual credit with a partnering institution (ie. UNO, Metro, Wesleyan) will complete a "Credit Intention" form. Each student will choose from the following levels of credit:

*-**Level 3: Dual Credit** - Follow institution policy*

*-**Level 2: Non-Dual Credit, Weighted**: Cannot have summative retakes*

*-**Level 1: Non-Dual Credit, Not-Weighted**: Can have summative retakes*

"Credit Intention" forms are due by the first Friday of October (Fall Semester) and the second Friday of February (Spring Semester). Forms must be signed by both student and parents/legal guardian.

After the deadline and submission of "Credit Intention Form", students can request a movement change, moving down a level (ie. Level 3 to Level 2), but they cannot move up a level (ie. Level 1 to Level 2). Movement change requests are due by the first school day following the end of 1st or 3rd quarter (depending on semester involved).

The following parameters will apply to students eligible for a retake:

1. *Students qualifying for a re-take in a course must schedule a re-take within two weeks of receiving their score on a summative assessment.*
2. *Students must attend an intervention time with instructor prior to qualifying for the re-take examination. As a part of the intervention students may be asked by classroom teacher to complete essential formative work to prepare for summative before qualifying for retake.*

3. *The re-take examination must be taken on scheduled day/time (within original two week window). No extensions may be approved to this deadline.*
4. *Final examinations and final projects given during final exam time do not qualify for retakes.*
5. *A student may earn up to a score of 100% for any eligible re-take examination in all PHS departments.*

The PHS retake policy will be communicated as follows:

- *Published in Student Handbook*
- *Published in Curriculum Guide*
- *Documented on every course syllabus within the department*
- *Emailed to all students and parents upon enrolling in a course in each department*
- *Noted on each course page in Schoology*

Platteview High School Credit Intention Form

Name of Student:
Course:
Partnering Institution:
Instructor:
Semester:

Date Form Received:
PHS Administrative Team Member:

Student must indicate which level they will follow during the course:

Students that are enrolled in a course that is offered for dual credit with a partnering institution (ie. UNO, Metro, Wesleyan) will complete a "Credit Intention" form. Each student will choose from the following levels of credit:

Select One:

___*Level 3: Dual Credit - Follow institution policy*
___*Level 2: Non-Dual Credit, Weighted - Cannot have summative retakes*
___*Level 1: Non-Dual Credit, Not-Weighted -Can have summative retakes*

Administrative notes:

"Credit Intention" forms are due by the first Friday of October (Fall Semester) and the second Friday of February (Spring Semester). Forms must be signed by both student and parents/legal guardian.

After the deadline and submission of "Credit Intention Form", students can request a movement change, moving down a level (ie. Level 3 to Level 2), but they cannot move up a level (ie. Level 1 to Level 2). Movement change requests are due by the first school day following the end of 1st or 3rd quarter (depending on semester involved).

Section 4: Graduation Requirements

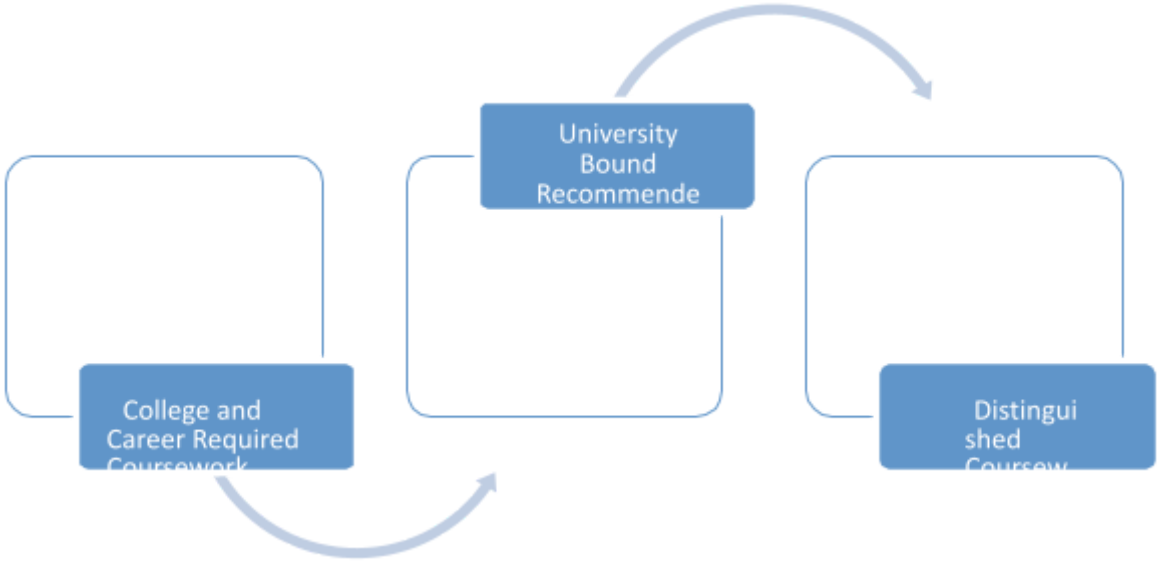
Graduation Requirements by Department/Area (In addition to the credits listed below, a student needs 17 elective credits to meet the 49 credits required to meet graduation requirements)

Department	***# of Credits Needed***	***Notes***
Language Arts	8	To include English 9 (2) **or** Honors English 9 (2), English 10 (2) **or** Honors English 10 (2), English 11 (2) **or** Honors English 11 (AP Literature and Composition) (2), and English 12 (2) **or** Honors English 12 (AP Literature and Composition (2).
Social Science	7	To include World Geography (1), World History (2), US History (2) **or** *US History 1 (1) and *US History 2 (1), US Government (1) and a Social Science elective (1). *Both are dual credit courses.
Mathematics	6	To include math in succession. The typical path of succession is Algebra 1, Geometry and Algebra 2. Students are encouraged to take a fourth year of math. Course depends on future path of study/career field.
Science	6	To include Biology (2), Chemistry 1 (1), Earth and Space Science (1), Physics 1 (1) and one additional semester of a Science elective (i.e. Material Science 1, Material Science 2, PLTW Engineering Design, Chemistry 2, Physics 2, AP Chemistry or AP Biology). Students pursuing a degree in any science related field at the college or university level are encouraged to take Chemistry 1 and Physics 2 as elective options.
Physical Education	2	
Health	1	
Business	2	College & Career Readiness (1) and Personal Finance (1)

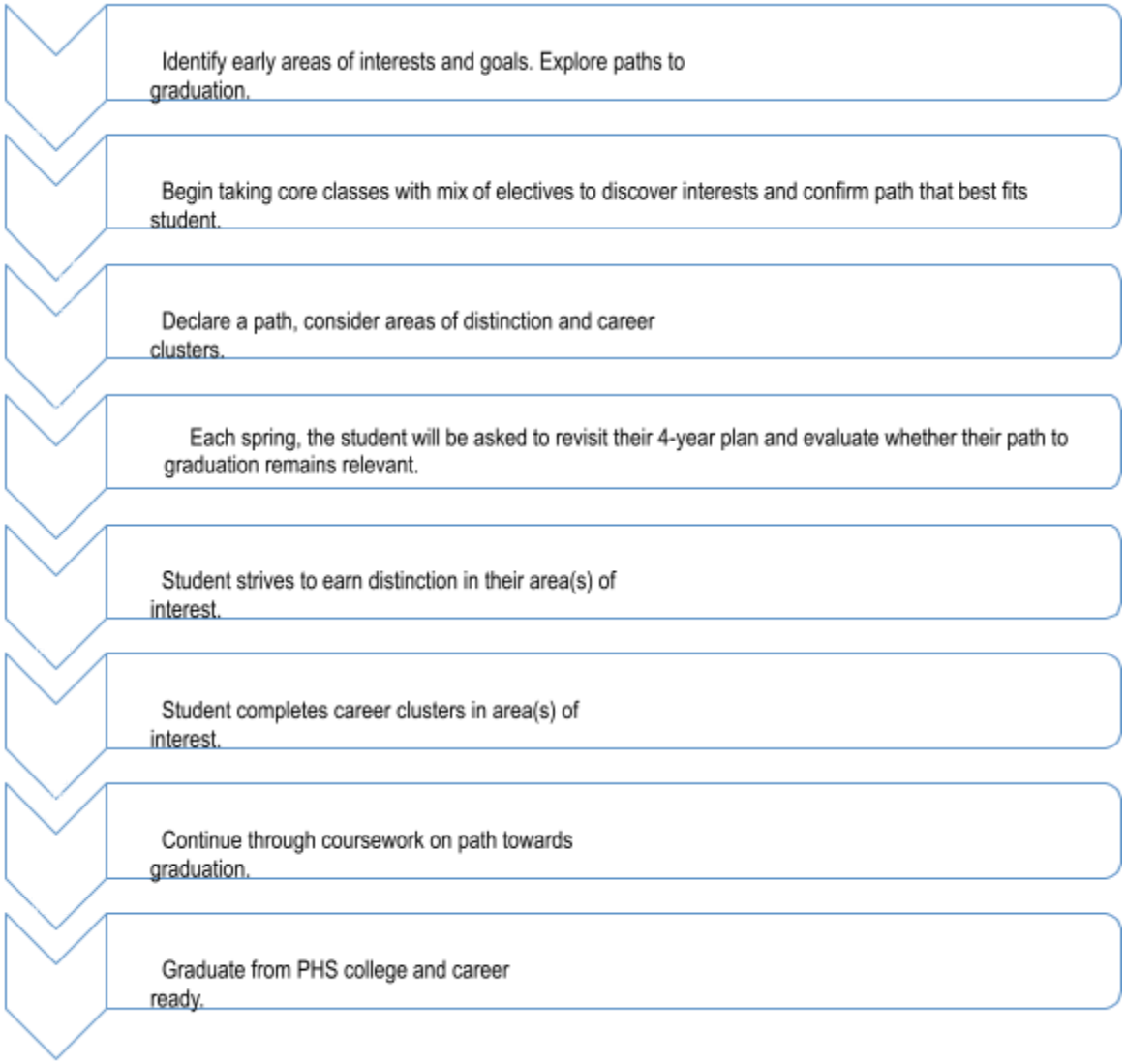
CHOOSING A PATH

Beginning with the Class of 2019. Platteview High School offers three paths of coursework to meet the graduation requirements set forth by the Springfield Platteview Community Schools Board of Education. The paths of coursework offer three distinct groups of courses that students can choose based on their interests and goals beyond high school. Our goal at PHS is to assure that every student is college and career ready upon successfully completing the graduation requirements of PHS.

Students begin their journey as incoming 9th grade students taking a mix of core and elective courses. The goal for each student is that by being exposed to a variety of courses and rigor during his/her first year of high school, the student can then elect which path of coursework best fits their future interests and goals. As the timeline on the cover of this document outlines, students re-examine their choice each spring when choosing courses for the upcoming year. Students may move between paths at any time throughout their high school tenure.



4-Year Planning and Academic Experience



College and Career Required Coursework *– Students selecting this path may have plans to attend college, directly enter the workforce upon graduation or may be opting to choose a military career. Any or all of these options may apply to students on this path. Successful completion of this path of coursework assures that a student has met all graduation requirements at PHS. This path offers the greatest flexibility of scheduling and number of possible electives for a student over the course of their high school tenure. Students that successfully complete all courses on this path will earn a diploma from PHS.*

University Bound Recommended Coursework *– Students selecting this path have aspirations to attend the University of Nebraska Lincoln or a similar peer institution at the university level. Successful completion of the coursework included on this path will assure that all PHS graduation requirements are met. The coursework on this path has been identified as courses that are important in preparing the student for the rigor of a four-year university. Students on this path still have a number of elective opportunities to explore additional areas of interest. Students that successfully complete all courses on this path will earn a diploma from PHS.*

Distinguished Coursework *– Students selecting this path of coursework are seeking the most rigorous coursework offered at PHS and have ambitions to attend the University of Nebraska or other similar four-year university. The rigor of the coursework on this path offers the student similar rigor to what the student will encounter at the university level. A student on this path still has some room for electives throughout their high school tenure. Students successfully completing this path and all subsequent requirements associated with the path will earn a Distinguished Diploma from PHS and be recognized at graduation with a honor cord.*

ADDITIONAL AREAS OF DISTINCTION

Springfield Platteview Community School and Platteview High School recognize and encourage all students to find their unique path. PHS encourages rigor and the pursuit of excellence across all academic offerings and departments. In addition to earning distinction by choosing and successfully completing the Distinguished Coursework and all stated requirements, students at PHS may be recognized for distinction in a variety of departments or areas as described on page #25.

CAREER PATHWAYS

Students at PHS can explore a number of career clusters that proceed from an introductory course through the capstone course of the particular pathway. Students that complete a pathway or multiple pathways will have this noted on their transcript. The chart on page #26 outlines all available pathways offered at PHS.

AREAS OF DISTINCTION AT PLATTEVIEW HIGH SCHOOL

Students at Platteview High School may earn distinction by successfully completing the Distinguished Coursework Path and all stated requirements ***and/or*** may earn distinction in one of the identified program areas below. **Requirements for portfolio completion are outlined in detail later in the Curriculum Guide.**

Core Academic Areas		***Career Education***	***Performing and Visual Arts***
Language Arts	***Science***	***Business / Computer Science***	***Instrumental Music***
			Must letter in band all four years.
Successfully complete four years of ELA courses to include three years of honors level courses and both semesters of dual credit ELA offered.	Participate in a Science Poster Presentation a minimum of two years.	Successfully complete all pathways in a specific career field with the exception of Information Technology. Information Technology requires a minimum of successful completion of two pathways.	Receive honor band recognition, by audition, a minimum of two years at PHS.
Participate in two seasons of Play Production or Speech.	Successfully complete four years of Science courses to include Advanced Placement or Dual Credit Biology and Advanced Placement Chemistry.	**Business** - Participate in FBLA three years, hold a leadership position a minimum of two years and compete at State Leadership Conference a minimum of two years. **Computer Science** - participate in either FBLA or Skills USA for three years, hold a leadership position a minimum of two years and compete at the state level in either organization at least two years.	Perform a solo at District Music Contest during high school career.
Successfully complete four semesters of Publications or Writers Club.	Complete a semester long senior culminating project (Independent Study).	Earn a 3.60 grade point average in all business and computer science courses.	Submit a portfolio that highlights all major projects and awards in the music program.
Submit portfolio of major projects in ELA.	Submit portfolio of major projects in Science.	Submit portfolio of major projects in capstone classes in Business and/or CS.	Earn a 3.60 grade point average in all music courses.
Earn a 3.60 grade point average in all ELA courses.	Earn a 3.60 grade point average in all Science courses.	***FACS***	***Vocal Music***
Mathematics	***Social Studies***	Must successfully complete two of the four career pathways in the FACS area.	Must letter in choir all four years.
		Participate in FCCLA all for years and must run for an officer position at least once in high school career.	Receive honor choir recognition, by audition, a minimum of two years at PHS.
Successfully complete four years of math courses during 9th-12th grade.	Successfully complete four years of Social Sciences courses to include Honors World History, Dual Enrollment U.S. History and AP American Government.	Submit portfolio of major projects in FACS capstone courses and all awards earned.	Perform a solo at District Music Contest during high school career.
Score at 75th percentile or higher in math portion of the ACT.		Must place at the State FCCLA contest.	Submit a portfolio that highlights all major projects and awards in the music program.
All grades of A- (except two B+ grades allowed) or higher during each semester of math coursework.	Submit portfolio of major projects.	Earn a 3.60 grade point average in all FACS coursework.	Earn a 3.60 grade point average in all music courses.
	Earn a 3.60 in social studies courses.	***Industrial Technology***	***Visual Art***
Foreign Languages	***Advanced Placement***	Successfully complete two of the four career pathways in the Industrial Technology area.	Complete two of four career pathways in Art at PHS.
Spanish	Successfully complete a minimum of four Advanced Placement courses.	Participate all four years in Skills USA.	Place at a local Art show.
Successfully complete four years of Spanish at PHS.	Successfully complete all Advanced Placement exams.	Enter the State Skills USA event three out of four years at PHS.	Participate in Art Club all four years at PHS.
Earn dual credit in Spanish 4.	Average a 3.00 on Advanced Placement tests.	Earn a 3.60 grade point average in all IT classes.	Submit a portfolio that highlights all major projects and awards in the Art program.
Be an active member of Spanish Club all four years.	Earn a 3.60 grade point average in all Advanced Placement courses.	Submit a portfolio that highlights all major projects in capstone courses and awards in IT.	Earn a 3.60 grade point average in all Art courses.
Earn an Excellent rating at Spanish competition.	Submit a portfolio of major projects and work completed.		
Earn a 3.60 grade point average in all Spanish courses.			
Complete a portfolio of all major projects in Spanish.			

CAREER PATHWAYS				
Career Field	***Pathways***	***Introductory Course***	***Intermediate Course***	***Capstone Course***
Communication Arts	**Digital Design**	Intro to Digital Design	Digital Media	Web Design
	Marketing Entrepreneurship	Marketing	Marketing Management	Entrepreneurship
Information Technology	**Computer Science**	Exploring Computer Science	Computer Science Principles	Computer Science A
	Information Technology	Intro to Digital Design	Exploring Computer Science	Computer Science Principles
	Software Development	Computer Science Principles	Cyber Security	Computer Science A
	Data Science	Information Technology 1	Information Technology 2	Intro to Digital Design
Business Management and Administration	**Accounting**	Management	Entrepreneurship	Accounting
	Entrepreneurship	Intro to Business	Accounting	Entrepreneurship
	Management	Intro to Business	Management	Entrepreneurship
Finance	**Accounting Cluster**	Personal Finance	Accounting	
	Accounting Pathway	Personal Finance	Economics	Accounting
	Economics	Economics	Accounting	
	Financial Management	Accounting		Advanced Accounting
Hospitality and Tourism	**Culinary Arts**	Foods 1	Foods 1	Foods 2
Marketing	**Marketing Entrepreneurship**	Marketing	Marketing Management	Entrepreneurship
Architecture and Construction	**Construction Basic**	Intro to Industrial Communication and Design	Construction Technology (S1:Q2)	Construction Technology (S2:Q1)
	FCS Drafting	Housing and Home Furnishing	Residential Architectural Drafting	Construction Technology (S1:Q2)
Energy and Engineering	**Energy and Engineering**	Intro to Industrial Communication and Design	Engineering 1	Robotics
	Energy and Technology (Non-PLTW)	Intro to Industrial Communication and Design	Engineering 1	Robotics
	Robotics	Manufacturing Woods	Robotics	
Manufacturing	**Manufacturing Metals**	Intro to Industrial Communication and Design	Manufacturing Metals	Advanced Manufacturing Metals
	Manufacturing Drafting	Intro to Woods	Intro to Industrial Communication and Design	Advanced Woods
	Production Standards Woods	Intro to Industrial Communication and Design	Manufacturing Woods	Advanced Woods
	Production Engineering Welding	Engineering 1	Advanced Manufacturing Metals	Design and Fabrication
	Production Standards Metals	Intro to Industrial Communication and Design	Manufacturing Metals	Advanced Metals
	Manufacturing Basics	Intro to Industrial Communication and Design	Manufacturing Woods	Manufacturing Metals
	Manufacturing Construction	Intro to Industrial Communication and Design	Manufacturing Woods	Construction Technology (S1:Q2)
Human Services	**Design**	Intro to Design	Clothing and Textiles and Home Furnishings	Entrepreneurship
	Early Childhood	Child Development		
	Food Science	Foods 1	Foods 2	Entrepreneurship
	Nutrition and Wellness	Foods 1	Nutrition	Dietetics
	Child, Youth and Family Studies	Human Growth	Family Relationships	Parenting

Platteview High School Paths to Graduation			
	College & Career	***University Bound***	***Distinguished***
BUSINESS	Personal Finance	Personal Finance	Personal Finance
	College and Career Readiness	College and Career Readiness	College and Career Readiness
LANGUAGE ARTS	English 9	English 9 or Honors English 9	Honor English 9
	English 10	English 10 or Honors English 10	Honors English 10
	English 11	Class of 2021 – Honors English 11; Class of 2022, 2023 and 2024 – AP Literature & Composition	Class of 2021 – Honors English 11; Class of 2022, 2023 and 2024 – Honors English 12 (English 2450 and 2610 Dual Credit)
	2 semesters of senior-level, ELA elective offerings	Honors English 12 (English 2450 and 2610 Dual Credit) or two semesters of core ELA electives	AP Literature and Composition
MATHEMATICS	Algebra 1	Algebra 1	Geometry
	Geometry	Geometry	Algebra 2
	Algebra 2	Algebra 2	Advanced Math
		Advanced Math	AP Calculus
PHYSICAL EDUCATION	2 semester PE courses	2 semester PE courses	2 semester PE courses
	Health	Health	Health
SCIENCE	Biology	Biology	Biology
	Chemistry 1 and Earth and Space Science	Chemistry 1 and Earth and Space Science	Chemistry 1 and Earth and Space Science
	Physics 1 and Earth and Space Science	Physics 1 and Science Elective	Physics 1 and Chemistry 2 ***or*** Physics 2
	****Students planning to attend UNL or equivalent institution that plan to major in Engineering or Science-related major are strongly recommended to take Chemistry 2 and Physics 2 as an Elective Science course.***		Dual Credit Biology or AP Chemistry
SOCIAL SCIENCE	US History 9	US History 9	US History 9
	World History	World History	World History
	US History	US History	US History 1 and US History 2
	US Government and an Elective	US Government and an Elective	AP Government and an Elective
WORLD LANGUAGE		Spanish 1^	Spanish 1^
		Spanish 2^	Spanish 2^
ONLINE LEARNING			Successfully complete an online course through one of PHS approved providers
COMMUNITY SERVICE OR JOB SHADOWING			***20 hours*** - must be approved prior to serving and log must be submitted verifying hours.
COMPLETION OF PATH	***49 credits***	***49 credits***	***49 credits***, required hours of community service/job shadowing and a ***3.6 weighted GPA or higher. No rounding of GPA accepted.***
^Indicates that a student may substitute another approved foreign language in lieu of Spanish.			

Early Graduation (Board of Education Policy):

Any senior that wishes to graduate at midterm must adhere to the following guidelines:

1. He/she must declare intent to graduate at midterm no later than June 1st preceding their senior year by filling out a form that is available in the counselor's office.
2. Upon an examination of credits to see if midterm graduation is possible, a letter will be sent to the student and a duplicate put in the student's file to confirm the intent of midterm graduation.
3. Any intent to graduate early is contingent upon the student passing course work he/she is enrolled in.
4. Midterm graduates may participate in graduation exercises in the spring with the rest of their class. There will be no formal midterm graduation ceremony.
5. Application to waive a semester of attendance must be made no later than June 1st of the preceding school year.
6. Students must have attended Platteview High School for 2 semesters.
7. At the point of withdrawal from classes the student shall become ineligible for participation in any interscholastic activity sanctioned by the Nebraska School Activities Association.

Graduation at the End of the Junior Year:

The Boardof Education has authorized the Superintendent of Schools to permit students to graduate after the junior year in very special circumstances. The procedure to be followed to request graduation after the junior year is as follows:

- The student or parent will request a meeting with the Principal and the Senior Counselor. Both student and parent will attend this meeting.
- The student and parent will explain the special circumstances that they believe necessitate an early graduation.
- The Principal and Counselor, based on the parent/student meeting will make a recommendation to the Superintendent of Schools.
- The Superintendent will make the final decision and notify the parent and student.
- The student will have to successfully pass all graduation requirements in order to graduate early.

Section 5: Student Classification

Classification	Accumulated Credits
Freshman	0-13
Sophomore	14-26
Junior	27-39
Senior	40+

The class schedule students receive at the beginning of the school year is based upon the registration process completed in the spring. Parents, students and the school must consider the spring registration process as being final except in cases of extenuating circumstances. As has been the practice in the past, we do not have the space or ability to make changes in a student's schedule for the upcoming year outside of the guidelines below. Work schedules, or before and after school extracurricular responsibilities must be worked around the class schedule provided at the beginning of the school year. Changing schedules for things such as transportation, work schedules, or to move a class to another period or to a different teacher will cause class load imbalances for other students and teaching staff.

- A student will only be considered for a schedule change if one of the following conditions exists: health problems, change of teacher recommendation, failing prerequisites, incomplete graduation requirements or a situation that the student can justify a need for the change that is impacting the student's overall schedule or four-year plan.
- Students must complete a Schedule Change Request form from the Counseling & Guidance Center and work through proposed

change using current year's Master Schedule. All schedule change considerations will be contingent upon whether there is room in the class and determination by the Counseling Department that the student meets the criteria to approve the change. The student should be prepared to present proposed changes when meeting with Counseling Office staff.

- After the conclusion of the first five days of the semester, a student will not be allowed to add or drop any classes to his or her schedule.
- The last day students can drop a yearlong class with parental permission and submission of the Schedule Change Request form will be the last week of 1st semester. No changes will be allowed once the 2nd semester begins. All schedule change considerations will be contingent upon whether or not there is room in the class.
- Schedules will not be juggled or switched to accommodate extracurricular activities.
- Once schedules are set and the pre-registration sheets are signed by the student and the parent (in the Spring preceding that semester), there will be no drops allowed for AP, dual credit, and college credit classes even with parental permission or request.
- Students enrolled in online classes through the Platteview High School Online Academy will follow add/drop policy of entity offering course. Students who drop an online class once the class has started are responsible to reimburse the District for the cost of the class.

College/Dual Credit Drop Policy

- The college credit portion of a dual credit course is regulated by enrolling in a college or university.
- Students will remain in the class for high school credit only (if taught by a Platteview High School instructor).

Class Load

Students in grades 9-11 are required to carry a **minimum of seven academic periods during each semester of high school**. A student may:

- be enrolled in seven (7) courses and a study hall or
- be enrolled in eight (8) classes

Students in grade 12 are required to carry a **minimum of six academic periods during each semester of high school**. A senior student may:

- be enrolled in seven (7) courses and a study hall
- be enrolled in seven (7) courses and qualify for an open period or
- be enrolled in six courses (including Internships) and have either a study hall or qualify for an open period
- be enrolled in eight (8) courses

Senior students may not request abbreviated schedules. Students requesting to be a teacher or office aid do so by replacing study hall in their schedule. A student may not serve as an aid and be in study hall.

Incompletes

It is important that work assigned to students be completed on time. There may be a legitimate reason for a student not completing work on time.

For semester grades, the student may receive credit for work no later than two weeks after the semester has ended. Repeating

a Course

For a course a student has already passed:
A student may occasionally wish to repeat a class that interests the student or to improve a low grade. A student may only be approved to repeat a required, core class in rare cases. Among other items considered would be class load, overall effect on student's schedule and their academic and discipline record. Students wishing to repeat an elective course may do so if seats are available in the class, unless a limit is specifically listed in Curriculum Guide for the current academic year. All grades earned will be documented on the student's transcript and calculated into the student's GPA.

For a course that a student has failed:
A student that has failed a course may either be referred to the Trojan Academic Center or will be advised to repeat the course. The TAC is designed for unit recovery, not course recovery. When repeating a course that a student has failed, it is important to note that the "F" will remain on a student's transcript and calculated in GPA, while a "P" (not calculated in GPA) will be recorded if credit is earned in making up the credit. Please see information that follows relative to the TAC.

Section 7: PowerSchool / Progress Reports

Teachers provide ongoing grade updates through Schoology. All parents and students are expected to monitor Schoology regularly. To assist in this regard, Schoology offers a daily grade report that is sent via email to parents. Please see instructions in Appendix section to register for this report. If questions arise or parents need more detailed information, please contact the classroom teacher directly.

Progress reports are sent out to parents at the midpoint of each semester. These reports are sent out only as a reminder/update to the parents and students of progress throughout the semester. It is our belief that the progress reports give the student time to improve work in a subject, initiate communication of concerns between teacher and parent, etc. It is important that a student keep track constantly of his/her progress throughout each semester.

Section 8: Report Cards

Report cards will be distributed to parents each quarter and end of each semester. College and Career Readiness skills will be assessed by all Advisory teachers at the midpoint of each semester based on the rubric developed by the administration and Building Leadership Team. These scores reflect areas such as responsibility, timeliness, teamwork and citizenship. Such skills are critical for all students as they work throughout their life. Any other concerns or remarks will be communicated with parent(s)/legal guardians throughout the year on an individual basis.

Section 9: Parent-Teacher Conferences

Parent-teacher conferences will be held at the midpoint of each semester. Refer to the current school calendar for exact dates.

Conferences will be set up through Platteview High School PTC Scheduler each semester. The link for signing up will be posted on the PHS website and emailed to all parents.

Conferences with teachers, at any other time, are possible by calling the school office (or emailing the teacher directly) and making arrangements with the teachers.

Section 10: Awards / Recognition

Class Rank

Class rank for all students is determined at the end of each semester and may be obtained from the counselor.

Principal's List

The Principal's List is a designation that is earned by a student who achieves a grade point average of 4.00 in a semester, and is enrolled in each of the four core academic classes (note 9th grade students may only be in three core courses one of their semesters and are still eligible).

Honor Roll

The PHS Honor Roll recognizes students who have achieved a grade point average of 3.75 or above, and are enrolled in each of the four core academic classes (note 9th grade students may only be in three core courses one of their semesters and are still eligible). This recognition is given only at the end of the semester grading periods.

Merit Roll

This is an academic achievement at PHS for students who have achieved a grade point average of 3.50 or above. This recognition is given only at the end of the semester grading periods.

Academic Lettering

Students who have been named to the Honor Roll for four consecutive semesters may request recognition and an academic letter.

English Excellence Award

To earn this award a student must achieve the following: 3.75 GPA, English composite score in the 85th percentile on the ACT, SAT, or PSAT, entered 3 to 5 writing contests or submissions to publications, and earn an 'A' in all Honors or Honors-related English courses or complete four years of Honors English Courses.

Boys State/Girls State

The American Legion and Auxiliary votes on and honors a select group of junior boys and girls from a field of applicants.

Academic Excellence in Mathematics

Students who have completed four years of mathematics courses, have no more than two B's in their math courses and score in the 75th percentile or greater on the ACT qualify for this recognition.

Key Staffer Awards

Recognition for this award is based on participation and excellence in the Journalism Department

~~**Perfect Attendance**~~

~~Students who do not have any absences throughout the school year qualify for this recognition.~~

Hugh O'Brian Award

This award is presented to a sophomore student selected by staff to represent Platteview High School at the Youth Leadership Institute.

Most Representative Students

This award is voted on by teachers to recognize students who excel in all areas.

Man/Woman of the Year

This award is voted on by students to honor one boy and one girl from each class as the man or woman of the year.

Top Ten Percent of the Senior Class

This designation is determined by the weighted grade point average of students. No rounding will occur.

Section 11: National Honor Society and Student Council

National Honor Society About Us

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, service, leadership, and character. These characteristics have been associated with membership in the organization since its beginning in 1921.

Today, it is estimated that more than one million students participate in NHS activities. NHS chapters are found in all 50 states, the District of Columbia, Puerto Rico, many U.S. territories, and Canada. Chapter membership not only recognizes students for their accomplishments, but challenges them to develop further through active involvement in school activities and community service.

History

The National Association of Secondary School Principals (NASSP) officially established the NHS in 1921. Though many local and regional honor societies existed prior to 1921, no nationwide organization had been founded. Under the leadership of Dr. Edward Rynearson, principal of the Fifth Avenue High School in Pittsburgh, the organization grew from the original Alpha Chapter at the Fifth Avenue School to more than 1,000 chapters by 1930. Equipped with a constitution, an emblem and motto, and a group of dedicated principals as coordinators, the new NHS organization quickly developed into one of the country's leading educational groups.

Four main purposes have guided chapters of NHS from the beginning: to create enthusiasm for scholarship; to stimulate a desire to render service; to promote leadership; and to develop character in the students of secondary schools. These purposes also translate into the criteria used for membership selection in each local chapter.

Selection Process:

Students who have a minimum 3.5 (un-weighted) cumulative GPA are eligible to fill out this information packet. The information packet must

be turned in by March 5 at 4:00. If not, the student is no longer included in the application process. Once an application is turned in, it becomes the property of Platteview High School.

Students will also be required to do a timed write on February 26 or March 5. This will be a 20-minute essay on the topic of Service.

Students will also need to turn in a 2-3 minute video explaining why the student would be an excellent candidate for induction into National Honor Society. This video must be uploaded to YouTube and the link sent to nhsadvisor@springfieldplatteview.org. The video may remain private.

All High School faculty members will be asked to fill out the rubric on candidate students. Students must receive 21 points on the rubric without receiving a score below three (3) points out of the possible five (5) points in the areas of Service, Activities, Leadership, Character, and Faculty Rating or below a two (2) out of the possible three (3) points on the Service Essay and Video Submission to advance to the Faculty Council screening.

The Faculty Council will meet to watch the video, view faculty input, and view the student's application to determine the selection status of each candidate. The Faculty Council will use the provided rubric as a guide in their discussions to vote on final pool of candidates. A candidate must receive a minimum of three (3) out of the possible five (5) votes to be selected for the Platteview High School NHS.

All students will receive a letter stating their selection status.

Non-selection:

"Parents and students must understand that no student has a right to be selected for membership in a chapter of National Honor Society, and that the Faculty Council is entrusted with making selection decisions…"

"Schools are not obligated to share with parents and students, information concerning non-election of specific students. According to NASSP(National Association of Secondary School Principals) legal council, no constitutional due process requirements apply in non-selection cases."

"The National Council and the NASSP shall not review the judgment of the Faculty Council regarding selection of individual members to local chapters."

NHS Resources – all can be found on the PHS website.

How to become a member
NHS timed write Candidate suggestions
Platteview High School NHS Bylaws NHS National Constitution
Platteview High School NHS Selection Rubric

Student Council

Student Council members will be elected in the fall of each academic year. Each class will elect three (3) members and all students will select a Student Council President.

Section 12: Academic Integrity

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.

Definitions

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

I. ***Cheating*** means intentionally to misrepresent 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:
    1. 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 a 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.

    2. Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test. Papers (includes papers, essays, lab projects, and other similar academic work):
        i. Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
        ii. Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
        iii. Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
        iv. Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
        v. Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

    3. 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.

II. ***Plagiarism*** means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words or works. Plagiarism includes, but is not limited to:

- Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
- Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

III. **Contributing to** academic integrity violations means to participate 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.

IV. Sanctions

The following sanctions will occur for academic integrity offenses:

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

Section 13: Advisory Period

Each student will be assigned to an individual staff member who will lead a daily Advisory Period. During this period, the staff member will serve as a mentor to a small group of students. The purpose is to have a daily time set aside to have an adult in every student's life at Platteview High School that can have an intentional role in helping guide students during their time at PHS.

Mission Statement

Daily and intentional time will be reserved to ensure every student at Platteview High School has at least one trusted adult advocate who will stand by them to listen, advise, mentor and lead.

Advisory Period Goals

- To strengthen relationships, trust and rapport between teachers and students.
- To directly access struggling students and provide appropriate and timely interventions.
- To build a sense of togetherness within the larger school community.
- To complete important daily tasks that are valued within our school system (i.e. attendance, announcements and the Pledge of Allegiance to name a few). Other housekeeping items will come up on a regular basis that will be supported through advisory.
- To promote strong character and values within our student body with a systematized process for teaching and learning those traits.
- To encourage and promote punctuality, regular school attendance and academic achievement that will be supported and monitored by advisory teachers.
- To provide additional time for academics to support both our core content and our career and technical education

programs.
- Individual student achievement goals will be set through student meetings with the school counselor to discuss MAP, ACT, diploma paths, career opportunities and much more.

How will this be accomplished?

- The Advisory Leadership Team will send agendas (including possible lesson plans, guides, etc.) to teachers by the end of the school day on Thursday for the following week.
- Teachers will meet weekly in curricular area teams to review agendas, develop lessons further, apply topics more appropriately to their specific groups/grade levels.
- Teachers will meet often with their advisory students, one-on-one, to discuss grades, citizenship, activities, attendance and much more.
- Teachers will use a character program that provides video lessons, support resources and materials to teach and discuss character and values within the advisory classroom.

Sample Activities

- Tracking grades, missing work (ICU), attendance, tardy management and discipline.
- Individual student meetings.
- Team building activities.
- Interventions.
- Exploration of study.
- Enrichment activities.
- Career education skill building including virtual job shadows.
- Core study practice.
- Reading.
- Other.

Section 14: Commencement

Each year Platteview High School will sponsor a commencement ceremony. This ceremony is a privilege and not required to complete PHS graduation requirements. Students will be notified each year of upcoming commencement dates and requirements for participation.

Commencement Ceremony Guidelines and Expectations

At Platteview High School we work very hard to communicate guidelines and expectations in advance to help seniors and parents plan for graduation.

Purpose of Commencement Ceremony at Platteview High School

The purpose of the Commencement Ceremony at Platteview High School is to recognize and honor the achievements of the graduating class. The Commencement Ceremony at Platteview High School is a formal ceremony. As such, Platteview High School reserves the right to set guidelines and expectations as such to assure that we remain true to the purpose of the event. We ask that you support us in keeping the event a ceremony and not a celebration. Graduation celebrations occur after our ceremony. Both are important to our graduating seniors and their families. The important thing is understanding the proper time for each type of activity.

One example of proper decorum at our Commencement Ceremony surrounds the time when the name of each graduate is read. It is understandable that a graduate's family would be excited and applaud their graduate as their name is read; however prolonged eruptions of cheering, ringing bells, blowing a whistle, throwing confetti or sounding an air horn would be disrespectful to other graduates and would cross the line between a ceremony and a celebration. Graduation is important to every single senior and their family. Actions such as those described disregard the feelings of other families (such as those immediately before and after such disruptions) and as such are strictly prohibited. No artificial noisemakers, confetti, beach balls, etc. will be permitted by graduates or attending spectators.

Please help us make our ceremony one that honors all graduates and their time here at Platteview High School. The following sections are designed to help familiarize you with what is expected.

Acceptable Commencement Attire

Seniors graduating from Platteview High School are expected to wear appropriate attire for the graduation ceremony and behave in a manner expected of every student as described in this document.

Male students will be required to wear dress slacks (no jeans or shorts), dress shoes and socks (no flip-flops or tennis shoes), dress shirts with collar (tie is optional). Female students will be required to wear a dress or dress slacks, and appropriate shoes (no flip-flops or tennis shoes).

Failure to adhere to the Commencement Ceremony guidelines and expectations as outlined above, as described to students during Commencement Ceremony practice, or as instructed by the class sponsor or administration, will be denied entrance into the ceremony, be removed from the Commencement Ceremony, or result in their diploma being withheld until such time as outlined in a discipline plan set up by administration.

Graduates are not to attach any items to their hat or gowns. No personal (or special order items) such as tassels or sashes may be worn. Students are not allowed to possess the following items during the ceremony: cell phones, ear buds, electronic devices, purses or handbags. Graduates will be checked for any such items prior to the ceremony.

Students will be asked to change unacceptable items, which may mean that the student may have to return home to change into appropriate clothing. It is advisable to check in advance of the graduation ceremony with the Principal or staff sponsor if you are uncertain about your attire.

Student Behavior

Senior students are reminded that any violations of the student code of conduct that result in long term suspensions or are egregious in nature at any point from this time of year on may jeopardize the student's privilege of taking part in the Commencement Ceremony in May.

Finishing Strong Academically

It is the responsibility of each senior student to work with the 12th grade Counselor to assure that they are on track with all graduation requirements and to assure that they complete all classes with a passing grade that are required for graduation.

Date Reminders

Students and parents will be given key date reminders throughout their senior year. These dates and reminders will also be posted on the Platteview High School website under School Publications.

Commencement Practice/Rehearsal

Participation in scheduled commencement practice/rehearsal is a requirement for a student to participate in the PHS Commencement Exercise. The practice/rehearsal will be held during the afternoon of the last day for seniors (following the Senior BBQ).

Senior BBQ

PHS will sponsor a Senior BBQ for all seniors and parents to be held during of the last regular school day for seniors each year. Event details will be shared with seniors and their parents throughout the school year.

ARTICLE 6 - SUPPORT SERVICES

Section 1: Special Education Services

What Does Special Education Mean?

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

Students Who May Benefit

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

How are Students With Disabilities Identified?

Referrals are made by teachers or parents to a Student Assistance Team. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

Independent Evaluation

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

Re-evaluation

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

Individual Education Program (IEP)

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

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

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

More Information

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

- Section

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

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.
7. Have evaluation, eligibility, educational and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided students without a disability unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
13. File a local grievance in accordance with school policy.
14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

Section 3: The Student Assistance Team (SAT)

Supporting students, teachers and parents

What is a Student Assistance Team (SAT)?

The SAT is a school team, which includes the parent and, when appropriate, the student, in a positive, problem solving, intervention process. It assists students by ensuring that the school and community are doing everything possible to make every student successful. Students are most successful when there is a strong spirit of cooperation between home, school, and community. Based on this shared responsibility, the SAT meets to explore possibilities and strategies that will best meet the educational needs of the students, and

support teachers and parents. The SAT includes the most important people in the student's life such as parents or caregivers, teachers, counselors, specialists, school administrators or designees, and any other school or community members who can provide support.

How does the SAT Process Work?

Students are typically referred by the classroom teacher, but any member of the school staff and/or parent may request support from the SAT for a student whose learning, behavior or emotional needs are not being met under existing circumstances. The classroom teacher(s) would have already notified the parent regarding these issues. Prior to the first SAT meeting, teachers would have implemented some classroom modifications that enhance learning for students. A modification may be as simple as a change in seating location, a daily assignment sheet, or an increase in the use of visual teaching aids. Sometimes a simple change can make a big difference for a student. Any modification that has been tried or is currently in place will be discussed with a parent at the SAT meeting. Using this information, the team can suggest further steps to help the student.

What happens at a SAT Meeting?

1. The student (when appropriate) and parents meet with a group of teachers, wellness staff, and/or administrators.
2. A facilitator leads the group through a process, which results in a written plan of action.
3. The team discusses the student's strengths, concerns, gathers pertinent history and information and discusses present interventions and outcomes. The team brainstorms interventions and chooses actions to complete a plan of action for student success.
4. At the end of the meeting, a follow-up date will be scheduled to review progress. You will be invited to meet again with members of the SAT to evaluate changes and growth in your student.
5. Additional testing through Special Education resources may be recommended. This recommendation comes from the members of the SAT only after modifications and suggestions have not proven to be successful.

Section 4: Child Find Notice

Springfield Platteview Community Schools has an ongoing goal of locating and identifying all children, birth through age 21, who have special needs. The district will provide any child or youth who has a disability an appropriate public education at no cost to the parents fo the child. Children or youth with disabilities are those who have developmental delays, hearing impairments or deafness, vision impairments or blindness, emotional disturbance, health impairments, specific learning disabilities, speech and language impairments, intellectual disability, orthopedic impairments, autism, multiple impairments or traumatic brain injuries. In addition, children and youth with any disability which substantially limits a major life activity may receive accommodations to allow them access to an appropriate education (Section 504 or the Rehabilitation Act, as amended).

Springfield Platteview Community Schools requests your help in locating children and youth with disabilities who are eligible to benefit from Special Education or 504 accommodations. If you know of a child or youth who is a resident of the district, who may have a disability and is not receiving needed services, please contact the Director of Special Services, 14901 S. 108th Street, Springfield, NE 68059, (402) 592- 1300. Also, if you know of someone who may need this notice translated to another language, given orally, or delivered in some other manner, please contact the same person.

Section 5: Guidance Services

Springfield Platteview Community Schools employ counselor(s) for the purpose of assisting with the District's testing program, to assist with scheduling, to serve students with college and/or career planning and for students to discuss problems and resolve conflicts. If you wish to see a counselor, stop by a counselor's office and make arrangements for an appointment.

Academic Counseling and Scheduling

Counseling is available for academic planning. The counselors will oversee scheduling to guide each student towards meeting graduation requirements to assist ensuring that a student is college and career ready. Parents are encouraged to be an integral part of this planning.

Career Counseling

Career counseling is provided all students through testing, group guidance, subject exposure in the classroom, and through

individual counseling. This service is designed to facilitate each student in making college, vocational, and occupational choices. Assistance is available to students and parents in selecting a college, or vocational school, taking appropriate entrance exams, applying for scholarships, and obtaining financial aid. Career choices can be aided by using the Guidance Information System via computer, utilizing catalogues, and materials available through the counselor's office.

Post-Secondary Planning Websites

Planning for the future can be overwhelming. The following websites have a multitude of timely information that will be helpful in the planning process.

- http://www.nebraskacareerconnections.org: provides education and career planning resources
- http://www.educationquest.org: information on creating an activities resume, a financial aid estimator, college planning tips, and scholarship searches
- http://www.actstudent.org: register for the ACT test, practice questions, and college planning resources
- http://www.collegeboard.org: register for the SAT test, practice questions, and college planning resources

In addition, a student or parent can make an appointment to visit with the Platteview High School counselors to assist with needs in this area.

Bullying Prevention Website Resources

Platteview High School and SPCS does not endorse specific websites. The links below serve as external resources available to our school community.

Anti-Defamation League: Bullying/Cyberbullying - Provides strategies and resources for educators, youth, and families to respond to and help prevent bullying and cyberbullying.

http://www.adl.org/education-outreach/bullying-cyberbullying/

PACER National Center for Bullying Prevention - Provides resources for adults and students about bullying. http://www.pacer.org/bullying/

Stopbullying.gov - Provides prevention and response strategies for parents, educators, community leaders, children, and youth about bullying and cyberbullying. Includes fact sheets, tips, videos, blogs, and a resource inventory. Information for adults is presented in English and Spanish. A federal government website managed by the U.S. Department of Health and Human Services. http://www.stopbullying.gov/

Section 5: Health Services

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100.4°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

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

Guidelines for Administering Medication

Whenever possible, your child should be provided medications by you outside of school hours. In the event it is necessary that your

child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. For prescription medications, the district requires a signed physician authorization form. Both the parental and medical provider forms are available on the district website under the Health Services section.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). For medications that are controlled, for example medications for ADD/ADHD, the health office will only accept a two-week supply. If you are not sure if your child's medication is controlled, please reach out to the health office for assistance.

All medications given to the school need to be picked up at the end of the school year. Those medications left in the health office after the last day of school will be destroyed if no other arrangements have been made for parental pick up.

If your child has asthma or diabetes or any other medical diagnosis that you want to make sure the health office or other staff members are aware of, please contact the health office staff at your child's school. For those students with asthma or diabetes, there are state required forms for their healthcare needs during school hours. These forms can be found on the district web site under the Health Service section.

School Health Screening

Children in Preschool and Kindergarten through fourth grade, as well as children in seventh and tenth grades will be screened for vision, hearing, dental defects, height and weight. *Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the school nurse, may also be screened.* Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office at the start of the school year and on an annual basis. The Nebraska statute requires school-age screening, for parents who remove their child from the screening program they must submit findings from an alternate medical provider to the school proving that the child went through screening within the last 6 months.

Physical and Visual Examination

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

Immunizations

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

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

Certificate Requirements

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time. You may obtain a certified copy from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics. If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Guidelines for Head Lice

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

1. A teacher or staff member makes a report of a child with live lice.
    a. The student will be checked in the health office.
    b. The screening will be done with discretion.
    c. Identify live lice by their movement; identify nits by their adherence to the hair shaft.

2. Parent Notification of Head Lice
    a. The health services staff will notify parent/guardian when live lice are found in their student's hair.
    b. The parent/guardian to pick up students as soon as arrangements can be made.
    c. The student will remain in the health office until the parent/guardian arrives to take them home.
    d. The health care office will maintain a supply of combs for students to take home when needed.

3. Parent Pick-Up
    a. Parents/Guardians will be directed to health services staff for information and treatment recommendations.
    b. If needed, the health services office will provide the parent/guardian with information about lice and the procedure to return to school.

4. Return to School
    a. Students may return to school after they have received effective treatment.
    b. Effective treatment shall include but is not limited to:
        i. MUST comb hair with a lice comb to remove nits.
        ii. Bedding should be removed and washed in warm water and dried at a high heat setting.
        iii. Shampoo with a lice treatment shampoo located at any pharmacy or comparative alternative treatment.
    c. The health service staff will inspect the student's hair to assure that there are no live lice and nits remaining. Students will not be allowed to attend classes with live lice, and it is expected for parents to continue to work on removing nits.

*Nit removal will be emphasized for effective management of the condition. For more information call the nurse at your child's school.

Contagious or Infectious Disease

Whenever a student shows symptoms of any contagious or infectious disease, the student shall be sent home. The Superintendent shall be notified as per State Statute. Regulations set up by the state and local Health Departments for excluding children with communicable diseases from school will be followed. A student who has been absent due to a communicable disease must have a release from his physician, or the school nurse before returning to school.

Concussions: Return to Learn Protocol

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical and academic staff until the student is fully recovered. *Parents are responsible for notifying the health office when their student sustains a concussion during any school or non-school related activity.*

The school administration of Platteview High School adopts NDE Guidance entitled "Bridging the Gap From Concussion to the Classroom," as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

Child Abuse

To comply with current Nebraska Statute, pertaining to Abuse of Minor Children or Incompetent or Disabled Persons, any teacher or other school employee who suspects that a child's physical or mental health or welfare may be adversely affected by abuse or neglect shall report or cause a report to be made on any suspected case.

Abuse or neglect shall mean knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person to be:

1. placed in a situation that may endanger his life or physical or mental health, tortured, cruelly confined, or cruelly punished,
2. deprived of necessary food, clothing, shelter, or care,
3. left unattended in a motor vehicle, if such a child is six years of age or younger, or
4. sexually abused.

State law provides immunity from liability to reporting or investigating child abuse.

Section 7: Transportation Services

School Bus Regulations

Safety is our first consideration when transporting children to school. If the driver is distracted or directs attention away from the road, danger exists.

Authority of Driver: Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus. The driver shall be held responsible for the orderly conduct of the pupils while they are on the bus. It may become necessary for the driver of the bus to assign seating in order to maintain an orderly environment. All buses are owned and operated by the Student Transportation System of America.

Conduct Rules

- Cooperate with your driver.
- Stay seated facing the front of the bus.
- Students are to be dropped off at their assigned stop. Drivers must receive a signed note by parent/guardian giving permission for other drop-off arrangements.
- Keep your head, hands, and feet to yourself and inside the school bus.
- Talk quietly, be courteous and no profane language is allowed.
- Students must be quiet at railroad crossings.
- Aisles shall be clear and unobstructed at all times.
- Help keep your bus clean. Do not litter in or out of the bus.
- Do not eat or drink on the bus without permission from driver. (Candy, gum, etc.)
- Do not bring hazardous materials on the bus.
- No animals are allowed on the bus.
- Do not tamper with or damage the bus or its equipment.
- Students shall not use the emergency exits unless an emergency exists.

The following inappropriate behavior will have immediate action and may include, but is not limited to the following, resulting in automatic suspension of transportation privileges: 1) fighting, 2) defiance of bus driver, 3) using matches/smoking or vaping, 4) vandalism, and 5) harassment or other behavior that is involves disrespectful action towards another student(s).

Students should respect all employees and fellow students of the district and may be subject to discipline policies set forth by the Student Transportation System of America and Platteview High School.

Consequences for violating school bus rules:

- 1st Incident - Driver verbally warns student.
- 2nd Incident - Student receives citation; parent and Principal/Assistant Principal are verbally notified of the infraction.
- 3rd Incident - Student receives citation and is suspended from the bus for three to five days; parent is notified of the infraction by the Principal/Assistant Principal.
- 4th or More Severe - Student receives citation and is suspended from the bus up to the remainder of the school year.

Section 8: School Lunch Program

Current Lunch Prices

Breakfast- $2.10 Adult Breakfast- $2.10 Lunch- $3.45 Milk- $.60 Ala Carte prices - TBD

Cafeteria Expectations

Platteview High School is a closed campus. Students are required to remain in the building during school hours. This includes the lunch period. Students at Platteview High School are scheduled for a thirty-minute lunch period. In order to assume an orderly lunch period, students are requested to observe the following rules:

- All students must report to the Cafeteria, Student Lounge or New Commons during the time they are scheduled for lunch, regardless of whether they plan to eat or not.
- Tables will be allowed no more than (5) students to sit at each.
- ~~9th grade students must remain in Cafeteria area throughout the lunch period until a point of the year determined by lunch supervisors.~~
- Students that violate lunch expectations (regardless of grade) will be assigned to an alternate setting for their lunch period for a time period determined by the administration.
- There should be no running in the hallway or "cutting in" or saving places in the lunch line.
- No food or drinks may be removed from these areas. When a student is finished eating, he/she will return the food tray to the wash area and return to his/her table or one of three areas listed.
- Students caught throwing food in the Cafeteria will be referred to the Administration.
- A student who violates the closed campus rules will be referred to the Administration.
- Due to Federal lunch program guidelines, students may not bring in outside hot food items for others during the lunch period.
- Money may be placed in accounts before school in the food service office from 7:45 am to 8:05am.
- Students are required to pay for all lunches received. Parents should keep enough money in the food service account to stay current. Each week on Tuesdays and Fridays – generic emails will be sent to families with low account balances ($5.00 or less in a student account).
- The School Nutrition program understands that situations may occur when a child forgets their lunch money and will allow a student to charge a meal. A meal charge is defined as a short-term loan for a child to eat because the child forgot their lunch, their lunch money or has lost their money. On the first negative charge, school personnel will send home a slip with the student. The Food Service Office will also mail letters notifying the parents or guardians of their child's negative account. If there is no response from the parent or guardian a meal application for free or reduced lunch will be mailed out. If negative charges continue to occur, the matter will be turned over to the school Principal for resolution. Insufficient funds checks do count as charges for these rules. A $5.00 fee will be added to all returned checks.
- Free or reduced price lunches are provided for those children whose parents can meet federal income guidelines. Application forms for this service are available in each school office and are sent home at the beginning of the school year with each child. The school district must have an approved application (or a list of student names from the state's direct certification list) before meal benefits can be given.
- The school district cannot claim any free and reduced meals to new children without a processed application. Lunch applications are processed daily upon arrival in the School Nutrition Office.
- In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability.
- To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call toll free (866)632-9992 (voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800)877-8339 or (800)845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Protocol for Zero Balances:

Step 1 Every day the child is told by the cashier if they have a zero or negative balance. They are also told to bring money the next day. Step 2 Every Tuesday & Friday emails are sent to parents with a balance below $5.00.

Step 3 Once a week negative balance letters go out to each school to be sent home with the child.

Step 4 A list of negative balance accounts are sent to each school weekly. If the family balance is -15.00 or more a call from the school office is made to each family. At this time, the question is asked if the family is in need of a free or reduced lunch application.

Step 5 After the family has been contacted at least 3 times by phone from the school office, the school principal will be asked to get involved if the balance is more than -30.00.

When a family is negative the students will be allowed to buy one breakfast and one lunch a day. No extras will be allowed to be purchased.

ARTICLE 7: DRUGS, ALCOHOL, TOBACCO AND VAPING

Section 1: Drug-Free Schools

The District implements regulations and practices which will ensure compliance with the federal Safe and Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects. The consistent message of the program is that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

In addition, the District strictly prohibits the use of tobacco, tobacco products, and vaping on school grounds and at all school activities.

Section 2: Education and Prevention

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades. The District provides in-service orientation and training for staff with regard to drug and alcohol education and prevention programs.

Drug and Alcohol Use and Prevention

Each student of the District is hereby provided a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities.

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations

All students are provided an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs

Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor. In the event of disciplinary proceedings against a student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel will confer with the student and the student's parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel consider to be of benefit.

Safe and Drug-Free Schools - Parental Notice

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

These standards are in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation. The District's standards prohibit the possession, use, or distribution of illicit drugs or alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession, use, distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.

3. Possession, use, distribution or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco product or vaping device or product.

Disciplinary Sanctions

Violation of any of the above, prohibited acts will result in disciplinary sanction being taken within the bounds of applicable law, up to and including expulsion and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

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

Intervention

The District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational environment, the school has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff.

Administration

The administration is authorized to adopt such administrative rules, regulations or practices necessary to properly implement this policy. Such regulations, rules or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

ARTICLE 8 - STUDENT RIGHTS, CONDUCT, RULES AND REGULATIONS

Section 1: Purpose of Student Conduct Rules

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

Section 2: Forms of School Discipline

Short-Term Suspension

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

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

The following process will apply to short-term suspensions:

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

Long-Term Suspension

A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (20) school days. A student who is on a long-term suspension shall not be permitted to be on school grounds or attend any school-sponsored events (home or away) 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.

Expulsion

Meaning of Expulsion

Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless (a) the misconduct occurred within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) the misconduct occurred within ten (10) school days prior to the end of the second semester, in which case the expulsion shall

remain in effect for summer school and the first semester of the following school year, or (c) 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.

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 no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the Superintendent. The suspension pending hearing may be imposed 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.

Procedure for long-term suspension/expulsion:

The procedure shall be the same as that of short-term suspension except as follows.

The Principal may suspend a student immediately, regardless of the fact that a hearing was requested within five days of notice of expulsion or long-term suspension by the school, if the principal determines that such immediate suspension is necessary to prevent or substantially reduce the risk of:

1. Interference with an educational function or school purpose or personal injury to the student, other students, school employees, or school volunteers. Although the preferable practice is that the Principal makes such determination in writing, nothing in this policy shall be required. If no hearing is requested, the immediate suspension will continue until the date the long-term suspension, expulsion, or mandatory reassignment takes effect. If a hearing is requested, the suspension will continue until the date the hearing examiner files the report of his or her findings with the Superintendent, if the Principal has made a determination as described above. On the date of the decision a written charge and a summary of the evidence supporting such charge shall be filed with the Superintendent. The school shall, within two school days of the decision, send written notice by registered or certified mail to the student's parent or guardian and by regular mail to the student. Such written notice shall include the following:

    a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long- term suspension or expulsion, including a summary of the evidence to be presented against the student.
    b. The penalty, if any, which the building administrator has recommended in the charge, and any other penalty to which the student may be subject.
    c. A description of the hearing procedures provided along with procedures for appealing any decision rendered at the hearing.
    d. A statement that the building administrator, legal counsel for the school, the student, the student's parent or guardian, and/or the student's representative (or legal counsel) shall have the right to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct, and the right to know the identity of the witnesses to appear at the hearing and the substance of their testimony.
    e. A form on which the student, student's parent, or guardian may request a hearing to be signed by such parties and delivered to the building administrator or Superintendent in person or by registered or certified mail as prescribed by state law.
    f. Nothing in this policy shall preclude the student or the student's parent guardian or representative from discussing and settling this matter with appropriate school personnel prior to the hearing.
    g. If a hearing shall be requested within five school days of the receipt of the written notice by the student or the student's parent or guardian, the Superintendent shall appoint a hearing examiner and all of the provisions of the Nebraska statutes which relate to such a hearing shall be adhered to.
    h. If the student, parent or guardian institutes the appeal following the determination of the Superintendent, they may appeal to the SPCS Board of Education. Such an appeal shall be made within seven school days following receipt of the written notice of the determination of the Superintendent.
    i. A hearing shall be held before the Board of Education within a period of 10 school days after it is requested and such time for a hearing may be changed by mutual agreement by the student at the Superintendent, except that the hearing may be held before the Board of Education of not less than three members.

Summer Review

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

Alternative Education

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

Suspension of Enforcement of an Expulsion

Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one (1) 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.

Students Subject to Juvenile or Court Probation

Prior to the readmission to school of any student who is less than 19 years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to a court order, 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.

Other Forms of Student Discipline

Administrative and teaching personnel may 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 be 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.

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

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

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

being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, vaping device or products 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), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events. Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target. 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.
10. 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.
11. Repeated violation of any rules established by the school district or school officials if such violations constitute substantial interference with school purposes.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to 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.
14. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
15. Willfully violating the behavioral expectations for those students riding the buses operated for SPCS operations.
16. 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.

17. 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 (1) 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 (1) year expulsion requirement on a case-by- case basis, provided that such modification is in writing. Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:
    a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
    b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
    c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
    d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.
18. Knowingly possess, handle, or transmit any object or material that is ordinarily or generally considered could be considered a weapon including any imitation or look-alike object or materials which can be reasonably considered, or mistaken for, a weapon or which is represented as a weapon and interferes with school purposes." This would include objects such as, but not limited to paint ball guns, cap guns, sports equipment (baseball or softball bats), etc.

<u>Additional Student Conduct Expectations and Grounds for Discipline</u>

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

<u>Student Appearance</u>

Students at Platteview High School are expected to dress in a way that is appropriate for the school setting and demonstrates a level of respect for the educational environment during the school day. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. 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 bare skin at the midriff or underwear or clothing that is too revealing or baggy (i.e. sagging pants), 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. In compliance of A. above, the following general guidelines shall apply to student dress:
    - Shorts or skirts must cover undergarments and private areas (including buttocks) when standing or bending over.
    - Ripped jeans may be worn as long as rips or holes do not expose areas or items described above.
    - Students may wear tights provided that the tights are not see through. If a student wears tights that are deemed to be see through material.
C. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.

D. 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).
E. Head wear including hats, caps, bandannas, and scarves. This provision includes visors, stocking caps and wearing hoods. A headband may be worn if the headband is used to control hair. Hats or caps may not be worn at anytime during from 7AM-3:30PM.
F. Clothing or jewelry that exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
G. Clothing or jewelry that is gang related.
H. Students may not carry blankets around the school building or lunch area. This presents safety and sanitary issues.
I. Students may not wear a hood covering their head at any time in the school building. This presents a safety issue of being able to identify a person in our school environment.
J. Students may not wear headphones during any class time.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal, Assistant 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 or Assistant Principal for approval.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

Dress Code Offenses		
1st Offense	Student must correct their attire	Parent email sent
2nd Offense	Student must correct their attire	Saturday school from 8A-11A on next available Saturday
3rd and Subsequent Offenses	Student must correct their attire	ISS or OOS assigned by Administration

Please note that there will be a zero tolerance with hats and hoods in PHS.

Electronic Devices

Philosophy and Purpose

Platteview High School discourages students from bringing electronic devices to school, except for those devices approved by the administration for educational purposes and personal cell phones. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student misuse of electronic devices.

Definitions

"Electronic devices," include, but are not limited to cell phones, iPods, cameras, laptop computers (except for those as outlined by administration for educational purposes), wireless headphones and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

"Sexting" means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that;

1. Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. #28-1463;02 or
2. Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
3. Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

Possession and Use of Electronic Devices

Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. ***Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging unless specifically approved by the Principal in advance for a medical or emergency need. Cell phones must be out of sight at all times once a student walks into a classroom area or the media center.***
Additionally, cell phones may not be out or used when a student is in any bathroom or locker room area. Individual teachers may elect to collect cell phones in a pocket or basket system if they so choose; however any cell phone that is visible or interrupts instruction will result in consequences to the student.

Students are permitted to possess and use electronic devices before school hours, at lunch time, during passing time between classes, and after school hours, provided that the student does not commit any abusive use of the device. Using electronic devices between classes is not an excuse to be late to class. Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

Gaming is strictly prohibited during the school day other than the lunch period that the student has been assigned.

Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a laptop computer for a class presentation).

Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

Responsibility for Electronic Devices

Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

Penalties for Prohibited Use of Electronic Devices / Violations

Electronic Device Violations / Consequences

Using or having electronic devices (including cell phones) out (or wearing headphones) during any class or study hall period (without permission) or inappropriate use of iPad or device:

1. 1st offense – device is confiscated from student. Student may pick up the device at the end of the day from the main office. Parent(s) is/are notified by email or telephone.
2. 2nd offense and subsequent offenses – device is confiscated from student. Parent must pick up the device from the main office. Parent(s) is/are notified by telephone.
3. Continual violation of this policy will result student being placed on a behavior contract and may result in additional consequences including out-of-school suspension.
4. Refusal of student to give the teacher the device will result in an office referral and additional consequences.

Network, Email, Internet and Other Computer Use Rules General

Rules:

A. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.
B. Individual users of the district network are responsible for their behavior, actions, problems, and communications

involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.

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

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

The following policy and rules for acceptable use of computers and the network, including Internet, shall apply to all district administrators, faculty, staff and students. The term "Users", as contained herein, shall apply to all such individuals. The Superintendent, or the Superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."

1. Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.
2. Users shall not let other persons use their name, account, logon password, or files for any reason (except for authorized staff members).
3. Users shall not use or try to discover another user's account or password.
4. Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).
5. Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
6. Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
7. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
8. Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
9. Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
10. Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.
11. Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas without written permission of the network administrator.

Etiquette and Rules for Use of Computers and the Network:

All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other online services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:

1. Be polite. Do not become abusive in your messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.

3. Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.
4. Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages that violate the rules will result in disciplinary action.
5. All communications and information accessible via the network should be assumed to be private property of others.
6. Do not place unlawful information on any network system.
7. Keep paragraphs and messages short and to the point. Focus on one subject per message.
8. Include your signature at the bottom of email messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
9. Additional rules or regulations may be established as needed.

Penalties for Violation of Rules:

All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are also intended to minimize the burden of administering the networks so that more time can be spent on education and enhancing services. Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees.

Student and Parent Agreements:

Students and parents may be required to sign a computer and network use agreement as a condition of the student being permitted to use such equipment.

Risks of Social Networking

The purpose of this message is to give our students information about the risks of using social networking sites.

These sites are public sources of information that may be seen by others (i.e. school administrators, your parents, and law enforcement.) It is also accessible to people who you don't even know now, but may later want to impress - such as university admissions and scholarship officials and prospective employers. In fact, many large companies now search the Internet as a means of conducting background checks on job applicants. What you say now on social media may affect you years later.

What you say now on social media may also affect you right now. Pictures or writings that show that you have violated student conduct rules may result in school discipline. A picture of a student drinking a beer may very well lead to a suspension from activities if the school learns about it. Criminal charges may be filed against you based on information posted on social media.

Here are some common sense guidelines that you should follow when using social media and the Internet in general: Don't

forget that your profile and forums are public spaces.

1. Don't post anything you wouldn't want the world to know (e.g., your phone number, address, IM screen name, or specific whereabouts).
2. Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school.
3. People aren't always who they say they are. Be careful about adding strangers to your friends list. It's fun to connect with new social media friends from all over the world, but avoid meeting people in person whom you do not fully know. If you must meet someone, do it in a public place and bring a friend or trusted adult.
4. Harassment, hate speech and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to specific social media companies or the authorities.
5. Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see!
6. Don't mislead people into thinking that you're older or younger. If you lie about your age, social media sites will delete your profile.

We urge all students to follow these common sense guidelines.

Sexting

Students who receive a “sexting” message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any “sexting” message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of any appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed;

- Students found in possession of a “sexting” message shall be subject to a three (3) day suspension from school.
- Students who send or encourage another to send a “sexting” message shall be subject to a five (5) day suspension from school.
- Give it a ponder before you post anything:
    - Is it true?
    - Is it necessary?
    - Is it hurtful?
    - Could it be misinterpreted?

Harassment and Bullying Policy

One of the missions of Platteview High School is to provide a safe and secure environment for all students and staff. Positive behaviors (nonviolence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff. Inappropriate behaviors (bullying, intimidation and harassment are to be identified and corrected. Students and staff are to avoid such behaviors. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target.

Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report.

Inappropriate Public Displays of Affection

Public displays of affection will not be tolerated on school property or at school activities. Such conduct includes: hugging, kissing or any other types of affection that would be considered inappropriate or an undue distraction to others. Students will face the following consequences if this type of behavior occurs.

1. 1st Offense: Student will be confronted and directed to cease.
2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
3. 3rd Offense: Students will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and counselor.
4. If this type of behavior continues, the student could face long-term suspension or expulsion.

Specific Rule Items

The following conduct may result in disciplinary action that, in the case of repeated violations, may result in discipline up to expulsion.

1. Students must have a pass when not in class during class time. Students are to use the pass only for the purpose requested. For example, if given a pass to use the restroom, the student must promptly proceed to and use the nearest

restroom and promptly return to class.

2. Outside food items are not allowed in classrooms.
3. Students are expected to bring all books and necessary materials to class. This includes the Individual Academic Period. Assignments for all classes are due as assigned by the teacher.
4. Students are not to operate the mini-blinds or the windows without permission of the teacher.
5. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
6. Students are to be in their seats and ready for class on the tardy bell.
7. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or cleanup rules that will be explained to students by that teacher which must be followed.
8. Students are not to bring "nuisance items" to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
9. Students are to keep hallways clear in the mornings before school and at lunch so that others may easily pass through the halls.
10. Snow handling is prohibited.
11. Students may not sell any items to other students on school grounds or during school hours. Only approved student fundraising activities may occur on school grounds or during school hours.

Section 4: Reporting Student Law Violations

1. Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
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 will 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. An exception applies when a minor has been taken into custody as a victim of suspected child abuse; in that event the Principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.
3. In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of SPCS to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
    a. Knowingly possessing illegal drugs or alcohol.
    b. Assault.
    c. Vandalism resulting in significant property damage.
    d. Theft of school or personal property of a significant nature.
    e. Automobile Accident.
    f. Any other behavior which significantly threatens the health or safety of students, staff or other persons or which is required by law to be reported.

Section 5: Discipline Guides

Area A – Assault, Threats, Menacing, Profanity, etc.

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
A1 – Assault on a student without injury	ISS 1-3 days Notify parents	OOS 1-3 days Notify parent	OOS 5-10 days Notify parents Possible expulsion
A2 – Assault on a student with injury	OOS 3-5 days Notify parents and police Possible expulsion	OOS 5-19 days Notify parents and police Recommendation for expulsion	
A3 – Assault on school personnel with or without injury	OOS 5-19 days Notify parents and police Recommendation For expulsion		
A4 – Fighting	ISS / OOS 1-3 days Notify parents	ISS / OOS 3-5 days Notify parents	OOS 5-10 days Notify parents Possible expulsion
A5 – Threats, intimidating or menacing another student	ISS 1-3 days Notify parents Behavior contract	ISS 3 days Notify parents	ISS 6 days Notify parents Possible expulsion for Continued offenses
A6 – Threats, intimidating or menacing school personnel	OOS 3 days Notify parents	OOS 5 days Notify parents Possible expulsion	
A7 – Swearing or inappropriate gestures at or towards school personnel	OOS 3 days Notify parents	OOS 3-5 days Notify parents	OOS 5-10 days Notify parents possible expulsion
A8 – Profanity (not directed at school personnel)	Verbal warning	Administrative Conference Notify parents	ISS 1-3 days Notify parent Possible OOS for continued offenses
A9 – Initiating threatening calls to school (i.e. bomb threats)	OOS 5-19 days Notify parents and police Recommendation for expulsion		
A10 – Hazing	Hazing consequences may range from out-of-school suspension to a recommendation for expulsion. Hazing (of any kind) is strictly prohibited.		

Area B – Weapons

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
B1 – Weapon	OOS 10-19 days Retain the object Notify parents and police Possible recommendation for expulsion	Retain the object Notify parents and police Recommendation For expulsion	
B2 – Firearm	Mandatory 1 calendar year expulsion		
B3 – Nuisance or dangerous items (i.e. stink bombs, mace, squirt guns, snowballs, etc.)	ISS 1-3 days Notify parents	ISS 3-5 days Notify parents	OOS 1-3 days Notify parents
Weapons – See the Student Rights and Responsibilities section of this handbook for the legal definitions of weapons according to the Nebraska Legislature.			

Area C – Alcohol, Drugs, Controlled Substances, Tobacco, Vaping or Other Prohibited

Products **ISS – (In-School Suspension)** **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
C1 – Possession, under the influence of, and/or use of alcohol, controlled substance, intoxicant or placebo/lookalike/imitation	OOS 19 days Notify parents and police Recommend drug/alcohol evaluation	Recommendation For expulsion	
C2 – Selling or offering a controlled substance, prescription drug, alcohol or intoxicant of any kind	Recommendation For expulsion		
C3 – Possession of drug paraphernalia	OOS 5 days Notify parents and police Possible recommendation for expulsion	OOS 5-10 days Notify parents and police Possible recommendation for expulsion	Recommendation For expulsion
C4 – Smoking or use of tobacco	ISS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents	OOS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents	OOS 5 days Confiscation of matches, lighter and/or cigarettes Notify parents
C5 – Possession of matches, lighter or cigarettes	ISS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents	ISS 3-5 days Confiscation of matches, lighter and/or cigarettes Notify parents	OOS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents
C6 – Possession or use of vaping device, product or material	OOS 3 days Confiscation of device, product and/or material Notify parents	OOS 5 days Confiscation of device, product and/or material Notify parents	OOS 5-9 days Confiscation of device, product and/or material Signed behavior contract Notify parents

Area D – Robbery, Theft or Extortion

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
D1 – Robbery (use of force or fear)	OOS 5 days Notify parents and police Possible recommendation for expulsion	OOS 5-19 days Notify parents and police Recommendation for expulsion	
D2 – Extortion	2 detentions Notify parents	ISS 1-3 days Notify parents and police Possible recommendation for expulsion	OOS 3-5 days Notify parents and police Possible recommendation for expulsion
D3 – Theft or attempted theft of school or private property	ISS 1-3 days Notify parents and police Reimburse for loss	ISS 3-5 days Notify parents and police Reimburse for loss	OOS 1-5 days Notify parents and police Reimburse for loss Possible recommendation for expulsion
D4 – Wrongful possession of school or private material	ISS 1-3 days Notify parents and police	ISS 3-5 days Notify parents and police	OOS 3-5 days Notify parents and police Possible recommendation for expulsion
D5 – Knowingly receiving stolen property	OOS 3 days Notify parents and police Reimburse for loss	OOS 3-5 days Notify parents and police Reimburse for loss	OOS 5 days Notify parents and police Reimburse for loss Possible recommendation for expulsion

Area E – Arson, Vandalism, Signaling False Fire Alarm or Tampering with Fire or Safety Equipment or Extinguishers ISS –

(In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
E1 – Fire setting, arson (lighting fire or being involved in act of fire setting or arson)	OOS 10 days Notify parents, police and fire marshal Reimburse district for loss Recommendation for expulsion		
E2 – Graffiti or causing damage	ISS 1-3 days Notify parents and police Reimburse for loss	ISS 3-5 days Notify parents and police Reimburse for loss	OOS 3-5 days Notify parents and police Reimburse for loss Recommendation for expulsion
E3 – Vandalism to school property or building	OOS 5-19 days Reimburse for loss Notify parents and police Possible recommendation for expulsion	OOS 19 days Notify parents and police Recommendation for expulsion	

Area F – Harassment

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
F1 – Written or oral harassment; including profane or abusive language/gestures towards students, bullying jokes, slurs, graphic or verbal comments about an individual's body of sexual or racial nature	Conferencewith administrator ISS 1-3 days Signed behavior contract Notify parents	OOS 1-3 days Notify parents	OOS 5 days Notify parents Mandatory parent meeting Possible recommendation for expulsion
F2 – Visual harassment: offensiveposter, pornography, photos, cards, cartoons, graffiti, drawings, objects or gestures, PDA and locker décor	Conferencewith administrator ISS 1-3 days Signed behavior contract Notify parents	OOS 1-3 days Notify parents	OOS 5 days Notify parents Mandatory parent meeting Possible recommendation for expulsion
F3 – Physical harassment: Intentional or obvious unwelcome or offensive physical contact	OOS 3 days Notify parents and police Signed behavior contract	OOS 5 days Notify parents and police	OOS 5-10 days Notify parents and police Recommendation for expulsion
****Please refer to the Platteview High School policy included in the Student Rights and Responsibilities. The victim may take action beyond the scope of building discipline in regards to harassment.			

Area G – Attendance and Tardies

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Area	Benchmark	Benchmark	Benchmark
G1 – Attendance	See Attendance policy on pages 16-19.		
G2 – Tardies	Tardy consequences by number of tardies is outlined on page #19.		
****For specific attendance definitions and policies, please see pages 16-19.			

Area H – Electronic Devices

Area	Benchmark	Benchmark	Benchmark
H1 – Cell Phones, Headphones, Laser Pointers and Other Electronic Devices Being Used at Inappropriate Times or Locations During School Day	1st offense – device confiscated for remainder of school day Parent(s) notified by email or telephone contact Student may pick up device from main office at end of school day	2nd offense and subsequent offenses – device confiscated for remainder of school day Parent(s) notified telephone Parent must pick up device from main office at end of school day	Students may not wear headphones during any class time. Failure to surrender the device will result in an office referral and additional consequences. Students that continually violate this policy will be placed on a behavior contract and will face more serious consequences including out-of-school suspension.
****For more specific details regarding electronic devices including iPad use, see pages 53-57.			

Area I – Student iPads or School-Issued Devices

Area	Benchmark	Benchmark	Benchmark	Benchmark	Benchmark
I1 iPad/device use infractions	1st offense – administrative conference, loss of iPad/device for remainder of the day, and email notification to parents.	2nd offense - administrative conference, loss of iPad/device until 5th period of the next school day following infraction (may include weekend) and phone call to parents.	3rd offense - administrative conference, loss of iPad/device for 2 school days following infraction (may include weekend) and phone call to parents.	4th offense - administrative conference, loss of iPad/device for 3 school days following infraction (may include weekend) and phone call to parents.	5th offense and subsequent offenses - administrative conference with student and parents, loss of iPad/device for 5 school days following infraction (may include weekend), enter use contract prior to further use. Student may lose iPad/device for remainder of semester at administrator discretion.

Area J – Defiance, Disruption, and Other General Areas of Discipline

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
J1 – Defiance of Authority. Failure to obey a direct instruction including lying, refusing to provide accurate information and/or falsifying information	Saturday school 8A-11A Notify parents	ISS 1-5 days Notify parents	ISS 3-5 days Notify parents Possible OOS for continued offenses
J2 – Disruption of school activities – i.e. horseplay, loud or excessive talking, play fighting, misuse of hall pass, etc.	Conference with administrator	Saturday school Notify parents	OSS 1-3 days Signed behavior contract Notify parents
J3 – Disruption while in ISS	OOS 2 days Return to complete ISS as assigned Notify parents	OOS 3 days Return to complete ISS as assigned Notify parents	OOS 5 days Notify parents Recommendation for expulsion
J4 – No show to detention	Doubling of time owed	Saturday School	ISS 1-3 days Parents notified
J5 – Any lunchroom misconduct	Detention or possible ISS or OSS Notify parents	Detention or possible ISS or OSS Notify parents	OSS 1-5 days Student will eat in ISS area for rest of semester Notify parents
J6 – Fraudulent use of school or public phone	ISS 3 days Notify parents and police	ISS 6 days Notify parents and police	OOS 5 days Notify parents and police
J7 – Buying or selling food or drinks or other items to students, or any unauthorized use of student ID number	Detention Notify parents	ISS 3 days Notify parents	ISS 6 days Notify parents
J8 – Falsifying or altering signatures or misrepresenting self	ISS 1-3 days Notify parents	ISS 3-5 days Notify parents	OOS 1-3 days Notify parents
J9 – Gambling in any form: pitching coins, dice, wagering with cards, etc.	1-3 detentions Conference with administrator Notify parents	3-5 detentions Notify parents	ISS 1-3 days Notify parents
J10 – Wrongful use of skateboard, roller blades, hoverboards, bicycles, etc. on school property.	Confiscated Item Notify Parents Parents must pick up item	1 detention Confiscate item Notify Parents Parents must pick up item	2 detentions Confiscate item Notify parents Parents must pick up item
J11 – Unauthorized entry into any unattended school area	Detention Notify parents	3-5 detentions Notify parents	ISS 1-3 days Notify parents
J12 – Loitering	Conference with administrator Possible detention Notify parents	Detention Notify parents	Multiple detentions Notify parents
J13 – Misconduct for a Guest Teacher or Speaker	Saturday school Notify parents	ISS 1-3 days Notify parents	ISS 3-5 days Notify parents
J14 – Continual Violations of School Rules	ISS 3-5 days Notify parents	OOS 1-3 days Notify parents Signed behavior contract	OOS 3-5 days Notify parents Possible recommendation for expulsion

Area K – Study Hall

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence	4th Intervention / Consequence
K1 - Not being available on Apple Classroom (i.e. Bluetooth off or Airplane mode turned on)	Verbal redirection to follow directions	Solitary seating Verbal warning Teacher intervention	Office referral	
K2 - Turning off Apple Classroom after roll is taken	Solitary seating Verbal warning	Teacher intervention After school detention	Office referral	
K3 - Not working on academic endeavors during Study Hall	Redirection	Redirection Solitary seating	Teacher intervention Verbal warning	Office referral
K4 - Any activity that impedes the ability of another student to complete his or her work	Verbal redirection Solitary seating	Teacher intervention Verbal warning	Office referral	
K5 - Cell phone presence (visible or audible) or Gaming	School polices regarding inappropriate cell phone use and gaming will be followed. These policies are outlined in this Handbook.			

Area L – Dress Code

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence	4th Intervention / Consequence
L1 – General Dress Code Violations	Correct attire Verbal warning Notify parents	Student calls home for proper apparel If corrected, written warning and notify parents. If not corrected, ISS for remainder of the day.	ISS 1-3 days Notify parents	ISS 3-5 days Notify parents Future offenses may result in OOS
L2 - Wearing Hats (or visors, stocking caps, hoods, etc.) in the building during the school day	Correct attire Verbal warning Notify parents	Correct attire Written warning Notify parents	Confiscate hat for remainder of the day Notify parents	Confiscate hat until parents pick hat up Notify parents ISS 1-5 days
**** Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.				

Area M – Parking Lot Areas

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
M1 – Driving recklessly or speeding in parking lot areas	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents	Loss of Parking Lot Privileges Notify Parents
M2 – Not Parking in Assigned Parking Spot or in a Non-Designated Area During the School Day	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents	Loss of Parking Lot Privileges Notify Parents
M3 – Loitering in vehicle before or after school	Verbal Warning to Student	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents
M4 – Horseplay While Waiting for Bus	Verbal Warning to Student	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents
M5 – Riding (or allowing) another student (or person) to ride on exterior vehicle	1 Day ISS Notify Parents Notify Law Enforcement	3-5 Days ISS Notify Parents Notify Law Enforcement	1-3 Days of OOS Loss of Parking Lot Privileges for Remainder of the Year
**** Continual violations of the parking lot expectations will result in more stringent disciplinary actions, up to expulsion.			

ARTICLE 9: EXTRACURRICULAR ACTIVITIES

Section 1: Extracurricular Participation

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

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

Safety

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

Warning for Participants and Parents

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

Section 2: Extracurricular Activity Code of Conduct

CODE OF CONDUCT PLATTEVIEW ATHLETICS & ACTIVITIES

Extracurricular Code of Conduct

Extracurricular activity shall be defined as "any activity involving students of Platteview High School outside the established academic discipline, at which public attendance is encouraged, or involves contests involving students from other schools." Such activities at Platteview High School include, but are not limited to athletics, vocal music, band, cheerleading, drill (or dance) team, Debate, One-Act, National Honor Society, FBLA, Student Council, FCCLA, speech, dramatics and other activities that are NSAA-sanctioned.

Participation in Platteview High School extracurricular programs is a privilege, not a right. Students participating in our programs serve as representatives of their schools and teams/groups, and may be viewed as role models by younger students. In addition for athletics, student health and fitness must be maintained on a year-round basis to meet the demands of interscholastic athletic competition. For these reasons, student-athletes are required to comply with the standards set by these training and personal conduct rules.

In addition to the extracurricular activity code of conduct, students that participate in Platteview High School extracurricular programs must abide by behavior and code of conduct standards as outlined in the Platteview High School Student-Parent Handbook and board policy.

Attendance at practice and contests

Participants are expected to be at all practices scheduled by the coach/sponsor. Should a student not be able to attend a practice/event, he/she must contact the coach/sponsor in advance and be excused from practice/event. Students are always expected to be on time for all practices, contests, and departures for contests.

Should a student miss a practice or contest without being excused in advance, the student may be required to make up this practice, either before or after a regular practice or on an off day, but the total time of the practice will never exceed the normal length of a practice. Should a student miss a second practice or contest without being excused in advance, the student may be withheld from the next contest that he/she is scheduled to take part in. Should a student miss a third practice or contest without being excused in advance, the student may be dismissed from the squad/program for the remainder of the season/duration of program.

All practices are important, not only to the individual student, but to the team/group as a whole. In some cases, where a student must miss practice when he/she is excused in advance, the student may be required to also spend some extra time before or after regular practices to make up for the practice time lost. This is the only way coaches/sponsors can help the individual regain skills that they missed out on because of the absence from practice.

Ejection from an athletic contest

Athletes or fans that are ejected from a contest will be suspended from play from the date of the ejection through the completion of the next contest the athlete or fan was suspended from. If the ejection was during the last contest of the season the suspension will be carried over into the next activity or year.

Quitting or being removed from a sport/program

Any student who quits a sport or who is removed from a team automatically forfeits any letter he/she has earned during that season for that sport/program.

Individual program expectations that are established as conditions of participation

Individual coaches and sponsors may have program specific expectations that are unique to their particular program that students are expected to follow as a condition of participation and/ or lettering in the program. Such rules may exceed standards of the Platteview High School Parent-Student Handbook and NSAA By-laws, but may not be lower standards/expectations for participation in such a program. Any such additional standards and expectations that are program specific must be approved by the Activities Director and should be clearly communicated to all participants and parents in advance of participating in that program.

When

The application of these rules and regulations shall be initiated on the first day of school, or the first day in which practice for, or participation in the activity is held, whichever is earlier. The application of these rules shall end each school year on the last day of school or the last day of competition the activity is held, whichever is later. Suspensions that have not been fully served will carry over to the next year but only at the discretion of the Athletic Director and Principal. In addition, a cumulative total of five (5) violations of the Code of Conduct over the course of a student's tenure may deem the student ineligible to represent Platteview High School in any extracurricular programs as described above.

Where

The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. Generally, the school favors credible reports and evidence which come from a member of the certified school staff, law enforcement, or admission by the student or student's parent or guardian. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline

Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self-respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct may constitute grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a coach, sponsor or 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 or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating or hazing any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause harm or 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, on school grounds or at a school function or event, or in an manner that is unlawful or contrary to school activity rules.
7. The possession, use, distribution and/or consumption of alcoholic beverages of any kind, including beer, liquor, spirits, and any other substance regularly understood to be alcohol, produce the same effects as alcohol, or any imitation substance which purports to be alcohol.
8. Selling, using, possessing or dispensing alcohol, tobacco, narcotics, drugs, a 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 or “lookalike, material” represented to be alcohol, narcotics, drugs, a controlled substance or inhalant, such as K2 or an electronic cigarette (or vaping device or vaping products) or vaporizer; Use of a controlled substance in the manner prescribed for the student by the student’s physician is not a violation. (Note: Refer to “Drug and Alcohol Violations” for further information).
9. Hosting an activity that includes underage alcohol or drug use; or being a provider of alcohol, drugs or illegal substances to an underage person.
10. Public indecency.
11. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
12. Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target.
13. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do

not rise to the level of “hazing” as defined below. Initiations are prohibited except by permission of the superintendent.

14. Engaging in hazing as defined by state law and this policy Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault.
15. Using any Internet or social networking websites to make statements, post pictures, or take any other actions that are indecent, vulgar, lewd, slanderous, abusive, threatening, harassing or terrorizing.
16. Engaging in any activity forbidden by law that constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
17. Violation of any of the school rules.
18. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
19. Dressing or grooming in a manner which is dangerous to the student’s health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
20. Willfully violating the behavioral expectations for those students riding Springfield Platteview Community School buses or vehicles used for activity purposes.
21. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
22. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event due to regular school discipline.
23. Failure to attend scheduled practices and meetings. In the event of an absence, the coach or sponsor will determine the validity of the reason for the absence. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
24. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
25. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.
26. Acts of egregious unsportsmanlike conduct or repeated act of unsportsmanlike conduct will not be tolerated as a representative of Platteview High School.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

DRUG, ALCOHOL, TOBACCO AND VAPING PROVISIONS

For purposes of the Drug, Alcohol, Tobacco and Vaping provisions of this code of conduct, the terms used are defined as follows -

- Use or consume includes any level of consumption or use, whether presently under the effects of the drug, alcohol, tobacco or vaping at the time or not. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.
- Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug, tobacco or vaping residue on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.
- Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect.
- Vaping products and materials include all such vaping devices or e-cigarettes and the materials used in these devices.
- Possession of alcohol includes having control of the substance and also includes being in the same area where the substance is present, and no responsible adult present and responsible for the substance. Possession includes situations where, for example:

    1. Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and
    2. Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol. In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon as the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger the student).

To host an activity that includes underage alcohol or drug use is defined as the activity occurring at your residence, in your vehicle, or in an area that the student arranged (or helped arrange) in advance.

1. For the purposes of these activities occurring at the student's residence, the student is considered to be responsible for the illegal activity occurring under their control. the student would be considered a host if alcohol or drugs are being used by underage persons at the student's residence.
2. If drugs or alcohol is brought to a student's residence, the student must take every step possible to end the illegal activity. This would include calling a parent or the local authorities to intervene if the person in control of such items refuses to leave.
3. A student is also considered to be a host if these described activities occur in a vehicle operated by the student. The student would have the same expectations as described above if the alcohol or drugs was brought into the student's vehicle. Once becoming aware of the activity, the student must take every reasonable action to end the use in their presence.
4. A student would also be considered a host if the student arranges a gathering where underage and alcohol use occurs. Examples of such areas would be on the side of a road, at a lake, at a park, etc. The key here is that the host orchestrated the gathering and illegal activity occurred.

A provider is the person who supplies alcohol, drugs, or other illegal substances to an underage person, whether or not the person purchased the item(s) or not.

Examples of providing would be bringing alcohol, drugs or other illegal substances to another person or gathering on one's person or in one's vehicle.

Self-reporting shall be defined as a situation when a student violates one or more of the areas of the code of conduct, the student must contact their coach or sponsor within 48 hours of the violation. The coach or sponsor will inform the Activities Director or Athletic Director.

Consequences for Drug, Alcohol, Tobacco and Vaping Violations

Because of the significance of drug, alcohol, tobacco and vaping violations on the student participants, other students and the school, the following consequences are established for such violations. In the event of more serious offense of the Code of Conduct (i.e. felony charge against student) or when the circumstances reasonably dictate that the conduct outlined below is insufficient to address the seriousness of the offense, the consequence of the violation is not restricted by the foregoing, and may be established in the discretion of the administration.

Sanctions for activities that are a part of the class or class requirement may vary pending administrative approval (i.e. Band or Choir concert that is graded). Ungraded activities are subject to sanction (i.e. Honor Band, Pep Band, Honor Choir, etc.).

First Violation during an academic year -

- Ten (10) school days for all extracurricular programs. <u>The suspension must include at least one competition date, but is capped at a maximum of three competition dates over the ten school days.</u>

School days are defined as days that school is officially in session. The number of days will begin as follows:
The ten (10) day suspension for this athlete would begin the day of the first competition at his/ her level following notification of suspension. If the violation occurs outside of the season(s) of participation, the suspension will begin with the date of the first competition and continue through the period of time to include 10 school days. The student would become eligible once the 10th day has been served. Suspensions shall include all levels of play.

If a sport ends before the student has completed the prescribed penalty, the student will not be eligible until the full number of days has been served in the next sport that the student participates in. Suspensions that have not been fully served will carry over to the next academic year.

If a student does not complete the remainder of a season in which a suspension has been levied, the suspension will be applied in full during the next season of competition.

Second Violation during an academic year -

- Twenty (20) school days for all extracurricular programs. <u>The suspension must include at least three competition dates, but is capped at a maximum of six competition dates over the twenty school days.</u>

School days are defined as days that school is officially in session. The number of days will begin as follows:
The twenty (20) days for this athlete would begin the day of the first competition at his/her level following notification of suspension. If the violation occurs outside of the season(s) of participation, the suspension will begin with the date of the first competition and continue through the period of time to include 20 school days. The student would become eligible once the 20th day has been served. Suspensions shall include all levels of play.

If a sport ends before the student has completed the prescribed penalty, the student will not be eligible until the full number of events has been served in the next sport that the student participates in. Suspensions that have not been fully served will carry over to the next academic year.

If a student does not complete the remainder of a season in which a suspension has been levied, the suspension will be applied in full during the next season of competition.

Third or Subsequent Violation during an academic year –

- Student will be suspended for the remainder of the calendar year.

A suspension (for first and second offenses only) may be reduced by a student up to a maximum of 50% through the following manners, and approved by the administration:

- Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced by 50% of the prescribed number of school days for all extracurricular programs for the first violation or second violation during a school year.
- Reduction for Attendance and Completion of a Drug, Substance, Alcohol and/or Tobacco Education/Cessation Program: A suspension resulting from the first or second offense of the Code of Conduct during an academic year may be reduced by 50% of the prescribed number of school days for all extracurricular programs.
- First offense 50% reduction - The suspension must include at least one competition date, but is capped at a maximum of two competition dates over the five school days.
- Second offense reduction - The suspension must include at least one competition date, but is capped at a maximum of three competition dates over the ten school days.

It is encouraged that students would elect to participate in both of the above options in an effort to eliminate drug/alcohol/substance/tobacco use/possession.

If the student is determined to have been the ***host*** of a party or gathering involving underage consumption of alcohol or drug use or be the provider of alcohol, drugs, or illegal substances to underage students as described earlier in this document, the penalty is double the prescribed consequence for the first and second violations and are ineligible for reductions.

When Suspensions Begin

The "school day count" for all suspensions begins on the day of the next scheduled competition in which the student is a participant (and all levels that the student participates in). After the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the discretion of the coach or activity sponsor and administration. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension.

Carryover to Subsequent Years

Each academic year will be considered a clean slate for a student in terms of violations with the following exceptions:

1. The student has not fully served a pending suspension.
2. Once a student reaches a total of five (5) cumulative Drug and/or Alcohol violations over their high school tenure the student may be determined by the administration to be ineligible from competing in any extracurricular programs at PHS.

Letters and Leadership Positions

A student who commits a Code of Conduct violation may be eligible to letter, provided the student meets the criteria of the coach or sponsor and approved by administration.

Leadership or Membership Positions. A student who commits a Code of Conduct violation may be removed from any and all leadership and/or membership positions at the school as determined by the administration.

Self-Reporting

A student who violates the Code of Conduct must self-report. A failure to self-report will lead to a longer suspension or other discipline. The self-report must be made to: the Principal, Athletic/Activities Director, or the head coach or sponsor

of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made within 48 hours of the violation. If the student is informed of a possible violation of conduct rules, the opportunity to self-report ends.

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Determining a Violation Has Occurred

Generally, a violation of the Code of Conduct will be determined to have occurred based on any of the following criteria: When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.

When a student is convicted of a criminal offense. Conviction includes, without limitation, a conviction, a plea of no contest and an adjudication of delinquency by a juvenile court.

When a student (or parent/legal guardian) admits to violating one of the standards of the Code of Conduct. When seen and reported by certificated school personnel or law enforcement officer.

Procedures for Extracurricular Discipline

The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether consequences are appropriate.
2. Meeting. Prior to imposing the consequences, the school official or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate or required by law.
3. Notice Letter. Within a reasonable amount of time following the suspension, the Activities Director or the Activities Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. Decisions may be appealed to the Principal.
4. Decisions made by the Principal on suspensions from extracurricular activities are final and not able to be appealed.

Question/Answer Regarding Athletic Suspensions

Q: Do scrimmages count in the number of games/meets/holes levied as a part of a suspension?
A: No. As such, suspended student-athletes are eligible to take part in a scrimmage while suspended as in essence a scrimmage is considered a *practice* opportunity.

Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for a minimum of **five, full periods (no periods during day may be unexcused)**. A student who is not in attendance for **five, full periods (no periods during day may be unexcused)** is ineligible for the contest, performance, or activity. Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved **in advance** by the Principal or Assistant Principal.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day be considered acceptable.

Academic Participation Policy

Participating and competing in extracurricular activities offered by Platteview High School is a privilege offered to our students.

Extracurricular activities are an important part of a high school culture. They teach skills and lessons beyond the academic classroom. Participation by a student carries with it an increased responsibility to earn and maintain good grades. A student who chooses to participate in extracurricular activities and athletic programs must meet standards of the Nebraska School Activities Association and those of Platteview High School in order to continue to participate and perform. Failure to do so may result in a loss of the privilege to participate in competition or performances, as outlined in the guidelines to follow.

Any student who is participating in an extracurricular activity or athletic program, must be enrolled in and pass at least 4 classes (20 credit hours) the previous semester in order to be eligible for varsity competition (NSAA Rule).

In addition, Platteview High School has established weekly eligibility criteria for all NSAA extracurricular activities. Weekly eligibility will be established each Monday morning at 9:30AM throughout each semester beginning with the second full week of each semester. The criteria is as follows:

- No student may compete if they are in failing status in two or more classes at time of weekly eligibility check.
- Students in failing status in two or more classes, will be declared ineligible to participate in game competitions or performances, but may continue to practice. Students in failing status may be assigned academic intervention times before or after school in order to meet with teachers and/or get missing assignments or assessment scores completed and raised.
- Students that have been assigned an intervention through ICU and have failed to show up will be immediately assigned to the next available Saturday school 8A-11A. Failure to attend this intervention will result in immediate ineligibility during next week of eligibility. All intervention time assigned must be served prior to next eligibility check.
- Student that fail to serve detentions for other discipline (including tardy consequences) will be deemed ineligible at the discretion of the administration.
- Students notified of their ineligibility for competition or performance, must initiate contact with their teacher(s) to create a plan of improvement.

Procedures:

- The PHS Activity Eligibility List will be generated beginning on the second, full week of any new semester.
- All work submitted through 5PM on Friday each week will be included in grading for next eligibility period.
- Teachers are asked to communicate with students that are failing or near failing. However, Schoology is available for student and parent access.
- The PHS Activity Eligibility List is run on Monday mornings at 9:30 AM.
- The Athletic and Activities Directors will send the PHS Activity Eligibility List to all athletic and activity coaches/sponsors each Monday AM.

- The Athletic and Activities Directors will notify parents/guardians of students (and students) on the ineligible list via email on Monday AM.
- Coach/Sponsors will make contact with the students on the ineligible list at practice or during class to notify them of their status.

ARTICLE 10 - STUDENT FEES

The Board of Education of Springfield Platteview Community Schools has adopted this student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

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

The District does provide activities, programs, and services to children that extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services. The District's general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees.

Guidelines for non-specialized attire required for specified courses and activities

Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

Personal or consumable items & miscellaneous

A. Co-curricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in co-curricular activities.
B. Courses
    a. General Course Materials. Items necessary for courses will be made available during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.
    b. Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardians will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.
    c. Materials Required for Course Projects. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (i.e. projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may

be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

d. Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.
e. Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject to payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

Extracurricular Activities–Specialized equipment or attire

Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouthpieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide
specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

Extracurricular Activities–Fees for participation

Any fees for participation in co-curricular activities for the current school year are further specified for each co-curricular program. Admission fees are charged for extracurricular activities and events. Activity Cards may be purchased by students that will admit students to all home regular season athletic contests at the -12 level. Activity cards must be shown at the gate at all events.

Postsecondary education costs

Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

Transportation costs

Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

Copies of student files or records

The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule.
The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one (1) copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

Participation in before-and- after-school or prekindergarten services

Students are responsible for fees required for participation in before-and- after-school or pre kindergarten services offered by the District, except to the extent such services are required to be provided without cost.

Participation in summer school or night school

Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

Breakfast and lunch programs

Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

Waiver Policy

The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

Distribution of Policy

The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one (1) student resides, at no cost.

Student Fee Fund

The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

iPad Fee Chart:

Claims	With Insurance	Without Insurance	Additional Items	Replacement Cost
Lost or stolen iPad/device	$250.00	$300.00 (full replacement cost)	Sync cable only	$15.00
Non-repairable or destroyed iPad	$75.00	$300.00 (full replacement cost)	Puck (plug-in)	$10.00
Cracked screen (remains usable)	$50.00	$300.00 (full replacement cost)	Puck and sync cable	$25.00
General iPad repairs	covered	50% of total repair bill	School-issued case	$35.00

ARTICLE 11 - STATE AND FEDERAL PROGRAMS

Section 1: Notice of Nondiscrimination

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

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

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632 -9992. Submit your completed form or letter to USDA by:

1. Mail:
   U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights 1400
   Independence Avenue, SW
   Washington, D.C. 20250-9410

2. Fax: (202) 690-7442; or

3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Section 2: Designation of Coordinator(s)

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

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Mr. Brett Richards
Title IX	Discrimination or harassment based on sex; gender equity	Mr. Brett Richards
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Mr. Brett Richards
Homeless student laws	Children who are homeless	Mr. Brett Richards
Safe and Drug Free Schools and Communities	Safe and drug free schools	Mr. Brett Richards

The Coordinator may be contacted at:

Dr. Ryan Saunders,, Superintendent
Springfield Platteview Community Schools
14801 S. 108th Street
Springfield, NE 68059
Phone: (402) 592-1300

Section 3: Anti-discrimination and Harassment Policy

Elimination of Discrimination

SPCS hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination of Students

SCPS is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students or other persons is prohibited. In addition, SPCS will try to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

- In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

- Age harassment (40 years of age and higher) 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.

- Sexual harassment is 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:

    1) Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;
    2) Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time.
    3) 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, classroom or educational environment.
    4) 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.

Complaint and Grievance Procedures

Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom 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. In the case of a student, the Principal would be the next or alternative person to contact.

If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) calendar days, or if the discrimination or harassment continues, or if as a student you feel you need immediate help for any reason, please report your complaint to the Superintendent of SPSCS. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

The supervisor, teacher or the Superintendent will thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem.

Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, and disciplinary action up to expulsion against a harassing student, may be taken. Under no circumstances will any threats or retaliation be permitted to be made against an employee or student for alleging in good faith a violation of this policy.

Section 4: Multicultural Policy

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

Section 5: Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973

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

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

10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

Section 6: 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:

- 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.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. 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.
- 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 that permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. 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.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

Notice Concerning Directory Information

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

- Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
- School and dates of attendance;
- Student's current grade;
- Student's enrollment status (e.g. full-time or part-time);
- Student's date of birth and place of birth;
- Students Extracurricular Participation;
- Student's achievement awards or honors;
- Student's weight and height if a member of an athletic team;
- Student's photograph; and
- School or school district the student attended before he or she enrolled in SCPS.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student

safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

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

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

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

Section 7: Notice Concerning Disclosure of Student Information to Military Recruiters

The District will provide access to routine directory information to each student in a high school grade upon a request made by a military recruiter, unless the student's parent or guardian has submitted a written request that the student's information not be shared with a military recruiter. The District will provide military recruiters with the same access to a student in a high school grade as the District provides to postsecondary educational institutions or to prospective employers of such students.

If a parent or guardian does not want his or her student's information to be provided to a military recruiter, the parent must submit a written request to the Superintendent.

Section 8: Notice to Parents of Students in Programs Receiving Title I Funding

Staff Qualifications. Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

Whether the student's teacher—

- has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- is teaching in the field of discipline of the certification of the teacher.

Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Testing Opt-Out. Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s). The District shall also make widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District assessment, including:

- the subject matter assessed;
- the purpose for which the assessment is designed and used;
- the source of the requirement for the assessment;
- the amount of time students will spend taking the assessment, and the schedule for the assessment; and
- the time and format for disseminating results.

Language Instruction Programs

If the District receives Title I funds, parents of English learners will be informed regarding how the parents can—

- be involved in the education of their children; and
- be active participants in assisting their children to
    a. attain English proficiency;
    b. achieve at high levels within a well-rounded education; and
    c. meet the challenging State academic standards expected of all students.

The District will also inform parents of an English learner identified student of opportunities to participate in various school programs, as set forth in ESSA.

Please contact the administrative office to receive the foregoing information.

Section 9: Student Privacy Protection Policy

It is the policy of SPCS to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

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

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

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

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

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent

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

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

Annual Parental Notification of Student Privacy Protection Policy: The District provides parents with reasonable notice of the adoption or continued use of this policy and other policies related to student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The District will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

- The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).

- Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,

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

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities.

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

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be "sensitive" for purposes of this policy:

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

Section 10: Parental Involvement Policies

General - Parental/Community Involvement in Schools:

SCPS welcomes parental involvement in the education of their children. We recognize that parental involvement increases student success. It is the District's policy to foster and facilitate, to the extent appropriate and in their primary language, parental information about, and involvement in, the education of their children. Policies and regulations are established to protect the emotional, physical and social well-being of all students.

1. Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.
2. Parents are encouraged to support the implementation of district policies and regulations.
3. Parents are encouraged to monitor their student's progress by reviewing quarterly report cards and attending parent- teacher conferences.
4. Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
5. Parents are provided access to records of students according to law and school policy.
6. Parents are encouraged to attend assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents' continued attendance at such activities will be based on the students' well-being.
7. Testing occurs in this school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
8. Parents submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for an acceptable alternative shall be approved by the teacher and administrator prior to, or as a part of, the granting of any parent request.
9. Participation in surveys of students occurs in this district when determined appropriate by district staff for educational purposes. Parents will be notified prior to the administration of surveys in accordance with district policy. Timely written parental requests to remove students from such surveys will be granted in accordance with district policy and law. In some cases, parental permission must be given before the survey is administered.
10. Parents are invited to express their concerns, share their ideas and advocate for their children's education with board members, administrators and staff.
11. School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

Title I Parental Involvement Policy:

The District's Title I Parental Involvement Policy is established in compliance with Federal Law. The District has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

It is the policy of the District to implement programs, activities, and procedures for the involvement of parents in Title I programs consistent with the Title I laws. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Expectations for Parental Involvement: It is the expectation of the District that parents of participating children will have opportunities available for parental involvement in the programs, activities, and procedures of the District's Title I program. The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring–(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in this parental involvement policy. The District intends to meet this expectation through the following activities:

1. Involving parents in the joint development of the District's Title I plan and the processes of school review and school improvement.
2. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Building the schools' and parents' capacity for strong parental involvement.
4. Coordinating and integrating parental involvement strategies under Title I with parental involvement strategies under other programs.
5. Conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents in Title I programs, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies of the District.
6. Involving parents in the activities of the schools served under

Title Policy Involvement: Each school served under the Title I program will:

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under the Title I program and to explain the requirements of the Title I program.
- Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the District may assist parental involvement in such meetings by offering transportation, child care, or home visits.
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
- Provide parents of participating children: (1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and (3) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- If the District operates a school-wide program under Title I and such plan is not satisfactory to the parents of participating children, submit any parental comments on the plan when the school makes the plan available to the District.

Shared Responsibilities for High Student Academic Achievement: As a component of the District's parental involvement policy, each school served under the Title I program will jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall: (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: (i) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (ii) frequent reports to parents on their children's progress; and (iii) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement: To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District: (1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school- related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
(11) may adopt and implement model approaches to improving parental involvement; (12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

Accessibility: In carrying out the parental involvement activities for this Title I Parental Involvement policy, the District shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I in a format and, to the extent practicable, in a language such parents understand.

Use, Distribution, and Updating of this Policy: This Title I Parental Involvement Policy shall be incorporated into the District's Title I plan, shall be distributed to parents of participating children, shall be made available to the local community, and shall be updated periodically to meet the changing needs of the parents and the school.

Section 11: Homeless Students Policy

Homeless children for purposes of this Policy generally include children who lack a fixed, regular, and adequate nighttime residence, as further defined by applicable federal and state law.

No Stigmatization or Segregation of Homeless Students: It is the District's policy and practice to ensure that homeless children are not stigmatized or segregated by the District on the basis of their status as homeless.

Homeless Coordinator: The Homeless Coordinator shall serve as the school liaison for homeless children and youth and shall ensure that: (1) homeless children are identified by school personnel; (2) homeless children enroll in, and have a full and equal opportunity to succeed in, school; (3) homeless children and their families receive educational service for which they are eligible and referrals to health, dental, and mental health services and other appropriate services; (4) the parents or guardians of homeless children are informed of the educational and related opportunities available to their children and provided with meaningful opportunities to participate in the education of their children; (5) public notice of the educational rights of homeless children is disseminated where such children receive services under the federal homeless children laws, such as schools, family shelters, and soup kitchens; (6) enrollment disputes are mediated in accordance with law; and (7) the parents or guardians of homeless children, and any unaccompanied youth, are fully informed of transportation services available under law. The Homeless Coordinator shall coordinate with State coordinators and community and school personnel responsible for the provisions of education and related services to homeless children. The Homeless Coordinator may designate duties hereunder as the Homeless Coordinator determines to be appropriate.

Enrollment of and Services to Homeless Children: A homeless child shall be enrolled in compliance with law and be provided services comparable to services offered to other students in the school in which the homeless child has been placed. Placement of a homeless child is determined based on the child's "school of origin" and the "best interests" of the child. The "school of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled.
Placement decisions shall be made according to the District's determination of the child's best interests, and shall be at either:
(1) the child's school of origin for the duration of the child's homelessness (or, if the child becomes permanently housed during the school year, for the remainder of that school year) or (2) the school of the attendance area where the child is actually living. To the extent feasible, the placement shall be in the school of origin, except when such is contrary to the wishes of the homeless child's parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the District shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian as provided in Nebraska Rule 19.

If the homeless child is an unaccompanied youth, the Homeless Coordinator shall assist in the placement decision, consider the views of the unaccompanied youth, and provide the unaccompanied youth with notice of the right to appeal. The process to resolve disputes concerning the enrollment or placement of a homeless child or youth is as follows:

- The district shall provide a written response and explanation of a decision regarding any complaint or dispute of a parent, guardian or other person having legal or actual charge or control of a homeless child or youth within thirty (30) calendar days of the time such complaint or dispute is brought;
- The enrollment of the homeless child or youth in the school where enrollment is sought during the time such dispute is being considered;
- And notice of the right to appeal as provided in Nebraska Rule 19.

Any parent, guardian or other person having legal or actual charge or control of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner of the Nebraska Department of Education within thirty (30) calendar days of receipt of the decision. Such appeals are informal and shall be submitted to the Commissioner in writing, as outlined in Nebraska Department of Education Rule 19, Section 005.03. The District shall immediately contact the school last attended by the homeless child to obtain relevant academic and other records. If the homeless child needs to obtain immunizations or medical records, the District shall immediately refer the parent or guardian of the homeless child to the Homeless Coordinator, who shall assist in obtaining necessary immunizations or medical records. The District may nonetheless require the parent or guardian of the homeless child to submit contact information.

Transportation will be provided to homeless students, to the extent required by law and comparable to that provided to students who are not homeless, upon request of the parent or guardian of the homeless child, or by the Homeless Coordinator in the case

of an unaccompanied youth, as follows: (1) if the homeless child's school of origin is in the District, and the homeless child continues to live in the District, transportation to and from the school of origin shall be provided by the District; and (2) if the homeless child lives in a school other than the District, but continues to attend the SPCS based on it being the school of origin, the new school and SPCS shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin and, if they are unable to agree, the responsibility and cost for transportation shall be shared equally.

Appendix Section

Acknowledgment of Receipt Form

RECEIPT OF 2022-23 STUDENT HANDBOOK OF PLATTEVIEW HIGH SCHOOL

This signed receipt acknowledges receipt of the 2019-2020 Platteview High School Student Handbook. It is understood that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that the undersigned, as student, agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook that should be used to respond to harassment or discrimination.

Student Name	Student Signature	__/__/__ Date
Parent Name	Parent Signature	__/__/__ Date

Springfield Platteview Community Schools
2022-2023

Updated June, 2022

2022-23 School District Calendar

Springfield

Platteview

COMMUNITY SCHOOLS

Connecting Passion with Potential

The Springfield Platteview Community Schools grading policy was created by a committee of educators from various grade levels, academic disciplines and specialty areas. The committee researched best practices in grading to develop the policy. The policy received input from educators not on the committee, parent advisory groups and the board of education. This document is meant to help clarify the grading parameters outlined in policy.

Purpose of Grading is to..

To clearly communicate student achievement toward learning standards/goals and support the process of learning.

Grading parameter #1..

Grading procedures shall only be related directly to the prescribed curriculum and the College Career Readiness learning goals established by the District. Learning goals shall be reported based upon a semester grading period. Extra credit will not be given.

Curriculum goals (also referred to as standards) are established for each course and grade level. Grades will reflect student achievement toward these curriculum goals.

College Career Readiness goals are currently part of our district mission statement. These goals were considered when designing learning outcomes in each discipline. We have not intentionally written them in as part of course/grade level goals. As a district we are working with a committee of teachers to adopt or adapt the ***Nebraska Standards for Career Ready Practice.*** This work is part of our strategic plan goals of creating students who are college career ready. More to come regarding the implementation of College Career Readiness goals and how they will be measured.

With assessments written to measure course/grade level standard, **extra credit** distorts achievement. If students want to get higher grades, teachers can require them to provide "extra" **evidence** that demonstrates a higher level of achievement. This would mean an additional assignment/task that is aligned to the course/grade level outcomes that would provide sufficient evidence of higher achievement.

Grading parameter #2..

Grades on the report card will be based upon content area standards and goals. Group grades will not be given.

> Content area standards/goals are established for each discipline. Grades will reflect student achievement towards those goals. Cooperative learning or group work is an effective teaching/learning strategy. It is not appropriate to assign group grades. Evidence used to determine grades must come from individual evidence of achievement towards a learning goal.

Grading parameter #3..

Life skills, as defined in our College Career Readiness framework, are reported separately with established criteria.

> The purpose of the grade is to communicate achievement toward a course/grade level learning objective/standard. Including life skill/behaviors, distorts the grade. The goal is to make the grade an accurate reflection of student achievement.

a. *Effort, participation, attitude, and other behaviors shall not be included in grades but will be reported separately unless they are a stated part of the learning goal established by the District/State.*

> These behaviors are described as a Citizenship grade. These expectations are clearly outlined at the elementary, junior high and high school levels.
>
> **College Career Ready Skills...** *from the* SPCS *Mission*
> 21st century skills and behaviors are defined as follows:
> **Core Knowledge/ Literacy** (Essential Learning Proficiency (Standards): Global Literacy; Financial and Economic Literacy; Civic Literacy; Health and Wellness Literacy, Beginning Career Knowledge)
> **Higher Level Thinking Skills** (Problem Solving; Decision Making; Making Inferences; Application; Synthesis and Creativity/Innovation; and Analysis and Evaluation)
> **Communications Literacy** (Communications and Information Technology; Reading/Writing/Speaking/Listening Proficiency; Collaboration; and Research)
> **Life Skills** (Ethics; Responsibility and Personal Productivity; Self-Reflection and Direction; Social Responsibility;Leadership and Adaptability)

b. *Late work and incomplete work (formative assessments such as homework) shall be handled as follows:*

i. Students are expected to complete all required formative work through each summative assessment period.

Formative Assessment *(Assessment FOR Learning)*

Formative assessment is an **important part of the learning process.** Examples include but aren't limited to homework, independent **practice** on daily work, and brief progress checks (i.e., quizzes, papers, journal entries, reviews, etc.). Formative assessment informs the teacher about what students have learned and is used to help decide what to do next.

Homework

The purpose of **homework** is to:

- Prepare students for upcoming instruction; is considered diagnostic and used to give student feedback regarding improvement.
- Provide practice and repetition of essential skills previously taught.
- Promote study skills, responsibility and accountability.
- Promote the development of independent learning skills.
- Give students' opportunities to self-evaluate

progress. The teacher's responsibility regarding homework is to:

- Ensure that it is meaningful and tied to the learning objectives.
- Provides timely and specific feedback.
- Assign the appropriate amount based on age/grade/learning ability.
- Provide necessary resources and support for each student to complete the task.
- Monitor and hold students accountable for assignments through interventions.

The student's responsibility regarding homework is to:

- Put forth his/her best effort.
- Seek help from the teacher or other school resources.
- Complete and turn in all assignments on time.
- Use feedback from the homework for self-evaluation and improve performance.

The parent's responsibility regarding homework is to:

- Work with the school in making sure that their child is putting for his/her best effort and communicating if there are concerns.
- Provide an environment at home where a student has study/homework requirements without distraction.
- Teach responsibility and accountability.
- Provide assistance and help for his/her child.

ii. Before summative assessments, teachers may set due dates and deadlines for all marked work that will be part of a student grade.

Summative Assessment *(Assessment OF Learning)*

Summative assessments determine a formal conclusion of what a student knows and can do towards course/grade level standards or outcomes.

Examples of summative assessments include but aren't limited to: unit assessments; major performance tasks; district assessments; etc.

Summative assessments mark the **end of learning process.**

111. *In determining semester grades, teachers must decide whether they have sufficient evidence of achievement. Work that is not submitted will be identified as* l *(Incomplete). Zeros will not be used unless the student fails to complete required work prior to the student taking the summative unit assessment.*
Penalties on late work shall not exceed 10% if it is tuned in prior to the student taking the summative/unit assessment.

When zeros are combined with other evidence, the resulting grade doesn't accurately reflect achievement. Assigning zeros can create a situation in which a student can't recover. The behavior of "being late" should be reflected in the citizenship grade.

c. *Absences shall be handled as follows:*
   i. *Students shall not be penalized for excused absences. Course work during unexcused absences will be treated as late work.*
   ii. *Students with excused absences shall be given at least 1 day, per day of absence, for make-up opportunities for all missed assignments/assessments (marked work that will be part of student grades) without penalty.*
   iii. *See student-parent handbook for additional attendance procedures/policies.*

An absence for any of the following reasons may be **excused,** provided the required procedures have been followed:

Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents),
Illness which causes a student to be absent from school,
Doctor or dental appointment which require student to be absent from school,
Court appearances that are required by a court order,
School sponsored activities which require students to be absent from school,
Family trips in which student accompanies parent(s)/legal guardian(s), and
Other absences which have received prior approval from the Principal.

Updated June, 2016

Grading parameter #4..

Summative Unit assessments shall be determined as follows:

a. *Marks from formative assessment shall not exceed 30% of overall grade.*
b. *Summative assessments shall account for at least 70% of the overall grade.*
c. *Students who fail a summative assessment are given an opportunity to retake the assessment. Second chance assessment opportunities shall be made available to students who score below a 79% in grades 6-12. Second chance assessment opportunities shall be made available to students who score "Progressing" in grades K-5. Students must follow teacher guidelines for second chance assessment opportunities. The highest grade a student can attain on a second chance summative assessment is a 79% or "Proficient". Retake opportunities are not available for semester finals.*

d. Summative projects: If a student does not complete a summative project on the due date, they will have a 10% reduction on the first day through the 4th day the assignment is late. The student's parents will be informed of a late summative project. On the 5th day, the assignment is late and the student may not receive higher than a 79%. On the 6th day, the student will receive a zero.

Formative assessments are intended to be part of the learning process. It is practice. The intent is not to "grade" the practice but to put emphasis on the learning. Learning is a process. Summative assessments are the "end" of learning. The grade gives a summary of student achievement at a particular point in time. Thus, these assessments carry more weight.

Teacher guidelines for second chance assessments are determined at the building.

e. Grading Scale for grades K-5 and K-6 Specials (Art, PE and Music):

Advanced AD	Advanced level of understanding beyond grade level expectations.
Proficient PF	Proficient level indicates a solid understanding of grade level expectations .
Progressing PG	Progressing level indicates a partial understanding of grade level expectations.
Beginning BG	Beginning level indicates a limited understanding of grade level expectations.

K-5 classroom teachers and K-6 specials teachers design assessments according to these levels of achievement. Cut scores and rubrics are used to determine the achievement level of each student. With this information, students are better able to self-reflect and see growth in learning over time based upon a learning target.

f. Grading Scale for grades 6-12

Letter Grade	Percentage	Mark Points	Weight (Grades 9-12)
A+	***97-100***	4.0	5.0
A	***93-96***	4.0	*50*
A–	***90-92***	3.67	4.67
B+	***87-89***	3.33	4.33
B	***83-86***	3.0	4.0
B–	***80-82***	2.67	3.67
C+	*77-79*	2.33	3.33
C	*73-76*	2.0	3.0
C–	*70-72*	1.67	2.67
Dt	***67-69***	1.33	2.33
D	***63-66***	I	2.0
D-	***60-62***	0.67	1.67
F	***0-59***	0	0.0

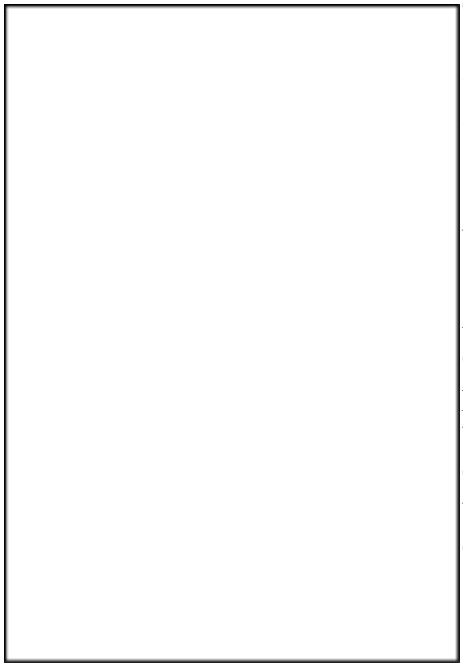
The ten point scale allows our students to be competitive for scholarships with other students from area schools.

5. Other details on grading can be found in parent/student handbooks and course syllabi at each school.

The Case for High School Activities

Introduction

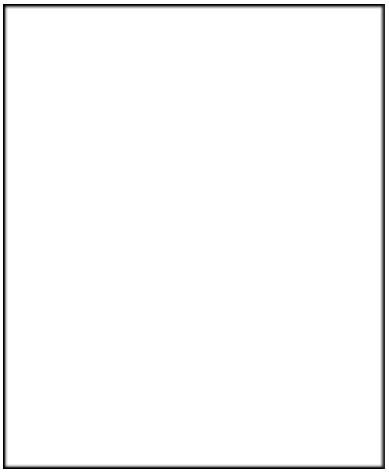
The National Federation of State High School Associations (NFHS) and its membership believe that interscholastic sports and fine arts activities promote citizenship and sportsmanship. They instill a sense of pride in community, teach lifelong lessons of teamwork and self-discipline and facilitate the physical and emotional development of our nation's youth.



There is no better time than today to assert "The Case for High School Activities." Education and community leaders across the nation must be made aware of the facts contained in this material. From interscholastic sports to music, drama and debate, activities enrich a student's high school experience, and the programs must be kept alive.

At a cost of only one to three percent (or less in many cases) of an overall school's budget, high school activity programs are one of the best bargains around. It is in these vital programs – sports, music, speech, drama, debate – where young people learn lifelong lessons as that compliment the academic lessons taught in the classroom.

The NFHS supports co-curricular endeavors through many avenues, including:



- Rules Writing Process- The NFHS produces more than eight million copies of publications and support materials annually for 15 rules books covering 17 sports. The NFHS publishes case books, officials' manuals, hand books, and simplified and illustrated books in many sports.

- The NFHS Coaches Education Program- The NFHS Fundamentals of Coaching Course provides a unique student-centered curriculum for interscholastic coaches that assists coaches in creating a healthy and age appropriate sport experience. The course can be taken either online or in a face to face blended delivery option.

- National High School Activities Week – The nation's high schools are encouraged to promote the values inherent in high school athletics, speech, music, drama, debate, and spirit squads during this week-long celebration in the third week in October.

- Public Service Announcements: Various sportsmanship messages are created and distributed in electronic and radio formats. In addition, healthy lifestyle messages that tackle difficult but current topics such as steroid usage, and hazing education.

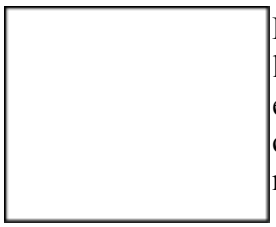
- High School Activities: A Community Investment in America – This presentation is a NFHS educational product. It documents the value of high school athletic and activity programs through an excellent PowerPoint presentation with videos on a CD-ROM. You can order this CD-ROM by calling NFHS customer service at 800-776-3462.

Benefits of Co-curricular Activities

- **Activities Support the Academic Mission of Schools.** They are not a diversion but rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally.

- **Activities are Inherently Educational.** Activity programs provide valuable lessons for practical situations – teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities the public expects schools to produce in students so that they become responsible adults and productive citizens.

- **Activities Foster Success in Later Life.** Participation in high school activities is often a predictor of later success – in college, a career and becoming a contributing member of society.



Following are some of those benefits, with case studies, where applicable, listed to document the benefits (while many of the studies refer to extracurricular activities, the NFHS prefers the use of the term co-curricular activities, believing that activities support the academic mission of schools and are inherently educational).

Participation in high school activities is a valuable part of the overall high school experience.

- Students who spend no time in extracurricular activities are 49% more likely to use drugs and 37% more likely to become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning.* Washington, DC: 2002.)

- In their 2006 report, *Effects of Title IX and Sports Participation on Girls' Physical Activity and Weight,* Professors Kaestner and Xu of the University of Illinois at Chicago, found that the dramatic increase in sports participation among girls in the aftermath of the passage of Title IX was associated with an increase in physical activity and an improvement in weight and body mass among adolescent girls. They conclude that their results strongly suggest that Title IX and the increase in athletic opportunities among adolescent females it engendered had a beneficial effect on the health of adolescent girls.

- A *Harvard Educational Review* article in 2002 found that participation in extracurricular activities in high school appears to be one of the few interventions that benefit low-status, disadvantaged students – those less well served by traditional educational programs – as much or more than their more advantaged peers.

- In telephone interviews of a national sample of teens in 2001, more than half (54%) said they wouldn't watch so much TV or play video games if they had other things to do after school. The same survey found that more than half of teens wish there were more community or neighborhood-based programs available after school, and two- thirds of those surveyed said they would participate in such programs if they were available.

- Bonnie Barber and her colleagues, contributors to the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents,* concluded that making diverse clubs and activities available to a wide range of students is important. The opportunity to embed one's identity in multiple extracurricular contexts and to experience multiple competencies facilitates attachment to school and adjustment. Activity participation is also linked to affiliation with peers who are academically focused. Adolescents can benefit from this synergistic system when they have opportunities to participate in diverse activities.

Students who compete in high school activity programs make higher grades and have better attendance.

- According to the National Governors Association Center for Best Practices, students who participate in the arts nine hours or more each week for at least a year are four times more likely to: be recognized for academic achievement, win a school

attendance award, participate in a science and math fairand win an award for writing. They are also three times more likely to be elected to class office.

- A Minnesota State High School League survey of 300 Minnesota high schools showed that the average GPA of a student-athlete was 2.84, compared with 2.68 for the average student, and that student-athletes missed an average of only 7.4 days of school each year, compared with 8.8 for the average student. (Trevor Born. High Standard for GPA, in *Minneapolis Star Tribune*, May 14, 2007.)

- A study published in the August 2007 issue of *Medicine & Science in Sports & Exercise found* that students who took part in more vigorous sports like soccer or football or skateboarding, did approximately 10% better in math, science, English and social studies classes.

- According the College Entrance Examination Board, music students scored about 11 percent higher than non-music students on the 2001 SAT. Students with coursework/experience in music performance and music appreciation scored higher on the SAT than students with no arts participation. Students in music performance scored 57 points high in the verbal area and 41 points higher in math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on math.

Participation in activity programs yields positive results after high school as well.

- Participation in extra-curricular activities provides all students – including students from disadvantaged backgrounds, minorities and those with otherwise less than distinguished academic achievements in high school – a measurable and meaningful gain in their college admissions test scores according to researchers Howard T. Everson and Roger E. Millsap, writing for the College Entrance Examination Board in 2005.

- In a 2006 research project published by the Center for Information & Research on Civic Learning & Engagement (CIRCLE), it was found that 18-25 years old who participate in sports activities while in high school were more likely than non-participants to be engaged in volunteering, regular volunteering, registering to vote, voting in the 2000 election, feeling comfortable speaking in a public setting, and watching news (especially sport news) more closely than non-participants.

- An extensive study commissioned by the Alberta Schools' Athletic Association found, in that Canadian province in 2006, an average of 78.3% of Alberta's top corporate CEOs and Members of the Legislative Assembly had participated in interschool sports. Nearly 80% indicated that being involved in school sports significantly, extensively or moderately complemented their career development and/or academic

pursuits. This same study pointed out that normal participation rate of students in high school sports is around 30 to 35%.

- The corporate and political leaders surveyed in Alberta (see above) cited the following benefits associated with their involvement in high school athletics: teamwork, discipline, goal setting, leadership, independence, self confidence, stress relief, character development and personal growth, fair play, and acceptance of others.

From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Generally speaking, the NFHS has researched various school districts' budget information across the country that activity programs make up only one to three percent of the overall education budget in a school. In the Midwest, South, and West that figure is even less. In the 2007 school year, the city of Chicago's Public School Board of Education's overall budget was $4.6 billion dollars, and activity programs received only $36.2 million, a minuscule one-seventh of one percent (.00789). In the Charlotte-Mecklenburg area, their Board of Education proposed in their overall 2008 $1.2 billion dollars. Their activity programs received only $4.7 million dollars, one-third of one percent (.0038). Finally, in the northwestern part of the country, in the Seattle Public School system, their Board of Education has a 2008 overall budget of $339.7 million dollars, while setting aside $3.2 million dollars for activity programs for a scant one-ninth of one percent (.00942).

Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- Researcher Richard Learner, writing in *Promoting Positive Youth Development through Community After-School Programs,* found that informal educational and developmentally supportive experiences offered to young people in the context of after-school or community-based programs are a potent source of resources increasing the probability of positive development among youth.

- In 2003, the *Journal of Adolescent Research* reported that extracurricular activity participation is linked to lower rates of dropping out of school, greater civic involvement and higher levels of academic achievement. Moreover, research tracking participation from eighth through twelfth grades and examining outcomes in the postsecondary years concluded that consistent participation has positive effects that last over a moderate length of time.

- Extracurricular activities stand out from other aspects of adolescents' lives at school because, according to the Winter 2005 issue of the *Journal of Leisure Research,* they

provide opportunities to develop initiative and allow youth to learn emotional competencies and develop new social skills.

- A study conducted by Boston University, and published in *Adolescence*, Winter 2001, reported on a survey of 1,115 Massachusetts high school students. Survey results indicated that athletes were significantly less likely to use cocaine and psychedelics, and less likely to smoke cigarettes.

- Researchers writing in 2004 in the *American Journal of Health Behavior* conducted an examination of cross-sectional data from a nationally representative sample of high school students enrolled in public high schools in the U.S. They showed that students participating in organized sports were 25 percent less likely to be current cigarette smokers

- Stephanie Gerstenblith and her fellow researchers, writing in the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents* state, "Just as schools with efficient procedures and structure have been found to have positive outcomes, our findings indicate that participants in after school programs with these qualities experience reductions in rebellious behavior and increases in intentions not to use drugs."

Co-curricular activities teach lessons that lead to better citizens.

- Nancy Darling, et al., writing in the 2005 *Journal of Leisure Research* notes that extracurricular activities allow youth to form new connections with peers and acquire social capital. They are one of the few contexts, outside of the classroom, where adolescents regularly come in contact with adults to whom they are not related.

- Students who spend no time in extracurricular activities are 49% more likely to use drugs and 37% more likely to become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning.* Washington, DC: 2002.)

- On June 23, 2000, then President Bill Clinton issued an Executive Memorandum directing the Secretary of Health and Human Services and the Secretary of Education to work together to identify and report within 90 days on "strategies to promote better health for our nation's youth through physical activity and fitness." The resulting report entitled "Promoting Better Health for Young People Through Physical Activity and Sports was released in November 2000 and stated that "enhancing

efforts to promote participation in physical activity and sports among young people is a critical national priority."

- In a recent report entitled "Sports Participation and Health-Related Behaviors Among US Youth" published in the *Archives of Pediatrics & Adolescent Medicine* from September 2000, it was reported that "nationwide, 62.4% of high school students reported participating on 1 or more school and/or nonschool sports teams in the previous year. The major conclusion drawn from the analyses performed in this study is that, in the most populous demographic subgroups of US high school students, sports participation is associated with multiple positive health behaviors….sports programs may promote positive health behaviors and deter negative health behaviors by placing a premium on personal health and fitness as prerequisites to optimal sports performance."

- In a study done by researchers at Clark University in Worchester, Massachusetts, in 2001, "middle-school kids in inner-city neighborhoods who play organized team sports have a higher sense of self-worth and better social skills than their less athletic peers." The Clark researchers noted that "kids living in poor urban neighborhoods have, on average, 40 hours of unstructured, unmonitored time each week. Organized team sports could be a positive alternative to drug use and other delinquent activities." -- "Batters More Likely 'Up'", Amanda Gardner, *HealthScoutNews*.

- Another study (2001) done by Gary Overton, a doctoral candidate in the School of Education at East Carolina University, in collaboration with the North Carolina High School Athletic Association [1], of the academic performance of high school student-athletes in North Carolina revealed significant differences between athletes and non-athletes. Some of the major findings in the study include:

  Grade-Point Average: The mean GPA for athletes in the study was a 2.98, while the mean GPA for non-athletes was only 2.17.

  Attendance: The average number of absences was significantly lower for athletes than non-athletes. The mean average number of days missed by athletes was 6.3 days per 180-day school year, as compared to 11.9 days for non-athletes.

  Discipline referrals: The percentage of discipline referrals by the reporting schools was lower for the athlete group than the non-athlete group; referrals for athletes ran at a 33.3 percentage while the referral percentage for non-athletes was 41.8 percent.

  Dropout rate: There was a dramatic difference in the dropout rate; the mean dropout percentage for athletes was miniscule 0.6 percent, while the corresponding percentage for non-athletes was 10.32 percent.

  Graduation rate: The percentage of graduates was significantly higher for the athlete group than the non-athlete group; the mean graduation percentage for athletes was 99.4 percent as compared to 93.51 percent for non-athletes.

[1] North Carolina High School Athletic Association Bulletin, Vol. 54, No. 1, Fall 2001

NOTE to webmaster: This material should be on separate page or place and linked with the reference in the above material.

Supplemental Supporting Evidence for the Case for High School Activities

Participation in high school activities is a valuable part of the overall high school experience.

- Of the 60 students listed in the May 14, 1998, USA Today's All-USA High School Academic First, Second and Third Teams and the 51 who earned honorable mention, 75 percent were involved in sports, speech, music or debate.

- The 29th annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools of September 1997 reflects an increase in perceptions about the value of co curricular activities. In 1978, 45 percent of the public judged extracurricular activities to be very important. That figure fell to 31 percent in 1984. In 1985, the figure was 39 percent and jumped to 63 percent in the 1997 poll. The 1997 poll also asked about the emphasis placed on such sports as football and basketball. Fifty- three percent of the respondents believed the current emphasis was about right.
- The Role of Sports in Youth Development, Carnegie Corporation, New York, in a report of a meeting in March 1996, found that evidence showed that the involvement of young people in sports produces multiple benefits for them. At their best, sports programs promote responsible social behaviors and greater academic success, confidence in one's physical abilities, an appreciation of personal health and fitness, and strong social bonds with individuals and institutions. Teachers attribute these results to the discipline and work ethic that sports require.

- In a survey of 4,800 high school students in March 1995, the Minnesota State High School League found that 91 percent of them said students who participate in school activities tend to be school leaders and role models; 92 percent said that participation in school activities provides an opportunity not found in a regular classroom setting to develop self-discipline.

- Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data, issued in September 1995, by the Department of Health and Human Services found that students who spend no time in extracurricular activities are 57 percent more likely to have dropped out of school by the time they would have been seniors; 49 percent more likely to have used drugs; 37 percent more likely to have become teen parents; 35 percent more likely to have smoked cigarettes; and 27 percent more likely to have been arrested than those who spend one to four hours per week in extracurricular activities.

- A study by Search Institute in 1995 indicates that co curricular activities play a central role in students' healthy development. Yet too many schools are finding it necessary to cut these programs for budgetary reasons. With asset building as a focus, these programs are not peripheral to the school's mission, but important components of a comprehensive strategy.

- School-age children and teens who are unsupervised during the hours after school are far more likely to use alcohol, drugs and tobacco, engage in criminal and other high-risk behaviors, receive poor grades, and drop out of school than those children who have the opportunity to benefit from constructive activities supervised by responsible adults. In a 1994 Harris poll, more than one-half of teachers singled out "children who are left on their own after school" as the primary explanation for students' difficulties in class. This information comes from the National Education Commission on Time and Learning.

- Research conducted in 1991 by Skip Dane of Hardiness Research, Casper, Wyoming, revealed the following about participation in high school sports: 1) By a 2- to-1 ratio, boys who participate in sports do better in school, do not drop out and have a better chance to get through college. 2) The ratio for girls who participate in sports and do well in school is three to one. 3) About 92 percent of sports participants do not use drugs. 4) School athletes are more self-assured. 5) Sports participants take average and above-average classes. 6) Sports participants receive above-average grades and do above average on skills tests. 7) Those involved in sports have knowledge of and use financial aid and have a chance to finish college. 8) Student-athletes appear to have more parental involvement than other students. 9) Students involved in athletics appear to change focus from cars and money to life accomplishments during the process.

- A 1989 nationwide study by the Women's Sport Foundation indicated that athletes do better in the classroom, are more involved in school activity programs and stay involved in the community after graduation. The study also revealed that high school athletic participation has a positive educational and social impact on many minority and female students. The study, based on an analysis of data collected by the U.S. Department of Education's High School and Beyond Study, indicated that: 1) Girls receive as many benefits from sports as boys. 2) The "dumb jock" stereotype is a myth. 3) Sports involvement was significantly related to a lower dropout rate in some school settings. 4) Minority athletes are more socially involved than non-athletes.

- In 1985, the NFHS sponsored a national survey of high school principals and nearly 7,000 high school students in all 50 states. The survey, funded by a grant from the Lilly Endowment in Indianapolis, was conducted by Indiana University in cooperation with the National Association of Secondary School Principals. Following are the results of that survey.

95 percent believed that participation in activities teaches valuable lessons to students that cannot be learned in a regular class routine.

99 percent agreed that participation in activities promotes citizenship

95 percent agreed that activity programs contribute to the development of "school spirit" among the student body.

76 percent said they believe the demand made on students' time by activities is not excessive.

72 percent said there is strong support for school activity programs from parents and the community at large.

Students who compete in high school activity programs make higher grades and have better attendance.

- A study of nearly 22,000 students conducted by a University of Colorado professor for the Colorado High School Activities Association which was released in the fall of 1999 indicates students who participate in some form of interscholastic activities have "significantly higher" grade-point averages than students who do not. Data obtained from the spring 1997 study by Dr. Kevin J. McCarthy revealed student participants in Jefferson County high schools had an overall grade-point average of 3.093 on a 4.0 scale, while the GPA for non-participants was 2.444. Jefferson County School District, the state's largest school district, has matched the academic success of its students with success on the playing field. The 16 district schools have won a combined 39 state championships in the 1990s in sports, while its music programs consistently bring home "superior" ratings.

- A study in the September 1998 issue of **NASSP Bulletin** compared academic performance, behavior and commitment of basketball and volleyball athletes and non-athletes in a rural Canadian high school. The article compares mid-term and final grades, visits to an administrator for disciplinary referrals and demerit points for improper behavior and estimates the mean weekly time commitment for athletes in each sport. Findings showed support that athletes match or exceed non-athletes in academic and behavior performance.

- In the March 1997 issue of **School Counselor**, 123 students involved in interscholastic soccer are analyzed. Results indicate that activity participation does not harm and may enhance academic performance. Male athletes showed in-season improvements in academic performance.

- In a comprehensive, statewide study of the academic performance of high school student-athletes in North Carolina over a three-year period, the North Carolina High School Athletic Association found significant differences between athletes and non-athletes. Five criteria were used, including grade-point average, attendance rate, discipline referrals, dropout rate and graduation rate, for the 1994-95 academic year.

	Athletes	Non-athletes
Grade-point average	2.86	1.96
Average number of absences per 180-day school year	6.52 days	12.57 days
Discipline referrals	30.51%	40.29%
Dropout rate	0.7%	8.98%
Graduation rate	99.56%	94.66%

- Findings from the National Center for Education Statistics, *Extracurricular Participation and Student Engagement*, June 1995, revealed that during the first semester of their senior year, participants reported better attendance than their non-participating classmates. Half of them had no unexcused absences from school and half had never skipped a class, compared with one-third and two-fifths of non-participants, respectively. Students who participated were three times as likely to perform in the top quartile on a composite math and reading assessment compared with non-participants. Participants also were more likely than non-participants to aspire to higher education; two-thirds of participants expected to complete at least a bachelor's degree while about half of non-participants expected to do so.

- A 1992 study by the Colorado High School Activities Association and the Colorado Department of Education revealed that Colorado high school students who participate in some form of interscholastic activity have "significantly higher" grade- point averages and better attendance. Of the students surveyed, the average participant's GPA was 2.96 (on a 4.0 scale), compared to 2.35 for the non- participant. In one school, participants had an average reading test score of 76.30, compared to 58.91 for non-participants. In another school, participants scored 16.17 on the math standardized test, compared to 13.31 for non-participants. A participant missed school an average of 3.59 days a year, while a non-participant missed 5.92 days. The survey showed that the larger the school, the more pronounced the differences in participant and non-participant test scores and attendance results.

- High school students who compete in activity programs in New Mexico had a 2.80 grade-point average, compared to 2.00 for non-participants, according to a 1992 survey by the New Mexico Activities Association. The survey also indicated that more than 60 percent of the state's principals found that GPAs of at-risk students improved by being active in interscholastic activities.

- 1990-91 study in the Randolph (North Carolina) County school system showed a strong correlation between participation in athletics and positives such as improved

grades and increased attendance rates. Athletes in grades 9 through 12 in the school system's four high schools recorded an 86 average, compared to 79 for the general population. Athletes averaged four absences, while the general population averaged seven. Eleven percent of the athletes had discipline referrals, compared to 25 percent of the general population. None of the athletes dropped out, while 3.7 percent of the general population were dropouts.

- In a 1988 survey, John Chevrette and Kenneth Patranella concluded from an investigation in San Antonio, Texas, that educational outcomes related to scholastic performance are enhanced for those secondary students who participate in activity programs. A study of a high school population of 3,536 students found that secondary pupils who participated in more than one activity during a semester tended to experience higher academic performance levels than other participants and non-participants.

- Students participating in a number of activities not only achieve better academically but also express greater satisfaction with the total high school experience than students who do not participate, according to a 1985 survey conducted for the NFHS by Indiana University. The grade-point average for "high activity" students was 3.05 on a 4.0 scale, compared to a GPA of 2.54 for "low activity" students. Researchers defined high activity as involvement in four or more activities, while low activity students were involved in one activity or none.

Participation in activity programs yields positive results after high school as well.

- The May 5, 1999, issue of **Education Week** reported on two studies presented at the April annual meeting of the American Educational Research Association. The studies both drew on data from a national sample of 25,000 high school students. The Center for Research on Sport in Society at the University of Miami in Florida looked at how often behavior problems cropped up among 12th graders who had taken part in athletics at some point in their high school careers. Even when the researchers controlled the numbers to account for students who already had behavior problems in 8th grade or those who were predisposed to have more prosocial attitudes toward school, sports participation had a positive effect.

- A separate study done by the Center for the Social Organization of Schools at Johns Hopkins University found that sports had a "small but consistent" impact on a variety of other positive school outcomes, too. The more involved that 10th graders were in athletics, for example, the more likely they were to feel confident of their academic abilities or to be engaged in their schools.

- The Spring 1999 issue of **Assets**, Search Institute, looked at a report from the North Carolina High School Athletic Association. The NCHSAA identified assets that any school-based sports program would inherently develop, along with an additional 26 that purposeful planning could help foster, including:
  School boundaries – Schools provide clear rules and consequences. Most athletic programs have codes of conduct or rules for behavior in addition to school policies.
  Youth programs – Young people spend three or more hours per week in sports, clubs or organizations at school and/or in the community. This is a given with most secondary school interscholastic athletic programs. In fact, far more than three hours per week is usually required.
  Achievement motivation – Young people are motivated to do well in school. Most athletic programs have minimum standards of achievement that must be met in order to participate in athletics.
  Planning and decision making – Young people know how to plan ahead and make choices. Because of practice and game schedules, in addition to other responsibilities, secondary school athletes have learned to manage their time.

- The February 1996 **Career World** examines the factors that really matter in gaining acceptance to a college or university. Admissions officers consider grades, test scores and involvement in extracurricular activities in deciding whether to accept or reject an applicant.

- Admission officers at Harvard, Yale and 70 percent of the nation's other major universities have stated that high school credit and achievement in the arts are significant considerations for admission to their institutions. This finding was from *Can Colleges Help School Fine Arts Programs*? in a 1992 article in Connecticut Music Educators Association News.

- Results of a 1987 survey of individuals at the executive vice-president level or above in 75 Fortune 500 companies indicated that 95 percent of those corporate executives participated in sports during high school. In addition, 54 percent were involved in student government, 43 percent in the National Honor Society, 37 percent in music, 35 percent in scouts and 18 percent in the school's publication.

- The American College Testing Service compared the value of four factors in predicting success after high school. "Success" was defined as self-satisfaction and participation in a variety of community activities two years after college. The one yardstick that could be used to predict later success in life was achievement in school activities. Not useful as predictors were high grades in high school, high grades in college or high ACT scores.

- The College Entrance Examination Board's Scholastic Aptitude Test (SAT) was examined in much the same way. It was found that having a high SAT score did not necessarily indicate success in a chosen career. The best predictor of later success, the study showed, was a person's independent, self-sustained ventures. Teens who were active in school activities, had hobbies or jobs, were found to be most likely to succeed at their chosen profession and make creative contributions to their community.

From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Generally speaking, the NFHS has determined through information received across the country that activity programs make up only one to three percent of the overall education budget in a school. In Chicago, that figure is even less. In 1992, the overall budget for the Chicago Board of Education was $2.6 billion, and activity programs received only $2.9 million, a minuscule one-tenth of one percent (.001).

Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- A report on The Condition of Education, United States Department of Education, National Center for Education Statistics in 1995 found that participation in extracurricular activities may affect academic performance, attachment to school and social development. The report further stated that almost every high school in the United States offers some type of extracurricular activity, such as music, academic clubs and sports. These activities provide opportunities for students to learn the values of teamwork, a channel for reinforcing skills and the opportunity to apply academic skills in other arenas as a part of a well-rounded education.

- American Youth and Sports Participation, a survey of 10,000 students by the Sporting Goods Manufacturers Association (1990) revealed that the No. 1 reason that girls and boys participate in high school sports is to have fun. Conversely, lack of fun was the leading reason for dropping out of participation. Winning was not seen as a major benefit of sports by young people who participate – it was ranked No. 8 by boys and No. 12 by girls. Skill development was considered a crucial aspect of fun – it was considered more important than winning even among the best athletes. Another finding: The most rewarding challenges of sports are those that lead to self- knowledge. Finally, intrinsic rewards (self-knowledge that grows out of self-

competition) are more important in creating lifelong athletes than extrinsic rewards (victory or attention from others).

Co Curricular activities teach lessons that lead to better citizens.

- An opinion survey conducted in July 1998 by Peter D. Hart Research Associates for Shell Oil Company found that respondents felt the top two goals for schools should be teaching values such as respect and honesty and teaching students how to reason and think well.

- A Wyoming High School Activities Association Statewide Student Activities Survey compiled in the summer of 1998 points out addiction dangers of tobacco use. Yearly, monthly and weekly reported use of tobacco by high school students is low when compared to the high percentage of daily users. Approximately 25 percent of those involved in athletics or activities report daily tobacco use, compared to 40 percent for non-participants. For students involved in both athletics and activities, that percentage drops to 13 percent. A focus of future WHSAA surveys will explore the reasons for this outcome.

  In light of these findings, the WHSAA encourages coaches and activity sponsors to continue (or begin) an emphasis on teaching the addictive dangers of tobacco and make solutions known and available to all students.

- The Alberta Schools' Athletic Association (ASAA), in conjunction with the Metro Edmonton High School Athletic Association and the Alberta Centre for Well-Being, completed a survey of 883 students. The survey, completed in November 1997, was undertaken to assess the potential impact that high school athletics has on the lives and attitudes of students in Alberta.

  Findings showed student-athletes are less likely to smoke (30 percent versus 44 percent), and if they do smoke, they are less likely to smoke heavily. Overall, 35 percent of students reported they currently smoke cigarettes. The survey findings indicated student-athletes (9 percent) are less likely to report drinking more than once a week in comparison to non-athletic students (20 percent).

  "The results of this survey suggest that students who participate in school-based sport programs are good school citizens and may be even better school citizens than their non-sport peers," said John Paton, executive director, ASAA. "School athletes demonstrate positive lifestyle behaviors, such as less smoking and less drug use when compared to non-sport students."

Paton also indicated that if administrators, teachers or parents are concerned that school sport programs compete for students' attention and participation with other co curricular activities, the study disputes these concerns. Student-athletes tend to participate at a greater rate in other school activities, and they have a more positive perception of their school.

- A study conducted by Public Agenda released in June 1997 (Kids These Days: What Americans Really Think About the Next Generation) found that more than six in 10 adults, or 61 percent, said youngsters' failure to learn such values as honesty, respect and responsibility is a very serious problem. Only 37 percent believe today's children, once they're grown, will make the United States a better place. Those polled also said greater availability and use of school programs and volunteer groups would be an effective way to help children.

The following two examples don't have dates or other reference material. Assume they are anecdotal stories. Seems like this is best left here, but they could be woven back into main material.

- Consider the captain at a track championship who had won the long jump and was the leader in the triple jump when he reported to the start of the 100-meter dash. Upon his arrival, he discovered another runner from a rival school had forgotten his spikes. This young man was the only person in the league with a chance to defeat him. Without hesitating, he gave the boy his backup pair of spikes. The young man with the borrowed spikes won in the final while setting a league record in the event. The same scenario played itself out in the finals of the 200-meter dash. The boy who lent the spikes indicated, "It never occurred to me to do anything else."

- Early in a soccer championship game, a forward and defender both jumped to head the ball. Their heads collided, and one player was injured but did not drop to the ground – the signal to the referee to stop play. The coach on the opposing team recognized the distress of the player and despite his team having the opportunity to clear the ball and take the advantage in play, he directed his team to kick the ball out of bounds. He gave up possession of the ball near his goal to stop play and allow the player to be assisted.

- The 1996 Surgeon General's report, Physical Activity and Health, said that "regular participation in physical activity during childhood and adolescence:
  Helps build and maintain healthy bones, muscles and joints
  Helps control weight, build lean muscle and reduce fat Prevents
  or delays the development of high blood pressure Reduces
  feelings of depression and anxiety.

  The report goes on to say that "participation in physical activity increases adolescents' self-esteem.

  (U.S. Department of Health and Human Services. Physical activity and health: a report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 1996.)

- "Other research has shown that students who participate in interscholastic sports are less likely to be regular and heavy smokers or use drugs[1], and are more likely to stay in school and have good conduct and high academic achievement[2]. Sports and Physical activity programs can introduce young people to skills such as teamwork, self-discipline, sportsmanship, leadership and socialization."

  (1. Escobedo LG, Marcus SE, Holtzman D, Giovino GA. Sports participation, age at smoking initiation and the risk of smoking among US high school students. Journal of the American Medical Association 1993;269:1391-5.

  (2. Zill N, Nord CW, Loomis LS. Adolescent time use, risky behavior and outcomes: an analysis of national data. Rockville, MD: Westat, 1995.)

Platteview High School College & Career Readiness Skills Rubric

Name: Advisory Teacher: Date:

		E.1 - Participation	E.2 - Work Completion	E.3 - Behavior	E.4 - Working with Others
21ST CENTURY SKILL STANDARDS		*Adapts to and carries out various roles and responsibilities and works flexibly in a climate of change.*	*Demonstrates productivity and accountability by meeting high expectations.*	*Demonstrates integrity and ethical behavior; demonstrates initiative and self-direction and uses individual talents and skills for productive outcomes.*	*Communicates and works productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work; exhibits social responsibility while collaborating to achieve common goals.*
LEADER LEVEL *Demonstrates personal commitment and mastery, and encourages others by work and deed to do the same.*	**4**	Arrives on time with materials. Participation reflects intensity and persistence. Advances the goals of the class through personal contributions and by assisting others.	Organization, goal setting and time management are exemplary and serve as models to assist others. Work is completed on time and reflects standards of quality and dedication to strive for excellence.	Demonstrates a well-formed sense of what is right and makes personal choices to try to do the right thing. Follows through on commitments. Respects others and shows courtesy. Sets an example of self-control across situations. Chooses appropriate conduct so classroom rules and procedures are not an issue. Encourages the development of these qualities in others.	Demonstrates effective teamwork across groups and purposes. Shows initiative and capability to organize and lead a group toward stated goals, but does his/her part in actual group tasks. Is respected by others and encourages their teamwork and participation. Shows sensitivity and takes perspectives of others seriously. Can help resolve most conflicts. Exhibits high level of competence in all identified group skills.
PARTICIPANT LEVEL *Carries out responsibilities in an adequate way but does not take on a leadership role.*	**3**	Arrives on time with materials. Participation in individual, whole group and small group activities meets classroom expectations.	Demonstrates adequate organization and time management. Work is completed on time and meets all requirements.	Accepts responsibility for personal choices and mistakes. Respects others. Displays adequate self-direction toward productive outcomes and follows all classroom rules and procedures.	Demonstrates adequate teamwork and willingness to work with others. Assumes a fair share of responsibility for group tasks. Rarely shows leadership to organize or take responsibility for completion of group tasks. Exhibits adequate group maintenance and interpersonal skills.
	2	With some noteworthy exceptions, participation meets classroom expectations.	With some noteworthy exceptions, work is completed on time and meets requirements.	With some noteworthy exceptions, demonstrates adequate personal behavior choices to follow classroom rules and procedures.	Contributes to completion of a group task. With some noteworthy exceptions, exhibits adequate group and interpersonal skills.
DETRACTOR LEVEL *Does not meet the standards personally, and detracts from others meeting the standards.*	**1**	With considerable help or prodding, participation meets minimal classroom expectations.	With considerable help or prodding, work is on time and meets minimal requirements.	With considerable help or prodding, conduct follows classroom rules and procedures.	With considerable help or prodding, exhibits group and interpersonal skills that have been identified.
	0	Even with considerable help or prodding, participation does not meet classroom expectations.	Even with frequent help or prodding, the student does not hand in work on time or meet requirements.	Even with frequent help or prodding, conduct does not follow classroom rules and procedures.	Even with frequent help or prodding, does not exhibit group maintenance and interpersonal skills that have been identified.

Springfield Platteview COMMUNITY SCHOOLS
Connecting Passion with Potential

Platteview High School Paths to Graduation for Class of 2023			
	College & Career Required Coursework	**University Bound Recommended Coursework**	**Distinguished Coursework**
Business	Information Technology 1	Information Technology 1	Information Technology 1
	Personal Finance	Personal Finance	Personal Finance
Language Arts	English 9	English 9 or Honors English 9	Honors English 9
	English 10	English 10 or Honors English 10	Honors English 10
	English 11	English 11 or Honors English 11	Honors English 11
	English 12	English 12	Honors English 12
Mathematics	Algebra 1	Algebra 1	Geometry
	Geometry	Geometry	Algebra 2
	Algebra 2	Algebra 2	Advanced Math**
		Advanced Math**	Advanced Placement Calculus**
Physical Education	Physical Education 9/10	Physical Education 9/10	Physical Education 9/10
	Health	Health	Health
	Additional Physical Education course	Additional Physical Education course	Additional Physical Education course
Science	Biology	Biology	Biology
	Chemistry or Applied Chemistry	Chemistry	Chemistry
	Physics or Applied Physics	Applied Physics or Physics	Physics
			Advanced Placement Chemistry** or Advanced Placement Biology**
Social Science	World Geography	World Geography	World Geography
	World History	World History	Honors World History
	US History	US History	US History or Dual Credit US History I and II
	US Government Elective	US Government Elective	Advanced Placement Government** **Dual Enrollment Elective**
World Language		Spanish 1 (or French 1, German 1, Latin 1 or Chinese 1)	Spanish 1 (or French 1, German 1, Latin 1 or Chinese 1)
		Spanish 2 (or French 1, German 1, Latin 1 or Chinese 1)	Spanish 2 (or French 2, German 2, Latin 2 or Chinese 2)
Online Learning			Successfully complete an online course through one of PHS approved providers
Community Service and/or Job Shadowing			20 Hours – must submit a completed journal. Activities must be approved prior to service to assure the hours will qualify.
Completion	49 credits	49 credits	49 credits, required community service/job shadowing, and a 3.6 grade point average

Platteview High School
2022-23 Student Handbook

#GR82BATROJAN

TROJAN

Bryan
TROJAN
POWER

CHEVROLET

PHS Administration
Mike McLaughlin, Principal
Josh Siske, Assistant Principal/7-12 Athletics and Activities Director
Jerry Layher, Assistant Activities Director
Mark McLaughlin, Assistant Athletics Director

Counseling Department
Amie Christiansen, Counselor, 10th-12th grade students
Sarah Svoboda, Counselor, 9th grade students (transition from PC, scheduling)

Main Office Staff
Jackie Case, Administrative Assistant, Financial
Catherine Dodd, Administrative Assistant
Raina Dunston, Administrative Assistant
Heather Wienk, Administrative Assistant

Department Chairs
Amie Christiansen, Special Education and Student Services
Jon Comine, Social Sciences
Alex Dostal, Mathematics
Kirsten Ehrke, World Languages
Jim Jennings, Career Education
Scott Jenson and Adam Kuhl, Physical Education and Health
Michael Kersulov, Language Arts
Jerry Layher, Performing and Visual Arts
Sarah Ortiz, Science

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INTRODUCTION

Section 1: Intent of Handbook

The intent of the Platteview High School Student Handbook is to serve as a reference for students, parents and staff. The Handbook should provide students and parents a guide to the rules, regulations, and general information about Platteview High School.

It is required that students and parents take the time to read and become familiar with all of the contents within the Student- Parent Handbook. Ultimately, students will be held accountable for knowing and following the rules, regulations, and general information as a student at Platteview High School. Parents must submit the provided form as acknowledgment of having read the Handbook prior to the student being able to check out an iPad for the current academic year.

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

Letter to Students and Parents

Students and Parents:

On behalf of the faculty and staff of Platteview High School, I would like to welcome you to the 2022-23 school year. It is our desire to make the Platteview High School experience exceptional. For this to happen, it will require a community effort that is best accomplished through a partnership by everyone involved. At

_____

Engagement

Being engaged in your education will start with declaring a diploma path. A student's graduation path choice helps shape the course offerings that a student will take over their tenure at PHS. Diploma path choices can change at any time as interests change; however the important step is creating a roadmap to plan out your high school experience. Engagement is also being an active learner in all classes. This includes, but is not limited to, being on time daily, being present in class consistently, taking detailed notes, completing all assignments and projects on time, contributing to discussions and group work, communicating regularly with teachers and by preparing for all formative and summative assessments.

Respect

Creating the type of school culture and community we desire is everyone's responsibility at PHS. For a student, this area is actually quite simple. Students are expected to be respectful, to treat others with respect and to appreciate and celebrate each individual's unique differences. Staff is expected to do the same.

Next, to be truly engaged a student must embrace two critical concepts. First, that it is okay to be challenged with rigor and high expectations. The rigor and expectations at PHS extend to all paths and all courses. Secondly, a student should embrace receiving a diverse education across all subject matters. Each course that a student takes has something valuable to be gained.

Involvement

Lastly, PHS has an outstanding selection of clubs, activities and athletic programs. The benefits of being involved in extracurricular programs are numerous. The NFHS produces a document entitled "The Case for High School Activities" that outlines the benefits of being involved. You may view the entire document in the appendix section. I would encourage you to find what interests you and take part. In addition to benefiting from the many benefits of participation as outlined by the NFHS, students who are involved in extracurricular offerings are much more likely to have a positive, well-rounded experience at PHS.

Faculty and staff also have a role and responsibility in making PHS exceptional.

Our staff vows to respect and value every student, to make learning relevant and to provide the type of educational setting that will challenge, nurture and invigorate students daily. Our faculty members spend a considerable amount of time in professional development opportunities preparing and equipping themselves to deliver on this pledge. Springfield Platteview Community Schools build daily collaboration into teacher's schedules to allow staff to pool their resources and to provide an avenue for continued growth throughout the year.

Finally, parent involvement in this process is vital.

I encourage parents to find ways to be involved in their child's education, to hold their child accountable to the expectations of PHS and to encourage students to advocate for themselves as they navigate the successes and challenges of high school. Parents too have to support that it is okay to be challenged with rigor and high expectations; as well as reminding students that there is something to be learned from every class.

I sincerely hope that everyone is as excited for the upcoming year as we are! Together, Platteview High School will be exceptional.

Sincerely,

Mike McLaughlin

Mike McLaughlin
Principal, Platteview High School

Section 2: Board of Education

Cori Swanson, President
Brian Wichman, Vice President
Kyle Fisher, Secretary
Brenda Gunether, Treasurer
Brian Osborne, Member
Lisa Roseland, Mewmbert

School Board Policies are found on the district website***:*** ***http://www.springfieldplatteview.org/***

Section 3: Administrative Staff

Superintendent — Dr. Ryan Saunders
Director of Learning — Heidi Zierott
Director of Special Services — Jacci Lucas
Director of Technology — Frank Staskiewicz, Jr.
Director of Public and Community Relations — Nichole Baugh

Section 4: Teaching and Support Staff

Find a complete staff listing in the Appendix section.

Section 5: School Calendar

2022-23 Platteview High School Calendar – found in the Appendix section of this document.

The date for the statewide ACT test for all juniors will be__(TBD)_____. It is vital that all students are in school on this day. Please plan now around this date to make sure your student is in attendance this day.

Section 6: Accreditation

Platteview High School is accredited through the Nebraska Department of Education using the Nebraska Framework. PHS also participates in the continuous school improvement process at the local and state level using guidance from the Nebraska Framework.

The school maintains rigid standards to meet requirements set forth by the State of Nebraska Department of Education.

Platteview High School's athletic teams are classified in Class B in most sports with a few sports classified at the C1 level. PHS is a member of the Trailblazer Conference. The school is considered a Class III District in the state of Nebraska.

ARTICLE 1 - MISSION AND GOALS

Section 1: Mission Statement for Springfield Platteview Community Schools

To ensure that all students acquire the College and Career skills and behaviors necessary for each student to succeed now and into his/her future.

Section 2: Belief Statements

We believe that our school culture should encompass the following:

- *Is welcoming and inclusive.*
- *Promotes digital citizenship and responsibility.*
- *Celebrates individual differences and varied abilities.*
- *Assumes every student can learn.*
- *Is alcohol, drug/substance and tobacco free.*
- *Does not tolerate bullying, hazing or harassment of any kind.*
- *Fosters students becoming responsible citizens, life-long learners and leaders in the global community.*
- *Promotes self-advocacy opportunities and development in students.*
- *Consistent attendance and being on time to class must be prioritized.*

We believe that it is critical to create a daily learning environment that…

- *Is engaging.*
- *Is differentiated.*
- *Is data-driven.*
- *Aims to educate the whole child.*
- *Is research-based.*
- *Encourages critical thinking.*
- *Embraces the contributions of each individual student.*
- *Creates an experience that is student-centered.*
- *Is relevant.*
- *Provides frequent, intentionally collaborative experiences and opportunities.*
- *Extends outside of the classroom walls.*

We believe in hiring teachers and staff that:

- *Are masters of their content area(s).*
- *Are committed to growth through professional development and collaborative opportunities.*
- *Are intentional with daily collaboration tied directly to professional growth and student learning.*
- *Believe in the role of our professional learning community in the empowerment of staff in serving our student population.*
- *Are effective with classroom management through the use of the Boys Town Social Skills Model.*
- *Provides timely, frequent feedback.*
- *Communicates with students, parents and the community regularly and effectively.*
- *Enjoys working at Platteview High School and students.*
- *Are supportive of each student in their pursuit of their graduation path.*
- *Are effective in the art and science of teaching.*
- *Employ the SPCS Instructional Model.*
- *Are active in student life outside of the school day.*
- *Desire to expand dual credit and AP offerings.*
- *Model professionalism and integrity daily.*

Finally, we believe in the following core values in the daily practice and operation of our school:

Section 3: Mutual Respect

Platteview High School expects every staff member and student to be treated with respect and dignity. Disrespectful behavior towards a staff member or student will not be tolerated.

Section 4: Complaint Procedures

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

The following procedures should be used in most general situations:

Complaint procedure

Step 1	Student should schedule a conference with the staff person most immediately or directly involved in the matter.
Step 2	Students and parents should schedule a conference with the staff person most immediately or directly involved in the matter if not resolved in Step 1.
Step 3	Students (or student and parent) should address the concern to the Principal if the matter is not resolved at Step 2.
Step 4	Address the concern to the Superintendent if the matter is not resolved at Step 3. Step 5 Address the concern to the Board of Education if the matter is not resolved at Step 4.

Conditions Applicable to All Levels of Complaint Procedure

All information to be considered at each step should be placed in writing in order to be most effective. Action or decisions will be expedited as quickly as possible, typically within ten (10) calendar days, depending on the nature of the complaint and the need for prompt resolution.

ARTICLE 2 - SCHOOL DAY

Section 1: Daily Schedule

The Platteview High School Schedule offers courses that are 44 minutes in length over a 9-period day (including an optional "0" hour)

Regular Bell Schedule (Tuesday-Friday)			***Late Start Monday***		
Period 0	7:15am-7:59am		Period 0	8:25am-9:01am	
Period 1	8:10am-8:54am		Period 1	9:10am-9:54am	
Period 2	8:58am-9:42am		Period 2	9:58am-10:37am	
Period 3	9:46am-10:30am		Period 3	10:41am-11:20am	
Period 4	10:34am-11:18am		Period 4	11:24am-12:03am	
Advisory	11:22am-11:43am		Period 5	**12:07am-1:16pm**	
Period 5	**11:47am-1:01pm**			1st lunch	12:03am-12:33pm
	1st lunch	11:43am-12:13pm		2nd lunch	12:26pm-12:56pm
	2nd lunch	12:31pm-1:01pm	Period 6	1:20pm-1:59pm	
Period 6	1:05pm-1:49pm		Period 7	2:03pm-2:42pm	
Period 7	1:53pm-2:37pm		Period 8	2:46pm-3:25pm	
Period 8	2:41pm-3:25pm				

1:25PM Early Dismissal			***11:25AM Early Dismissal***		***Late Start Due to Weather (10:10AM start)***		
Period 0	7:30am-7:59am		Period 0	7:35am-7:56am	Period 0	Period 0	Not held
Period 1	8:10am-8:42am		Period 1	8:10am-8:31am	Period 1	Period 1	10:10am-10:43am
Period 2	8:46am-9:18am		Period 2	8:35am-8:56am	Period 2	Period 2	10:47am-11:19am
Period 3	9:22am-9:54am		Period 3	9:00am-9:21am	Period 3	Period 3	11:23am-11:55am
Period 4	9:58am-10:30am		Period 4	9:25am-9:46am	Period 5	Period 5	**11:59am-1:01pm**
Period 6	10:34am-11:06am		Period 5	9:50-10:11am		1st Lunch	11:55am-12:25pm
Period 5	**11:10am-12:12pm**		Period 6	10:15am-10:36am		2nd Lunch	12:31pm-1:01pm
	1st lunch	11:06am-11:36am	Period 7	10:40am-11:01am	Period 4	Period 4	1:05pm-1:37pm
	2nd lunch	11:42am-12:12pm	Period 8	11:05am-11:25am	Period 6	Period 6	1:41pm-2:13pm
Period 7	12:16pm-12:48pm				Period 7	Period 7	2:17pm-2:49pm
Period 8	12:52pm-1:25pm				Period 8	Period 8	2:53pm-3:25pm

Section 2: Severe Weather and School Cancellations

Any weather cancellations will be announced through the following methods:

- Twitter- you can follow SPCS at @SpringfieldPV
- Facebook- facebook.com/SpringfieldPlatteview/
- Pinterest- pinterest.com/springfieldplatteviewcommunity/
- All Omaha TV channels- 3, 6, 7, and 42 and newspaper - omaha.com
- School Messenger – parents can sign up for email and text alerts

Local superintendents work with local weather experts and talk through any decisions on weather related cancellations before 9 PM if

possible. If there are questions about the potential of weather conditions the night before, we will wait and announce any cancellations before 5:45 AM. Additionally, parents can sign up for emergency alerts from School Messenger.

After school starts. Every attempt will be made to avoid closing school once classes are in session. However, in some instances closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases as much advance notice as possible will be given to parents. If school is closed during the day the notice will be broadcast by the media, on social media and through School Messenger. **Parents should have a plan in place to accommodate these circumstances.**

Parental decisions. **Parents may decide to keep their children at home in inclement weather because of personal circumstances.** Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What not to do. Parents should not attempt to come to school during a tornado warning or during an active emergency. **School officials are not permitted to release students from the school building during a tornado warning or active emergency.**

Emergency Conditions. The school has a system in place that includes the necessity to either evacuate the building or to move to safer areas of the building. Regular drills are held as required by law through the school year. SPCS have developed Crisis Plans for each school to direct emergency response.

eLearning Expectation After Three (3) Days of School Cancellation. After three days of school cancellation for snow/severe weather or any other reason, students will be expected to participate in school remotely from home through eLearning or other schoolwork as communicated by the school's principal.

Arrival at School/Dismissal From School

Students are expected to arrive at school no more than 20 minutes prior to the first class or school program in which they are participating. **Prior to that time, the school is not responsible for supervision of the students.** Students will be admitted to the academic hallways **15 minutes** prior to the first class or school program. Unless a student has a pass from a teacher, hall supervisors will not allow students to enter academic hallways until this time. Students should have a scheduled appointment with a teacher previously arranged.

Students will be dismissed at the end of the last period of the school day unless there are other circumstances (early dismissal, detention etc.). Upon dismissal, students must leave the school grounds and proceed home or to a previously designated location unless participating in a school-sponsored activity. Students are expected to leave campus no later than 20 minutes after the conclusion of the school day or 20 minutes after participation in school activity whichever is later. **The school is not responsible for supervision of students once the students are to have left school grounds.**

Closed Campus

All students are required to remain on campus during the school day. The following expectations shall apply to the closed campus at Platteview High School:

- The closed campus policies shall be in effect from the start of the school day until dismissal each school day.
- Seniors who have applied and who have been approved for an open period will have an adjusted start or departure time as noted in their application approval.
- Sophomores-Seniors that qualify may work from home during their study hall or online academy period if the period occurs at the beginning or end of the school day. See requirements under Open Period in the following pages.
- Students must sign in and out of the main office if they arrive after school has started or if they are leaving prior to dismissal.
- Students must have parent permission if leaving campus. Parents may not call a student out to allow the student to drive off campus for lunch. If a parent wishes to take their child out for lunch, the parent must be present physically to take the student to lunch. In this situation, the parent may not take friends or other students.
- Students must receive permission from the office to leave the building, go to the parking lot area, etc.
- Platteview High School will have an open campus (with parent permission) during semester final exams. See complete details in Final Exam area of this handbook.

Parking Lot Expectations

Students are expected to abide by the following general expectations for parking lot usage. Failure to abide by all expectations and safety guidelines may result in loss of privileges to park in parking lot areas and may subject student to disciplinary action.

- All students will be issued a hanging parking tag for use in the north parking lot (student parking lot).
- The hanging parking tag shall be in place and visible from outside the vehicle. Failure to have visible parking decal will result in school consequences outlined on consequence chart on page #66.
- If a student loses their parking pass, the student will be charged a **$5.00 replacement fee** and will be issued a temporary parking pass valid for two weeks while issue is resolved. After the two-week period, the student must have a replacement tag in place or will not be allowed to park on campus.
- Student parking spots in the student lot are first come, first served.
- The west parking lot is designated as staff and visitor parking during school hours.
- Seniors with a late start will be allowed in the west parking lot but must receive a special sticker for their parking tag. They will be required to park in the last row of the west lot closest to 108th Street, There will be no extra charge for the special tags.
- The posted speed limit in all of the parking lot areas on campus is 10 mph.
- Drivers are asked not to drive distracted in and around the parking lot areas. This would include using cell phones while driving or being distracted by other students inside or outside of the vehicle.
- No one will be allowed to ride in the back of, or on the outside, of any vehicle. All passengers must be properly seated and wearing their seatbelt.
- Students are expected to park inside marked lane spaces to allow other vehicles to move in and around the parking lot area. Improper parking limits access for buses and emergency vehicles.
- Drivers who block fire hydrant area or park in no parking areas will be referred to the SRO for ticketing/possible towing.
- **Students may not linger inside their vehicles in the parking lot areas**. This is an area of school safety enforcement that allows school personnel to be able to know who is in the parking lot area at all times. Students are expected to come into the building on arrival and leave the parking area when school dismisses or activity ends. At no time may a student have other students loitering in or around their vehicle before or after school.
- The Platteview High School lot shall be considered closed 20 minutes after the conclusion of school or last activity for in the evening.
- Any student driving recklessly in the parking lot (during or outside of school hours) will be referred to the Sarpy County Sheriff's Office and may also be subject to disciplinary measures, including loss of parking privileges.
- Students are urged to take extra precautions when exiting the parking lot onto either Platteview Road or 108th Street.

Open Periods

Senior Open Periods:

In order to be eligible for an open period, a senior must meet (and maintain) all of the following qualifications:

- A minimum of a 2.50 cumulative grade point average during the preceding semester.
- No unexcused absences the preceding semester.
- Less than nine (9) countable absences in all class periods during preceding semester.
- Less than ten (10) total tardies during the preceding semester.
- Counselor verification that the student is on track for graduation.
- No discipline resulting in an out-of-school suspension during the preceding semester.
- No more than five (5) days of assigned in-school suspension during the preceding semester.

Additional notes regarding open periods:

- The only time frames allowed for open periods to be scheduled by students that qualify will be 1st or 8th period.
- A student may apply each semester for eligibility for an open period.
- A student may request to have a maximum of one open period per day.
- Students with an open period may not be on campus during the open period unless the student has scheduled time with a staff member.
- Students violating any of the criteria listed above may have their open period revoked immediately.
- The high school administration may assign alternate schedules to a student when extenuating circumstances arise.
- The application for approval of a student to have an open period must be completed and submitted prior to school ending the preceding semester.

This application must receive approval from the following parties:

- Principal or Assistant Principal
- Counselor
- Advisory period teacher

- Student
- Parent

10th-12th Grade Open Periods in Lieu of Study Hall or Online Academy

In order to be eligible for an open period in lieu of attending their study hall or online academy period in person, a 10th-12th grade student must meet (and maintain) all of the following qualifications:

- A minimum of a 2.67 cumulative unweighted grade point average (no rounding) during preceding semester.
- No unexcused absences the preceding semester.
- No more than 3 tardies the previous semester.
- No discipline referrals resulting in the student being suspended (in-school or out-of-school) the previous semester.
- Zero outstanding ICU's at the end of previous semester.
- Must remain in good standing throughout the semester.

Once a student qualifies for the open period for study hall and online academy periods, the following will apply:

- The PHS administrative team will review the status of all students at each progress report (3 times per semester) and each grading period (end of quarters and semesters) to assure the student remains in good standing.
- If a student fails to remain in good standing, the student loses the privilege of the open period until the next checkpoint opportunity to regain good standing.
    - No unexcused absences
    - No more than one (1) tardy arriving to school (if open period starts the day)
    - No grades of D or F in any course the student is enrolled in
    - No discipline referrals
    - For Online

Section 4: Standardized Testing

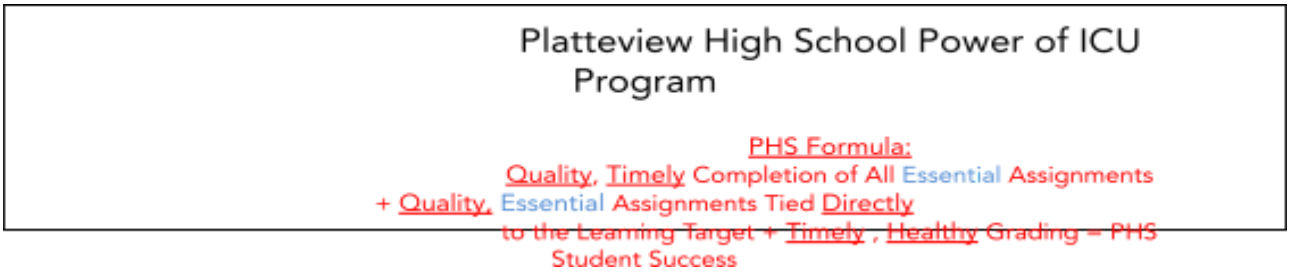
Springfield Platteview Community Schools administer a number of testing instruments to supplement academic information on students. Students in grades 9-10-11 will take the MAP test in the winter annually. Students in grade 11 will take the state-mandated ACT exam in the spring. The Pre-ACT test will be administered to students in grade 10 on the same day as the ACT for students in grade 11. The test date for the 2022-23 academic year is XXXX.

The importance of the standardized tests extends to both the individual and to the school. For the individual, performing as well as possible leads to an accurate portrayal of where the student is, progress that has been made, etc. so that viable interventions can be implemented to best serve the student. Interventions are not just for struggling students. All students may need an intervention of some sort. High-functioning students might need additional challenges or enrichment activities. The state- mandated ACT exam for students in grade 11 does count as a national test score that is fully paid by the state of Nebraska.
Students and parents may elect to have their score reported to colleges and universities.

For the school, all students performing as well as possible allows us to receive an overall score that truly reflects where ourschool stands, what areas need improvement and identifies what areas the school is strong in. Therefore, accurate decisions can be made in terms of curriculum, interventions, etc.

Parents are asked to make sure that your student is in attendance for all standardized tests and that best effort is emphasized.

Section 5: Homework and the PHS ICU Program



It is our belief at Platteview High School that every student completes every assignment. We want to make this a vital part of our culture at PHS. We believe that every assignment is **important and relevant** to the learning that is occurring in each classroom. A student giving their best effort on every assignment gives the classroom teacher vital information in which they can make instruction adjustments, discover the need to re-teach areas of struggle, look for opportunities to challenge, etc. Without this information, learning can be incomplete.

Assuring that every assignment is important and relevant is a three-fold responsibility. First of all, teachers must assure that every

assignment is tied to a specific learning target or objective. This ‘tie’ has to be clear. By making every assignment relevant in this way, the assignment is a key piece of the learning that occurs, and is critical practice for a student performing well on upcoming assessments. Further, teachers must assure that grading is timely. The timeliness of feedback is just as important as the completion of the assignment. How else is a student to know if they are on track with their learning?

Next, students must supply the work ethic. At PHS, we require that every assignment is turned in on time and that the work is a student’s best effort. PHS will not accept anything less. Our job is to prepare every student for their life beyond high school, not just to serve the students that might get it the first time. A big part of this is teaching students the importance of responsibility and being engaged in their future. We will need your support on this.

Lastly, is the role of the parent(s). In order for student success to occur, parents have to be engaged in the process – sharing our value of the importance of turning in all work (on time), reinforcing that it is unacceptable to not turn in work and being there in times of struggle and assuring students that interventions are available and assigned.

Defining Quality, Timely Completion of Every Assignment

As homework is considered essential practice in the learning that is occurring in the classroom, PHS expects all students to complete every assignment on time. The feedback generated from this practice (homework) yields important information for the teacher, students and parents.

An acceptable submission is work that in the professional judgment of the classroom teacher is a student's best work for the particular assignment. Partial or incomplete work will not be accepted. If a student does not understand something or does not feel confident in answering a question or section of work, he/she should meet with the teacher, attend intervention opportunities, etc. to be able to acquire the necessary knowledge or skill to complete the work.

Defining Timely, Healthy Grading of Every Assignment

Our teaching staff has a very important role in the PHS ICU process as well. Quality, timely feedback is critical for students and parents and is a professional expectation of all PHS staff.

Timely - most daily homework is expected to be returned within 1-2 class days guaranteeing immediate feedback for most work. All work must be graded and returned to students within one week of the work being submitted (five class periods).

Quality - The learning objective and grading criteria for work must be clearly communicated for all work. Grading should be reflective of how well the student met the established criteria and their demonstration of their level of learning.

Students and parents should take time to refer to the ICU Flow Chart in the Appendix section of this document to best explain the process for interventions, etc.

Each student will have the opportunity to utilize their iPad (or school device) in daily learning. Students are reminded that the device is school

property and should be treated accordingly. Students using the iPad (device) for inappropriate uses at home or school will attend a conference with an administrator to determine an appropriate consequence. Students who violate the educational intent of the iPad (device) will follow the continuum of disciplinary procedures.

1. Each class will begin with iPads (device) put face down on the desk or below the desk, depending on the classroom, to begin each period.
2. Teachers who begin the day with an iPad (device) activity will give specific instructions for the activity.
3. Teachers will notify students when the iPads (device) are appropriate for use in the classroom.
4. Platteview High School is a game-free school during all class time throughout the day including study hall time.
5. The iPads (device) will be loaded with educational apps only.
6. Students are not to use social media, texting, etc. during any scheduled class time including study hall time.
7. Students must keep volume on mute or will use earbuds when working independently. Earbuds or headphones will not be worn during class time. Students in study hall may wear headphones/listen to music with teacher permission.
8. Students must have a school-issued case on their iPad (device) that protects the corners at all times. iPads (devices) that do not have a proper case attached will be confiscated.
9. All PHS staff use Apple Classroom. All students must have their Bluetooth “on” and Airplane Mode “off” during all scheduled classes (including study hall) at PHS.
10. Students are responsible for assuring appropriate security is in place for their iPad or device (i.e. passcode, not left accessible to other students, etc.).

Consequences for an iPad Use Infractions

The consequences for iPad (device) infractions are outlined on page #63.

Section 7: Network Security

Students are strictly prohibited from using or sharing the private network security key. Any student who obtains the private network security key and uses and/or shares this information shall be subject to disciplinary measures up to and including out-of- school suspension and loss of privileges related to electronic devices on school property.

Section 8: Interventions

PHS offers a variety of interventions for students. See the PHS Pyramid of Interventions for Academic Support in the appendix section of this document.

ARTICLE 3 - USE OF BUILDINGS AND GROUNDS

Section 1: Visitors

All visitors must report to the office. Upon entering the main entrance, visitors are required to sign in and receive a visitor's pass. Parents who wish to visit a teacher are asked to pre-arrange a mutually agreed time in advance. Parents or visitors are not allowed to visit classrooms unless specifically approved by the Principal for such activities as being a guest speaker, parent activities or class parties.

Section

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

Section 3: Care of School Property

- Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
- Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.
- Fines are determined according to damage done.

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

Section 4: Lockers

Each student that requests use of a school locker will be assigned a hallway locker that is considered property of the school district. Students in Physical Education or that participate in athletic programs will be assigned a locker in their respective locker room. The Board of Education allows students to use such lockers during the school year. The following procedures shall govern locker use by students:

- Upon request, students will be assigned a hallway locker at the beginning of the school year, or on arrival if the student arrives after the start of the school year. Students in PE or an athletic program will be assigned a locker during the term of participation (in PE or athletic program).
- Students must use their own hallway lockers and are not to share lockers with other students. Students may be assigned locker partners for PE and athletic programs.
- It is recommended that students lock their locker with the built-in combination lock provided for hallway lockers and to lock padlock if assigned a locker room locker.
- Students should not leave valuables in their lockers. Money, jewelry and other valuables are enticing for untrustworthy individuals and are impossible to trace. When using a locker room locker, all clothing and belongings need to be stored in the locker. Leaving such items out leads to the loss of items. Our locker rooms are used by a variety of groups and items left out are easy targets for theft.
- Material, which by its nature might offend another student, may not be hung in lockers. Also, writing on lockers (inside or out) is prohibited. Any signage on the outside of a locker must be approved in advance by a school administrator.
- Students are also responsible for the cleanliness inside their locker and the door of their locker.
- Students may be assessed a fine for damage to lockers. Students that do not clean out lockers at the end of school year or term of participation may be assessed a $5.00 fine.

Section 5: Searches of Lockers and Other Types of Searches

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

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

possession or control:

- School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search is to be conducted in a reasonable manner under the circumstances present.
- Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon will be confiscated and delivered to law enforcement officials as soon as practicable.
- Items that have been (or) are reasonably expected to be used to disrupt or interfere with the educational process (that is, "nuisance items") may be removed from student possession.

Drug Dogs/Locker Searches

Drugs and weapons are a safety concern for every school. Parents and students are here notified that, since the lockers at Platteview High School are the property of the school and loaned to the students for use during the school year, searches of lockers by school officials based on reasonable suspicion of rule violation may occur.

The District retains the right to utilize the services of area law enforcement authorities' canine units in the detection of illegal drugs and/or contraband at any time, announced or unannounced at the District's schools.

- A building principal may request the canine unit be utilized to search all inside areas of a school building at any time.
- A building principal may request that a canine unit be utilized to search vehicles on school property during or after school hours. If a dog alerts a student's vehicle, the student will be required to unlock the vehicle doors and trunk for an internal inspection. Any refusal to unlock the vehicle will be handled by law enforcement.
- Any illegal drugs and/or contraband found on school grounds, whether in a student locker, vehicle, or any other place on school grounds will be confiscated and the student may be subject to disciplinary action specified in the student handbook.
- The student's parent(s) or guardian(s) shall be notified should illegal drugs and/or contraband be discovered.

Section 6: Video Surveillance

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other visitor violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 7: Use of School Telephone

A telephone is available for student use in the main office during normal office hours, with permission of office personnel. A two- minute time limit is allowed for use of the school telephone.

Section 8: Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary safekeeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage. Students are responsible for securing all computers (including iPads or devices) with a passcode and to protect such devices from unauthorized use by others.

Section 9: Lost and Found

Students who find lost articles are asked to take the articles to the office to allow the owner to claim the article(s). If a student loses an article or articles at school, he/she shall report the loss to office personnel.

Section 10: Accidents / Illnesses

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

Students who find themselves ill during the school day must report to the health room. The school health personnel will contact parents. If any student sustains a significant injury at school, the parent or guardian, or the person designated by the parent or guardian on the student data form, shall be notified immediately. If deemed advisable, the school will request the person to pick up the child from school.

In case of an emergency, the school may call the family physician, or an available emergency physician for administration of temporary relief or aid. If, in the opinion of the Principal, or attending adult, a student has sustained a serious injury, or his life is in jeopardy, 911 shall be called immediately.

Section 11: Laboratory Safety Glasses

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Section 12: Insurance

Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The District does not make recommendations nor handle the premiums or claims for any insurance company, agent or carrier. Information about student insurance providers will be available in the school office.

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

The Media Director and Office Staff shall have the responsibility to coordinate all daily and weekly announcements during Advisory Period. All announcements must be approved by Media Director / Principal / Assistant Principal.

Section 14: Copyright and Fair Use Policy

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

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the “fair use” of a copyrighted work, including reproduction “for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research” is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is it permitted “fair use,” rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is

"fair". Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

The following policies shall govern food and drink allowed in the school building during the school day:

1. All food and drink consumption (other than water) must be consumed in either the New Commons or Student Lounge area.
2. Food or drink can be brought into 1st, 3rd or 7th period only. All trash must be picked up and disposed of properly and these time periods adhered to; otherwise this allowance will be discontinued.
3. Water may be taken into classrooms. Water must be in clear containers only. Soda, sports drinks, coffee products or energy drinks may not be brought into classrooms at any point of the day other than 1st, 3rd or 7th period.
4. Teachers may schedule class parties or special events that include food and beverage. These events must receive prior approval from a building administrator.
5. A student with a specific health plan may be granted permission to have an item otherwise prohibited in this section.

Section 16: Hall Passes

Hall passes at PHS are issued by individual teachers. No student may be in hallways or an unsupervised area without a valid hall pass from a teacher. Students found in the hallways without a hall pass will be returned to their assigned classroom.

Section 17: Posters, Displays and Senior Banners

In order to avoid misunderstandings and perhaps unfortunate publicity, all notices, posters, or signs by the students appearing on the bulletin boards or displayed in any manner or place must carry the approval of an administrator.

Senior Banners for Co-Curricular Programs

- Banners will feature all senior members of an athletic team or activity group. No individual banners will be displayed unless only one senior is involved in the designated activity.
- Banners may be displayed in New Commons from the first event through the conclusion of the activity.
- Banners may be secured to the wall with adhesive strips. Permanent methods of hanging are prohibited.
- At the conclusion of the activity, the banners will be given to the head coach or sponsor of activity.
- Banners will be designed by photographer designated by school.
- Banner poses must be sport or activity-related and appropriate for school display.
- Banners will only be displayed for school-sponsored programs.

Section 18: School Dances

PHS dances are sponsored for the benefit of Platteview High School students. The dances are for students in grades 9-12 unless otherwise noted. Out-of-class or out-of- school dates must be accompanied by a Platteview High School student that is enrolled in the ninth grade at a minimum. All out-of-school dates must have a guest form completed prior to the dance and may not be 21 years of age or older. All students and dates are subject to a breathalyzer as they enter the dance.

All students must be admitted to the site of the dance no later than one hour after the scheduled start time of the dance. After the first hour, the doors will be locked. Any student leaving the dance for any reason before the dance is over will not be readmitted. Any student caught using, possessing, or under the influence of alcohol or drugs, will have their parents and law authorities contacted. School penalties as described in the section on alcoholic beverages may also be imposed.

All Student Code of Conduct policies are enforced at school activities including School Dances.

ARTICLE 4 - ATTENDANCE

Section 1. Attendance Policy

Regular and punctual student attendance is required. The Board's policies require such attendance. The administration is responsible for developing further attendance rules and regulations, and students and parents are responsible for developing behaviors that will result in regular and punctual student attendance.

Schools have found that irregularity in attendance among students is the most frequent cause of failure; consequently, laws and regulations have been passed stating that all students of school age shall attend school unless excused by the school.

Nebraska law 79-201 reads:
"Every person residing in a school district within the State of Nebraska who has legal or actual charge or control of any child not less than seven nor more than sixteen years of age, shall cause such child to attend regularly the public, private, denominational, or parochial day schools each day that such schools are open and in session except when excused by school authorities, unless such child shall be graduated from high school…"

Furthermore, schools have found that maximum benefit may be gained for all students only if regular attendance is attained in each individual class. Classroom instruction of a continual and cumulative nature is impossible in the classroom without regular attendance of its members. Schools have found it necessary to pass regulations insuring such a manner that students acquire satisfactory school performance. Also, a proper class attitude toward learning is possible only if each class is composed of members who attend class sessions regularly; thus, pressure is not applied for some to pursue other interests during scheduled class sessions.

The responsibility for regular attendance at school as stated by the Nebraska law and by the policies of Platteview High School as recently revised, rests with the parent, but, for the same sources, it is equally as specific that the school is the only one who may excuse a student from attending school. Parents may ask to have a student excused but only the school may grant the excuse.

Attendance Rules, Procedures, and Forfeiture of Credits

Excused Absences are defined as those absences that have been **communicated** with the Attendance Secretary **(in advance whenever possible)** for the following circumstances:

- Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents)
- Doctor or dental appointment which require student to be absent from school
- Court appearances that are required by a court order
- School- sponsored activities which require students to be absent from school
- Family trips in which student accompanies parent(s)/legal guardian(s)
- Up to three college visits
- Religious observance
- Other absences that have received prior approval from the Principal or Assistant Principal

***Absences will only be considered *communicated* if the office has received a phone call to the Attendance Secretary (a voice message may be left on voicemail if no answer) prior to the absence whenever possible or by 9:30am the day of the absence. Failure to communicate absence(s) will result in the absence(s) being documented as unexcused.**

Absences of any single period or periods will be classified as excused or unexcused.

Unexcused Absences are defined as those absences that do not fall into one of the circumstances listed above for excused absences **or** any absence that has not been communicated to the attendance office either in advance or by 9:30am the day of the absence. Participation in a senior skip day will be considered an unexcused absence.

Unexcused absences from a class

1. Unexcused absences shall result in coursework being considered "late" for each class missed, and no make-up

privileges for work missed will be permitted. Removal of a student from a class or study hall for repeated disruptions or disrespect would be classified as an unexcused absence. "Skipping" school will be considered an unexcused absence and students will be required to make up the time missed from school as well as receiving "0" grades for each class missed. The student will be assigned to the next available Saturday school. Failure to attend will result in the student being assigned In-School Suspension.

Excessive absenteeism is defined as more than twelve (12) absences per semester for each individual class period for any reason other than school-sponsored activities, students participating in sanctioned school activities under the supervision of a school staff member and for those absences deemed as waived **(not counted in excessive absences total)**.

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

Procedure for students who exceed twelve (12) absences during a semester. All absences other than Activity absences and the three allowable college visits count towards 12 allowable absences.

- A student who is absent more than **twelve (12) days** in any scheduled period during a semester will be placed on non- credit status for the class and will receive a "0" in calculating their grade point average.
- The school will notify a student and their parent/guardian by phone, email and certified letter when the student has accumulated **five (5) absences** and **ten (10) absences** in a semester. In addition, on the **11th absence**, a meeting will be called with student, parents and administration to discuss avoiding non-credit status. This meeting can be held in person or via telephone conversation.
- A report will be filed with the County Attorney if the parent/guardian refuses to meet with the administration and the attendance problem continues.
- The student and parent will receive an email, phone call ~~and certified letter~~ when the student has reached **twelve (12) absences**. This letter will notify parent/guardian of their child's loss of credit or possible retention. A home visit may be employed.
- Students may make up a total of **four (4) absences** by attending Saturday school. Saturday school will be scheduled once a month and twice on the Saturdays prior to the end of the semester. Saturday school will run from 8:00am-11:00am each week. **Students will receive credit for one (1) absence for each day of full attendance at a scheduled Saturday school (up to the maximum of four days).**
- If a student ends the semester with more than twelve (12) absences in any period or periods (once any days that are made up are included), he/she will be placed on non-credit status in that class(es).
- A student and/or parent that wishes to appeal the decision of the student being placed on non-credit status may submit an appeal in writing to the Principal. The request for appeal must be received by the Principal prior to the last day of the semester that the non-credit status has been initiated.
- The Attendance Committee will hear any such appeals within five (5) days of the receipt of the request for appeal and prior to the end of each semester.
- The Attendance Committee will be composed of the Principal, Assistant Principal, both senior high counselors and one of the core department chairs for a total of five (5) members.
- The Attendance Committee **may** recommend removal of the non-credit status for student that meets all of the following conditions**:**
    - The Attendance Committee believes that extenuating circumstances contributed to the absence total that were unavoidable.
    - Less than three absences were classified as unexcused and all three have been made up in Saturday school.
    - The student has not had any discipline issues resulting in out of school suspensions or multiple in-school suspensions.
    - The student is passing the class(es).
    - If the appeal is ruled on prior to the end of the semester, the student has zero (0) additional absences.
- Once the Attendance Committee has reached a decision, the decision will be communicated with the student and parents via certified mail. The decision will be made within 5 school days of the hearing and such ruling will be final.

Procedure for checking out of school due to illness:

1. Students who become ill at school must **check out** at the office after being evaluated by the school nurse who will make

contact with the student's parent/legal guardian. The school nurse may recommend that the student be excused to leave for the day with parent permission.

2. Students leaving school for any other reason must be cleared in advance by a telephone call or note from the parent/guardian and the student must check out at the office. Failure to properly check out of school when leaving early or arriving late will result in in-school or out-of-school suspension.

Time Allotment for Make-Up Work

A student will be given one day for each day of absence (for excused absences) in which to complete make-up work (other than for in-school or out-of-school suspensions), with a maximum of 10 days allowed to make up work. If the work is not completed in this time, the student will receive no credit for the work. A teacher may choose to extend this deadline, but is not required to do so. ***If a student is absent on the day of a quiz or test, the student shall make up the test the day he/she returns to school if he/she has previous knowledge as to the date for the quiz or test.*** In cases where students know ahead of time that they will be absent, it is important that a note be brought to the Principal's office explaining the reason for the pending absence so that assignments may be completed before the absence whenever possible.

Chart of allowable make-up work by type of absence

Excused Absence

The student is required to make up all assignments and tests, and will have the opportunity to earn full credit. Students are given 1 school day for each day of absence. Note that when a student has pre-existing knowledge of a test or exam, the student must take the test or exam on the day the student returns from absence.

Activity Absence

The student must hand in all work the next school day that the student is in attendance as activity absences are planned events.

Unexcused absence

The student is required to make up all assignments and tests. Coursework missed during unexcused absences will be considered as late work.

In-School Suspension

The student is required to do all assignments and tests and will have the opportunity to receive full credit. All work is due on the first day that student returns to his/her regular school schedule.

Out-of-School Suspension

The student is required to make up all assignments and tests. All work is due on the first day that student returns to his/her regular school schedule.

Section 2. Tardiness

Students are tardy to classes if they are not in the classroom when the bell rings to begin the period. Classroom interruptions and unnecessary repetition of classroom instructions impede progress in classroom endeavors; thus, it is mandatory that students be present at the beginning of the class period.

Procedure for Tardiness to Class

Students who are tardy when **arriving at school** for the first time during the day are to go to the Principal's office to receive a tardy slip for admission to class or study hall. Excuses such as, "flat tire, dead battery, alarm clock failure, oversleeping, mom didn't wake me up . . ." will not waive the tardy. A student who is more than **15** minutes late for any class is no longer tardy. Such students will be considered absent. Teachers will enter all tardies and absences into PowerSchool each period.

Tardy Accumulation and Associated Consequences

Each semester students receiving a tardy for any class will accumulate a running total that will follow the prescribed consequence table as different levels are reached. Please note, individual classroom teachers may impose additional consequences in addition to the prescribed school consequences.

Number of Total Tardies	***Associated Consequence***
1	Verbal warning to student, email to parent
2	Verbal warning to student, email to parent
3	*30-minute detention to be served before or after school within the next two school days – email to parent(s)
4	*30-minute detention to be served before or after school within the next two school days – email to parent(s)
5	^60-minute detention to be served before or after school within the next two school days – email to parent(s)
6	^60-minute detention to be served before or after school within the next two school days – email to parent(s)
7	%Saturday detention to be served 8A-11A – email parent(s)
8	%Saturday detention to be served 8A-11A – email parent(s)
9	Email to parent, meeting scheduled with student and parent, attendance contract must be implemented

Notes regarding tardy consequences:

***Failure to serve will lead to a 60-minute detention to be served within two school days.**

^Failure to serve will lead to a Saturday detention to be served on the first Saturday available.

%Failure to serve will lead to 1-day In-School Suspension assigned to the Administration.

Truancy

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

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for a minimum of **five, full periods**. A student who is not in attendance for **five, full periods** is ineligible for the contest, performance, or activity that day. Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved **in advance** by the Principal or Assistant Principal.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

ARTICLE 5 - SCHOLASTIC ACHIEVEMENT

Section 1: Curriculum Guide

Each year, the staff of Platteview High School will publish a Curriculum Guide that outlines the policies and procedures for taking classes at Platteview High School that provides information in great detail. Students and parents can access the current Curriculum Guide at: http://phs.springfieldplatteview.org/?PageName=SchoolPublications&CategoryID=15905&SubCategoryID=38056.

Section 2: Grading System

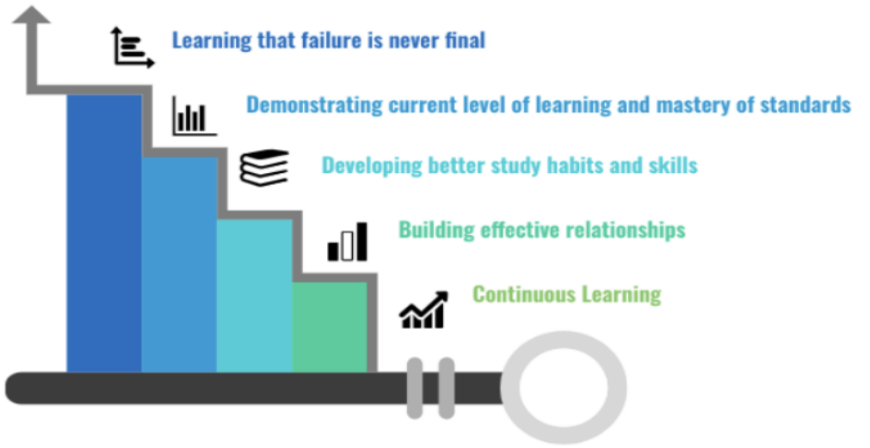
Students will receive letter grades on report cards and transcripts. A grade of "F" (failing) carries no credit. A grade of "I" (incomplete) received at the end of a grading period must be made up within two weeks or missing assignments will receive grades of zero (0) and those grades will be averaged into the final grade. The following scale will be used to assign letter grades and a Grade Point Average (GPA) from a percent:

Letter Grade	Percent	Mark Points	Weighted Mark Points
A+	97-100	4.00	5.00
A	93-96	4.00	5.00
A-	90-92	3.67	4.67
B+	87-89	3.33	4.33
B	83-86	3.00	4.00
B-	80-82	2.67	3.67
C+	77-79	2.33	3.33
C	73-76	2.00	3.00
C-	70-72	1.67	2.67
D+	67-69	1.33	2.33
D	63-66	1.00	2.00
D-	60-62	0.67	1.67
F	0-59	0.00	0.00

Weighted classes are noted on the Master Schedule and in current PHS Curriculum Guide.

Section 3: SPCS Grading Policy

Retake Policy for all Platteview High School Credit Earning Courses



The following parameters would apply to re-takes in all departments for students in any PHS credit-earning course, including courses completed by Platteview Central students for PHS credit and for Advanced Placement courses. Students that are enrolled in a course that is offered for dual credit with a partnering institution (ie. UNO, Metro, Wesleyan) will complete a "Credit Intention" form. Each student will choose from the following levels of credit:

*-**Level 3: Dual Credit** - Follow institution policy*

*-**Level 2: Non-Dual Credit, Weighted**: Cannot have summative retakes*

*-**Level 1: Non-Dual Credit, Not-Weighted**: Can have summative retakes*

"Credit Intention" forms are due by the first Friday of October (Fall Semester) and the second Friday of February (Spring Semester). Forms must be signed by both student and parents/legal guardian.

After the deadline and submission of "Credit Intention Form", students can request a movement change, moving down a level (ie. Level 3 to Level 2), but they cannot move up a level (ie. Level 1 to Level 2). Movement change requests are due by the first school day following the end of 1st or 3rd quarter (depending on semester involved).

The following parameters will apply to students eligible for a retake:

1. *Students qualifying for a re-take in a course must schedule a re-take within two weeks of receiving their score on a summative assessment.*
2. *Students must attend an intervention time with instructor prior to qualifying for the re-take examination. As a part of the intervention students may be asked by classroom teacher to complete essential formative work to prepare for summative before qualifying for retake.*

3. *The re-take examination must be taken on scheduled day/time (within original two week window). No extensions may be approved to this deadline.*
4. *Final examinations and final projects given during final exam time do not qualify for retakes.*
5. *A student may earn up to a score of 100% for any eligible re-take examination in all PHS departments.*

The PHS retake policy will be communicated as follows:

- *Published in Student Handbook*
- *Published in Curriculum Guide*
- *Documented on every course syllabus within the department*
- *Emailed to all students and parents upon enrolling in a course in each department*
- *Noted on each course page in Schoology*

Platteview High School Credit Intention Form

Name of Student:
Course:
Partnering Institution:
Instructor:
Semester:

Date Form Received:
PHS Administrative Team Member:

Student must indicate which level they will follow during the course:

Students that are enrolled in a course that is offered for dual credit with a partnering institution (ie. UNO, Metro, Wesleyan) will complete a "Credit Intention" form. Each student will choose from the following levels of credit:

Select One:

___*Level 3: Dual Credit - Follow institution policy*
___*Level 2: Non-Dual Credit, Weighted - Cannot have summative retakes*
___*Level 1: Non-Dual Credit, Not-Weighted -Can have summative retakes*

Administrative notes:

"Credit Intention" forms are due by the first Friday of October (Fall Semester) and the second Friday of February (Spring Semester). Forms must be signed by both student and parents/legal guardian.

After the deadline and submission of "Credit Intention Form", students can request a movement change, moving down a level (ie. Level 3 to Level 2), but they cannot move up a level (ie. Level 1 to Level 2). Movement change requests are due by the first school day following the end of 1st or 3rd quarter (depending on semester involved).

Section 4: Graduation Requirements

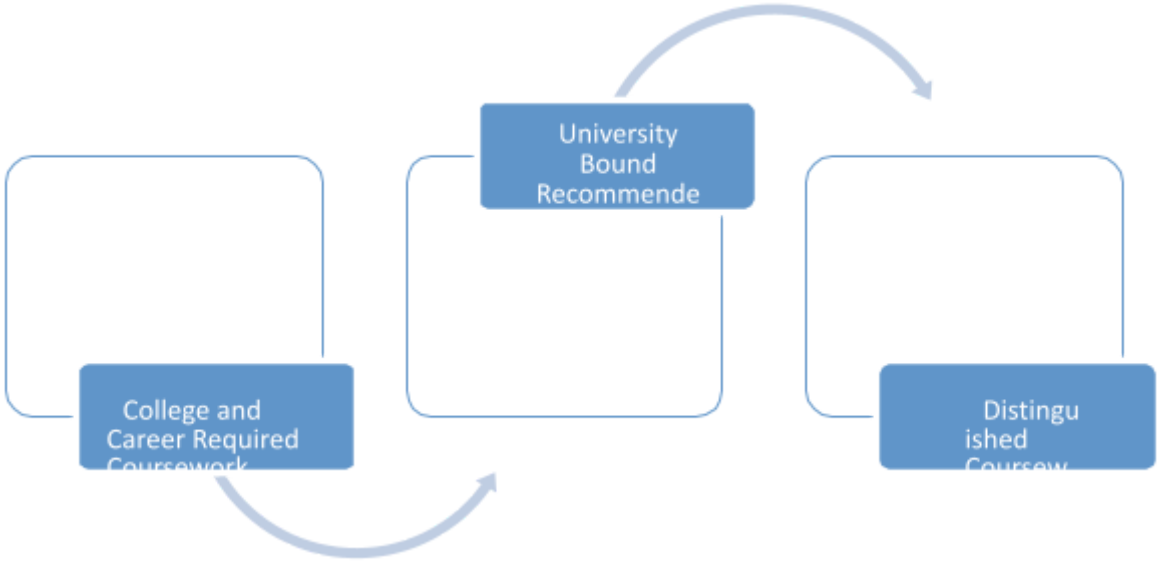
Graduation Requirements by Department/Area (In addition to the credits listed below, a student needs 17 elective credits to meet the 49 credits required to meet graduation requirements)

Department	***# of Credits Needed***	***Notes***
Language Arts	8	To include English 9 (2) **or** Honors English 9 (2), English 10 (2) **or** Honors English 10 (2), English 11 (2) **or** Honors English 11 (AP Literature and Composition) (2), and English 12 (2) **or** Honors English 12 (AP Literature and Composition (2).
Social Science	7	To include World Geography (1), World History (2), US History (2) **or** *US History 1 (1) and *US History 2 (1), US Government (1) and a Social Science elective (1). *Both are dual credit courses.
Mathematics	6	To include math in succession. The typical path of succession is Algebra 1, Geometry and Algebra 2. Students are encouraged to take a fourth year of math. Course depends on future path of study/career field.
Science	6	To include Biology (2), Chemistry 1 (1), Earth and Space Science (1), Physics 1 (1) and one additional semester of a Science elective (i.e. Material Science 1, Material Science 2, PLTW Engineering Design, Chemistry 2, Physics 2, AP Chemistry or AP Biology). Students pursuing a degree in any science related field at the college or university level are encouraged to take Chemistry 1 and Physics 2 as elective options.
Physical Education	2	
Health	1	
Business	2	College & Career Readiness (1) and Personal Finance (1)

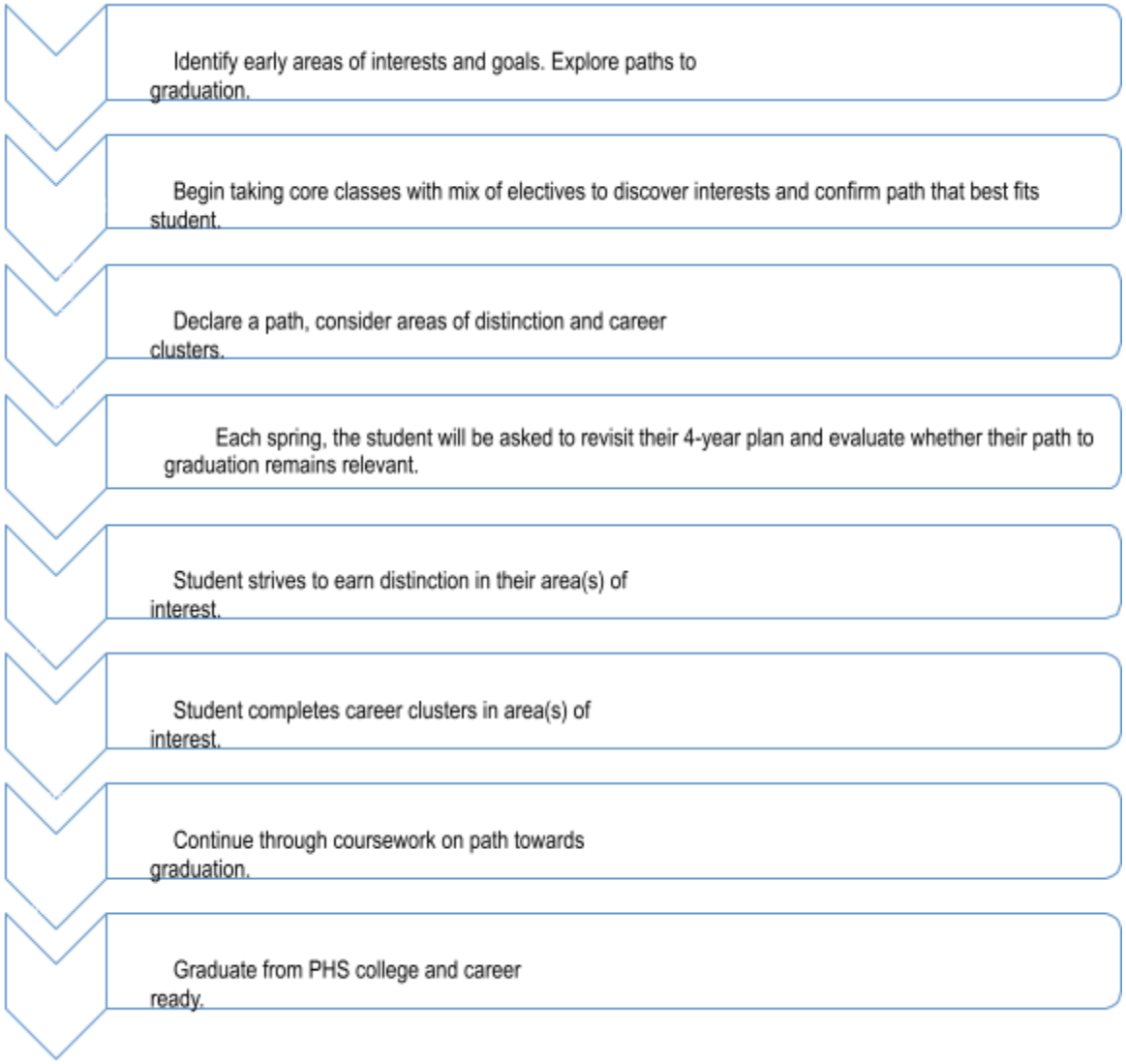
CHOOSING A PATH

Beginning with the Class of 2019. Platteview High School offers three paths of coursework to meet the graduation requirements set forth by the Springfield Platteview Community Schools Board of Education. The paths of coursework offer three distinct groups of courses that students can choose based on their interests and goals beyond high school. Our goal at PHS is to assure that every student is college and career ready upon successfully completing the graduation requirements of PHS.

Students begin their journey as incoming 9th grade students taking a mix of core and elective courses. The goal for each student is that by being exposed to a variety of courses and rigor during his/her first year of high school, the student can then elect which path of coursework best fits their future interests and goals. As the timeline on the cover of this document outlines, students re-examine their choice each spring when choosing courses for the upcoming year. Students may move between paths at any time throughout their high school tenure.



4-Year Planning and Academic Experience



College and Career Required Coursework **–** *Students selecting this path may have plans to attend college, directly enter the workforce upon graduation or may be opting to choose a military career. Any or all of these options may apply to students on this path. Successful completion of this path of coursework assures that a student has met all graduation requirements at PHS. This path offers the greatest flexibility of scheduling and number of possible electives for a student over the course of their high school tenure. Students that successfully complete all courses on this path will earn a diploma from PHS.*

University Bound Recommended Coursework *– Students selecting this path have aspirations to attend the University of Nebraska Lincoln or a similar peer institution at the university level. Successful completion of the coursework included on this path will assure that all PHS graduation requirements are met. The coursework on this path has been identified as courses that are important in preparing the student for the rigor of a four-year university. Students on this path still have a number of elective opportunities to explore additional areas of interest. Students that successfully complete all courses on this path will earn a diploma from PHS.*

Distinguished Coursework *– Students selecting this path of coursework are seeking the most rigorous coursework offered at PHS and have ambitions to attend the University of Nebraska or other similar four-year university. The rigor of the coursework on this path offers the student similar rigor to what the student will encounter at the university level. A student on this path still has some room for electives throughout their high school tenure. Students successfully completing this path and all subsequent requirements associated with the path will earn a Distinguished Diploma from PHS and be recognized at graduation with a honor cord.*

ADDITIONAL AREAS OF DISTINCTION

Springfield Platteview Community School and Platteview High School recognize and encourage all students to find their unique path. PHS encourages rigor and the pursuit of excellence across all academic offerings and departments. In addition to earning distinction by choosing and successfully completing the Distinguished Coursework and all stated requirements, students at PHS may be recognized for distinction in a variety of departments or areas as described on page #25.

CAREER PATHWAYS

Students at PHS can explore a number of career clusters that proceed from an introductory course through the capstone course of the particular pathway. Students that complete a pathway or multiple pathways will have this noted on their transcript. The chart on page #26 outlines all available pathways offered at PHS.

AREAS OF DISTINCTION AT PLATTEVIEW HIGH SCHOOL

Students at Platteview High School may earn distinction by successfully completing the Distinguished Coursework Path and all stated requirements ***and/or*** may earn distinction in one of the identified program areas below. **Requirements for portfolio completion are outlined in detail later in the Curriculum Guide.**

Core Academic Areas		***Career Education***	***Performing and Visual Arts***
Language Arts	***Science***	***Business / Computer Science***	***Instrumental Music***
			Must letter in band all four years.
Successfully complete four years of ELA courses to include three years of honors level courses and both semesters of dual credit ELA offered.	Participate in a Science Poster Presentation a minimum of two years.	Successfully complete all pathways in a specific career field with the exception of Information Technology. Information Technology requires a minimum of successful completion of two pathways.	Receive honor band recognition, by audition, a minimum of two years at PHS.
Participate in two seasons of Play Production or Speech.	Successfully complete four years of Science courses to include Advanced Placement or Dual Credit Biology and Advanced Placement Chemistry.	**Business** - Participate in FBLA three years, hold a leadership position a minimum of two years and compete at State Leadership Conference a minimum of two years. **Computer Science** - participate in either FBLA or Skills USA for three years, hold a leadership position a minimum of two years and compete at the state level in either organization at least two years.	Perform a solo at District Music Contest during high school career.
Successfully complete four semesters of Publications or Writers Club.	Complete a semester long senior culminating project (Independent Study).	Earn a 3.60 grade point average in all business and computer science courses.	Submit a portfolio that highlights all major projects and awards in the music program.
Submit portfolio of major projects in ELA.	Submit portfolio of major projects in Science.	Submit portfolio of major projects in capstone classes in Business and/or CS.	Earn a 3.60 grade point average in all music courses.
Earn a 3.60 grade point average in all ELA courses.	Earn a 3.60 grade point average in all Science courses.	***FACS***	***Vocal Music***
Mathematics	***Social Studies***	Must successfully complete two of the four career pathways in the FACS area.	Must letter in choir all four years.
		Participate in FCCLA all for years and must run for an officer position at least once in high school career.	Receive honor choir recognition, by audition, a minimum of two years at PHS.
Successfully complete four years of math courses during 9th-12th grade.	Successfully complete four years of Social Sciences courses to include Honors World History, Dual Enrollment U.S. History and AP American Government.	Submit portfolio of major projects in FACS capstone courses and all awards earned.	Perform a solo at District Music Contest during high school career.
Score at 75th percentile or higher in math portion of the ACT.		Must place at the State FCCLA contest.	Submit a portfolio that highlights all major projects and awards in the music program.
All grades of A- (except two B+ grades allowed) or higher during each semester of math coursework.	Submit portfolio of major projects.	Earn a 3.60 grade point average in all FACS coursework.	Earn a 3.60 grade point average in all music courses.
	Earn a 3.60 in social studies courses.	***Industrial Technology***	***Visual Art***
Foreign Languages	***Advanced Placement***	Successfully complete two of the four career pathways in the Industrial Technology area.	Complete two of four career pathways in Art at PHS.
Spanish	Successfully complete a minimum of four Advanced Placement courses.	Participate all four years in Skills USA.	Place at a local Art show.
Successfully complete four years of Spanish at PHS.	Successfully complete all Advanced Placement exams.	Enter the State Skills USA event three out of four years at PHS.	Participate in Art Club all four years at PHS.
Earn dual credit in Spanish 4.	Average a 3.00 on Advanced Placement tests.	Earn a 3.60 grade point average in all IT classes.	Submit a portfolio that highlights all major projects and awards in the Art program.
Be an active member of Spanish Club all four years.	Earn a 3.60 grade point average in all Advanced Placement courses.	Submit a portfolio that highlights all major projects in capstone courses and awards in IT.	Earn a 3.60 grade point average in all Art courses.
Earn an Excellent rating at Spanish competition.	Submit a portfolio of major projects and work completed.		
Earn a 3.60 grade point average in all Spanish courses.			
Complete a portfolio of all major projects in Spanish.			

CAREER PATHWAYS				
Career Field	***Pathways***	***Introductory Course***	***Intermediate Course***	***Capstone Course***
Communication Arts	**Digital Design**	Intro to Digital Design	Digital Media	Web Design
	Marketing Entrepreneurship	Marketing	Marketing Management	Entrepreneurship
Information Technology	**Computer Science**	Exploring Computer Science	Computer Science Principles	Computer Science A
	Information Technology	Intro to Digital Design	Exploring Computer Science	Computer Science Principles
	Software Development	Computer Science Principles	Cyber Security	Computer Science A
	Data Science	Information Technology 1	Information Technology 2	Intro to Digital Design
Business Management and Administration	**Accounting**	Management	Entrepreneurship	Accounting
	Entrepreneurship	Intro to Business	Accounting	Entrepreneurship
	Management	Intro to Business	Management	Entrepreneurship
Finance	**Accounting Cluster**	Personal Finance	Accounting	
	Accounting Pathway	Personal Finance	Economics	Accounting
	Economics	Economics	Accounting	
	Financial Management	Accounting		Advanced Accounting
Hospitality and Tourism	**Culinary Arts**	Foods 1	Foods 1	Foods 2
Marketing	**Marketing Entrepreneurship**	Marketing	Marketing Management	Entrepreneurship
Architecture and Construction	**Construction Basic**	Intro to Industrial Communication and Design	Construction Technology (S1:Q2)	Construction Technology (S2:Q1)
	FCS Drafting	Housing and Home Furnishing	Residential Architectural Drafting	Construction Technology (S1:Q2)
Energy and Engineering	**Energy and Engineering**	Intro to Industrial Communication and Design	Engineering 1	Robotics
	Energy and Technology (Non-PLTW)	Intro to Industrial Communication and Design	Engineering 1	Robotics
	Robotics	Manufacturing Woods	Robotics	
Manufacturing	**Manufacturing Metals**	Intro to Industrial Communication and Design	Manufacturing Metals	Advanced Manufacturing Metals
	Manufacturing Drafting	Intro to Woods	Intro to Industrial Communication and Design	Advanced Woods
	Production Standards Woods	Intro to Industrial Communication and Design	Manufacturing Woods	Advanced Woods
	Production Engineering Welding	Engineering 1	Advanced Manufacturing Metals	Design and Fabrication
	Production Standards Metals	Intro to Industrial Communication and Design	Manufacturing Metals	Advanced Metals
	Manufacturing Basics	Intro to Industrial Communication and Design	Manufacturing Woods	Manufacturing Metals
	Manufacturing Construction	Intro to Industrial Communication and Design	Manufacturing Woods	Construction Technology (S1:Q2)
Human Services	**Design**	Intro to Design	Clothing and Textiles and Home Furnishings	Entrepreneurship
	Early Childhood	Child Development		
	Food Science	Foods 1	Foods 2	Entrepreneurship
	Nutrition and Wellness	Foods 1	Nutrition	Dietetics
	Child, Youth and Family Studies	Human Growth	Family Relationships	Parenting

Platteview High School Paths to Graduation			
	College & Career	***University Bound***	***Distinguished***
BUSINESS	Personal Finance	Personal Finance	Personal Finance
	College and Career Readiness	College and Career Readiness	College and Career Readiness
LANGUAGE ARTS	English 9	English 9 or Honors English 9	Honor English 9
	English 10	English 10 or Honors English 10	Honors English 10
	English 11	Class of 2021 – Honors English 11; Class of 2022, 2023 and 2024 – AP Literature & Composition	Class of 2021 – Honors English 11; Class of 2022, 2023 and 2024 – Honors English 12 (English 2450 and 2610 Dual Credit)
	2 semesters of senior-level, ELA elective offerings	Honors English 12 (English 2450 and 2610 Dual Credit) or two semesters of core ELA electives	AP Literature and Composition
MATHEMATICS	Algebra 1	Algebra 1	Geometry
	Geometry	Geometry	Algebra 2
	Algebra 2	Algebra 2	Advanced Math
		Advanced Math	AP Calculus
PHYSICAL EDUCATION	2 semester PE courses	2 semester PE courses	2 semester PE courses
	Health	Health	Health
SCIENCE	Biology	Biology	Biology
	Chemistry 1 and Earth and Space Science	Chemistry 1 and Earth and Space Science	Chemistry 1 and Earth and Space Science
	Physics 1 and Earth and Space Science	Physics 1 and Science Elective	Physics 1 and Chemistry 2 ***or*** Physics 2
	****Students planning to attend UNL or equivalent institution that plan to major in Engineering or Science-related major are strongly recommended to take Chemistry 2 and Physics 2 as an Elective Science course.***		Dual Credit Biology or AP Chemistry
SOCIAL SCIENCE	US History 9	US History 9	US History 9
	World History	World History	World History
	US History	US History	US History 1 and US History 2
	US Government and an Elective	US Government and an Elective	AP Government and an Elective
WORLD LANGUAGE		Spanish 1^	Spanish 1^
		Spanish 2^	Spanish 2^
ONLINE LEARNING			Successfully complete an online course through one of PHS approved providers
COMMUNITY SERVICE OR JOB SHADOWING			***20 hours*** - must be approved prior to serving and log must be submitted verifying hours.
COMPLETION OF PATH	***49 credits***	***49 credits***	***49 credits***, required hours of community service/job shadowing and a ***3.6 weighted GPA or higher. No rounding of GPA accepted.***
^Indicates that a student may substitute another approved foreign language in lieu of Spanish.			

Early Graduation (Board of Education Policy):

Any senior that wishes to graduate at midterm must adhere to the following guidelines:

1. He/she must declare intent to graduate at midterm no later than June 1st preceding their senior year by filling out a form that is available in the counselor's office.
2. Upon an examination of credits to see if midterm graduation is possible, a letter will be sent to the student and a duplicate put in the student's file to confirm the intent of midterm graduation.
3. Any intent to graduate early is contingent upon the student passing course work he/she is enrolled in.
4. Midterm graduates may participate in graduation exercises in the spring with the rest of their class. There will be no formal midterm graduation ceremony.
5. Application to waive a semester of attendance must be made no later than June 1st of the preceding school year.
6. Students must have attended Platteview High School for 2 semesters.
7. At the point of withdrawal from classes the student shall become ineligible for participation in any interscholastic activity sanctioned by the Nebraska School Activities Association.

Graduation at the End of the Junior Year:

The Boardof Education has authorized the Superintendent of Schools to permit students to graduate after the junior year in very special circumstances. The procedure to be followed to request graduation after the junior year is as follows:

- The student or parent will request a meeting with the Principal and the Senior Counselor. Both student and parent will attend this meeting.
- The student and parent will explain the special circumstances that they believe necessitate an early graduation.
- The Principal and Counselor, based on the parent/student meeting will make a recommendation to the Superintendent of Schools.
- The Superintendent will make the final decision and notify the parent and student.
- The student will have to successfully pass all graduation requirements in order to graduate early.

Section 5: Student Classification

Classification	Accumulated Credits
Freshman	0-13
Sophomore	14-26
Junior	27-39
Senior	40+

The class schedule students receive at the beginning of the school year is based upon the registration process completed in the spring. Parents, students and the school must consider the spring registration process as being final except in cases of extenuating circumstances. As has been the practice in the past, we do not have the space or ability to make changes in a student's schedule for the upcoming year outside of the guidelines below. Work schedules, or before and after school extracurricular responsibilities must be worked around the class schedule provided at the beginning of the school year. Changing schedules for things such as transportation, work schedules, or to move a class to another period or to a different teacher will cause class load imbalances for other students and teaching staff.

- A student will only be considered for a schedule change if one of the following conditions exists: health problems, change of teacher recommendation, failing prerequisites, incomplete graduation requirements or a situation that the student can justify a need for the change that is impacting the student's overall schedule or four-year plan.
- Students must complete a Schedule Change Request form from the Counseling & Guidance Center and work through proposed

change using current year's Master Schedule. All schedule change considerations will be contingent upon whether there is room in the class and determination by the Counseling Department that the student meets the criteria to approve the change. The student should be prepared to present proposed changes when meeting with Counseling Office staff.

- After the conclusion of the first five days of the semester, a student will not be allowed to add or drop any classes to his or her schedule.
- The last day students can drop a yearlong class with parental permission and submission of the Schedule Change Request form will be the last week of 1st semester. No changes will be allowed once the 2nd semester begins. All schedule change considerations will be contingent upon whether or not there is room in the class.
- Schedules will not be juggled or switched to accommodate extracurricular activities.
- Once schedules are set and the pre-registration sheets are signed by the student and the parent (in the Spring preceding that semester), there will be no drops allowed for AP, dual credit, and college credit classes even with parental permission or request.
- Students enrolled in online classes through the Platteview High School Online Academy will follow add/drop policy of entity offering course. Students who drop an online class once the class has started are responsible to reimburse the District for the cost of the class.

College/Dual Credit Drop Policy

- The college credit portion of a dual credit course is regulated by enrolling in a college or university.
- Students will remain in the class for high school credit only (if taught by a Platteview High School instructor).

Class Load

Students in grades 9-11 are required to carry a **minimum of seven academic periods during each semester of high school**. A student may:

- be enrolled in seven (7) courses and a study hall or
- be enrolled in eight (8) classes

Students in grade 12 are required to carry a **minimum of six academic periods during each semester of high school**. A senior student may:

- be enrolled in seven (7) courses and a study hall
- be enrolled in seven (7) courses and qualify for an open period or
- be enrolled in six courses (including Internships) and have either a study hall or qualify for an open period
- be enrolled in eight (8) courses

Senior students may not request abbreviated schedules. Students requesting to be a teacher or office aid do so by replacing study hall in their schedule. A student may not serve as an aid and be in study hall.

Incompletes

It is important that work assigned to students be completed on time. There may be a legitimate reason for a student not completing work on time.

For semester grades, the student may receive credit for work no later than two weeks after the semester has ended. Repeating

a Course

For a course a student has already passed:
A student may occasionally wish to repeat a class that interests the student or to improve a low grade. A student may only be approved to repeat a required, core class in rare cases. Among other items considered would be class load, overall effect on student's schedule and their academic and discipline record. Students wishing to repeat an elective course may do so if seats are available in the class, unless a limit is specifically listed in Curriculum Guide for the current academic year. All grades earned will be documented on the student's transcript and calculated into the student's GPA.

For a course that a student has failed:
A student that has failed a course may either be referred to the Trojan Academic Center or will be advised to repeat the course. The TAC is designed for unit recovery, not course recovery. When repeating a course that a student has failed, it is important to note that the "F" will remain on a student's transcript and calculated in GPA, while a "P" (not calculated in GPA) will be recorded if credit is earned in making up the credit. Please see information that follows relative to the TAC.

Section 7: PowerSchool / Progress Reports

Teachers provide ongoing grade updates through Schoology. All parents and students are expected to monitor Schoology regularly. To assist in this regard, Schoology offers a daily grade report that is sent via email to parents. Please see instructions in Appendix section to register for this report. If questions arise or parents need more detailed information, please contact the classroom teacher directly.

Progress reports are sent out to parents at the midpoint of each semester. These reports are sent out only as a reminder/update to the parents and students of progress throughout the semester. It is our belief that the progress reports give the student time to improve work in a subject, initiate communication of concerns between teacher and parent, etc. It is important that a student keep track constantly of his/her progress throughout each semester.

Section 8: Report Cards

Report cards will be distributed to parents each quarter and end of each semester. College and Career Readiness skills will be assessed by all Advisory teachers at the midpoint of each semester based on the rubric developed by the administration and Building Leadership Team. These scores reflect areas such as responsibility, timeliness, teamwork and citizenship. Such skills are critical for all students as they work throughout their life. Any other concerns or remarks will be communicated with parent(s)/legal guardians throughout the year on an individual basis.

Section 9: Parent-Teacher Conferences

Parent-teacher conferences will be held at the midpoint of each semester. Refer to the current school calendar for exact dates.

Conferences will be set up through Platteview High School PTC Scheduler each semester. The link for signing up will be posted on the PHS website and emailed to all parents.

Conferences with teachers, at any other time, are possible by calling the school office (or emailing the teacher directly) and making arrangements with the teachers.

Section 10: Awards / Recognition

Class Rank

Class rank for all students is determined at the end of each semester and may be obtained from the counselor.

Principal's List

The Principal's List is a designation that is earned by a student who achieves a grade point average of 4.00 in a semester, and is enrolled in each of the four core academic classes (note 9th grade students may only be in three core courses one of their semesters and are still eligible).

Honor Roll

The PHS Honor Roll recognizes students who have achieved a grade point average of 3.75 or above, and are enrolled in each of the four core academic classes (note 9th grade students may only be in three core courses one of their semesters and are still eligible). This recognition is given only at the end of the semester grading periods.

Merit Roll

This is an academic achievement at PHS for students who have achieved a grade point average of 3.50 or above. This recognition is given only at the end of the semester grading periods.

Academic Lettering

Students who have been named to the Honor Roll for four consecutive semesters may request recognition and an academic letter.

English Excellence Award

To earn this award a student must achieve the following: 3.75 GPA, English composite score in the 85th percentile on the ACT, SAT, or PSAT, entered 3 to 5 writing contests or submissions to publications, and earn an 'A' in all Honors or Honors-related English courses or complete four years of Honors English Courses.

Boys State/Girls State

The American Legion and Auxiliary votes on and honors a select group of junior boys and girls from a field of applicants.

Academic Excellence in Mathematics

Students who have completed four years of mathematics courses, have no more than two B's in their math courses and score in the 75th percentile or greater on the ACT qualify for this recognition.

Key Staffer Awards

Recognition for this award is based on participation and excellence in the Journalism Department

~~**Perfect Attendance**~~

~~Students who do not have any absences throughout the school year qualify for this recognition.~~

Hugh O'Brian Award

This award is presented to a sophomore student selected by staff to represent Platteview High School at the Youth Leadership Institute.

Most Representative Students

This award is voted on by teachers to recognize students who excel in all areas.

Man/Woman of the Year

This award is voted on by students to honor one boy and one girl from each class as the man or woman of the year.

Top Ten Percent of the Senior Class

This designation is determined by the weighted grade point average of students. No rounding will occur.

Section 11: National Honor Society and Student Council

National Honor Society About Us

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to recognize those students who have demonstrated excellence in the areas of scholarship, service, leadership, and character. These characteristics have been associated with membership in the organization since its beginning in 1921.

Today, it is estimated that more than one million students participate in NHS activities. NHS chapters are found in all 50 states, the District of Columbia, Puerto Rico, many U.S. territories, and Canada. Chapter membership not only recognizes students for their accomplishments, but challenges them to develop further through active involvement in school activities and community service.

History

The National Association of Secondary School Principals (NASSP) officially established the NHS in 1921. Though many local and regional honor societies existed prior to 1921, no nationwide organization had been founded. Under the leadership of Dr. Edward Rynearson, principal of the Fifth Avenue High School in Pittsburgh, the organization grew from the original Alpha Chapter at the Fifth Avenue School to more than 1,000 chapters by 1930. Equipped with a constitution, an emblem and motto, and a group of dedicated principals as coordinators, the new NHS organization quickly developed into one of the country's leading educational groups.

Four main purposes have guided chapters of NHS from the beginning: to create enthusiasm for scholarship; to stimulate a desire to render service; to promote leadership; and to develop character in the students of secondary schools. These purposes also translate into the criteria used for membership selection in each local chapter.

Selection Process:

Students who have a minimum 3.5 (un-weighted) cumulative GPA are eligible to fill out this information packet. The information packet must

be turned in by March 5 at 4:00. If not, the student is no longer included in the application process. Once an application is turned in, it becomes the property of Platteview High School.

Students will also be required to do a timed write on February 26 or March 5. This will be a 20-minute essay on the topic of Service.

Students will also need to turn in a 2-3 minute video explaining why the student would be an excellent candidate for induction into National Honor Society. This video must be uploaded to YouTube and the link sent to nhsadvisor@springfieldplatteview.org. The video may remain private.

All High School faculty members will be asked to fill out the rubric on candidate students. Students must receive 21 points on the rubric without receiving a score below three (3) points out of the possible five (5) points in the areas of Service, Activities, Leadership, Character, and Faculty Rating or below a two (2) out of the possible three (3) points on the Service Essay and Video Submission to advance to the Faculty Council screening.

The Faculty Council will meet to watch the video, view faculty input, and view the student's application to determine the selection status of each candidate. The Faculty Council will use the provided rubric as a guide in their discussions to vote on final pool of candidates. A candidate must receive a minimum of three (3) out of the possible five (5) votes to be selected for the Platteview High School NHS.

All students will receive a letter stating their selection status.

Non-selection:

"Parents and students must understand that no student has a right to be selected for membership in a chapter of National Honor Society, and that the Faculty Council is entrusted with making selection decisions…"

"Schools are not obligated to share with parents and students, information concerning non-election of specific students. According to NASSP(National Association of Secondary School Principals) legal council, no constitutional due process requirements apply in non-selection cases."

"The National Council and the NASSP shall not review the judgment of the Faculty Council regarding selection of individual members to local chapters."

NHS Resources – all can be found on the PHS website.

How to become a member
NHS timed write Candidate suggestions
Platteview High School NHS Bylaws NHS National Constitution
Platteview High School NHS Selection Rubric

Student Council

Student Council members will be elected in the fall of each academic year. Each class will elect three (3) members and all students will select a Student Council President.

Section 12: Academic Integrity

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.

Definitions

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

I. ***Cheating*** means intentionally to misrepresent 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:
    1. 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 a 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.

    2. Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test. Papers (includes papers, essays, lab projects, and other similar academic work):
        i. Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
        ii. Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
        iii. Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
        iv. Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
        v. Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

    3. 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.

II. ***Plagiarism*** means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words or works. Plagiarism includes, but is not limited to:

- Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
- Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

III. **Contributing to** academic integrity violations means to participate 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.

IV. Sanctions

The following sanctions will occur for academic integrity offenses:

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

Section 13: Advisory Period

Each student will be assigned to an individual staff member who will lead a daily Advisory Period. During this period, the staff member will serve as a mentor to a small group of students. The purpose is to have a daily time set aside to have an adult in every student's life at Platteview High School that can have an intentional role in helping guide students during their time at PHS.

Mission Statement

Daily and intentional time will be reserved to ensure every student at Platteview High School has at least one trusted adult advocate who will stand by them to listen, advise, mentor and lead.

Advisory Period Goals

- To strengthen relationships, trust and rapport between teachers and students.
- To directly access struggling students and provide appropriate and timely interventions.
- To build a sense of togetherness within the larger school community.
- To complete important daily tasks that are valued within our school system (i.e. attendance, announcements and the Pledge of Allegiance to name a few). Other housekeeping items will come up on a regular basis that will be supported through advisory.
- To promote strong character and values within our student body with a systematized process for teaching and learning those traits.
- To encourage and promote punctuality, regular school attendance and academic achievement that will be supported and monitored by advisory teachers.
- To provide additional time for academics to support both our core content and our career and technical education

programs.
- Individual student achievement goals will be set through student meetings with the school counselor to discuss MAP, ACT, diploma paths, career opportunities and much more.

How will this be accomplished?

- The Advisory Leadership Team will send agendas (including possible lesson plans, guides, etc.) to teachers by the end of the school day on Thursday for the following week.
- Teachers will meet weekly in curricular area teams to review agendas, develop lessons further, apply topics more appropriately to their specific groups/grade levels.
- Teachers will meet often with their advisory students, one-on-one, to discuss grades, citizenship, activities, attendance and much more.
- Teachers will use a character program that provides video lessons, support resources and materials to teach and discuss character and values within the advisory classroom.

Sample Activities

- Tracking grades, missing work (ICU), attendance, tardy management and discipline.
- Individual student meetings.
- Team building activities.
- Interventions.
- Exploration of study.
- Enrichment activities.
- Career education skill building including virtual job shadows.
- Core study practice.
- Reading.
- Other.

Section 14: Commencement

Each year Platteview High School will sponsor a commencement ceremony. This ceremony is a privilege and not required to complete PHS graduation requirements. Students will be notified each year of upcoming commencement dates and requirements for participation.

Commencement Ceremony Guidelines and Expectations

At Platteview High School we work very hard to communicate guidelines and expectations in advance to help seniors and parents plan for graduation.

Purpose of Commencement Ceremony at Platteview High School

The purpose of the Commencement Ceremony at Platteview High School is to recognize and honor the achievements of the graduating class. The Commencement Ceremony at Platteview High School is a formal ceremony. As such, Platteview High School reserves the right to set guidelines and expectations as such to assure that we remain true to the purpose of the event. We ask that you support us in keeping the event a ceremony and not a celebration. Graduation celebrations occur after our ceremony. Both are important to our graduating seniors and their families. The important thing is understanding the proper time for each type of activity.

One example of proper decorum at our Commencement Ceremony surrounds the time when the name of each graduate is read. It is understandable that a graduate's family would be excited and applaud their graduate as their name is read; however prolonged eruptions of cheering, ringing bells, blowing a whistle, throwing confetti or sounding an air horn would be disrespectful to other graduates and would cross the line between a ceremony and a celebration. Graduation is important to every single senior and their family. Actions such as those described disregard the feelings of other families (such as those immediately before and after such disruptions) and as such are strictly prohibited. No artificial noisemakers, confetti, beach balls, etc. will be permitted by graduates or attending spectators.

Please help us make our ceremony one that honors all graduates and their time here at Platteview High School. The following sections are designed to help familiarize you with what is expected.

Acceptable Commencement Attire

Seniors graduating from Platteview High School are expected to wear appropriate attire for the graduation ceremony and behave in a manner expected of every student as described in this document.

Male students will be required to wear dress slacks (no jeans or shorts), dress shoes and socks (no flip-flops or tennis shoes), dress shirts with collar (tie is optional). Female students will be required to wear a dress or dress slacks, and appropriate shoes (no flip-flops or tennis shoes).

Failure to adhere to the Commencement Ceremony guidelines and expectations as outlined above, as described to students during Commencement Ceremony practice, or as instructed by the class sponsor or administration, will be denied entrance into the ceremony, be removed from the Commencement Ceremony, or result in their diploma being withheld until such time as outlined in a discipline plan set up by administration.

Graduates are not to attach any items to their hat or gowns. No personal (or special order items) such as tassels or sashes may be worn. Students are not allowed to possess the following items during the ceremony: cell phones, ear buds, electronic devices, purses or handbags. Graduates will be checked for any such items prior to the ceremony.

Students will be asked to change unacceptable items, which may mean that the student may have to return home to change into appropriate clothing. It is advisable to check in advance of the graduation ceremony with the Principal or staff sponsor if you are uncertain about your attire.

Student Behavior

Senior students are reminded that any violations of the student code of conduct that result in long term suspensions or are egregious in nature at any point from this time of year on may jeopardize the student's privilege of taking part in the Commencement Ceremony in May.

Finishing Strong Academically

It is the responsibility of each senior student to work with the 12th grade Counselor to assure that they are on track with all graduation requirements and to assure that they complete all classes with a passing grade that are required for graduation.

Date Reminders

Students and parents will be given key date reminders throughout their senior year. These dates and reminders will also be posted on the Platteview High School website under School Publications.

Commencement Practice/Rehearsal

Participation in scheduled commencement practice/rehearsal is a requirement for a student to participate in the PHS Commencement Exercise. The practice/rehearsal will be held during the afternoon of the last day for seniors (following the Senior BBQ).

Senior BBQ

PHS will sponsor a Senior BBQ for all seniors and parents to be held during of the last regular school day for seniors each year. Event details will be shared with seniors and their parents throughout the school year.

ARTICLE 6 - SUPPORT SERVICES

Section 1: Special Education Services

What Does Special Education Mean?

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

Students Who May Benefit

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

How are Students With Disabilities Identified?

Referrals are made by teachers or parents to a Student Assistance Team. If the student assistance team or comparable problem solving team feels that all viable alternatives have been explored, a referral for multidisciplinary evaluation is completed. An evaluation is conducted to assist in the determination of whether a student has a disability and the nature and extent of the special education and related services the student needs. The evaluation is conducted only with written consent of a parent or guardian. A multidisciplinary evaluation team (MDT) will then meet to determine whether the student is eligible for special education.

Independent Evaluation

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

Re-evaluation

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

Individual Education Program (IEP)

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

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Determination of a student's educational placement will be made by the IEP team.

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

More Information

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

- Section

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

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of your child's disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child receive services and be educated in facilities which are comparable to those provided to students without disabilities.
6. Have your child receive an individualized evaluation and receive special education and related services if your child is found eligible under Section 504.
7. Have evaluation, eligibility, educational and placement decisions made based on a variety of information sources and by persons who know your child and who are knowledgeable about the evaluation data and placement options.
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the school district.
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the school district.
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement. Obtain copies of educational records at a reasonable cost on the same terms as records are provided students without a disability unless the fee would effectively deny you access to the records.
11. Receive a response from the school district to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request, it shall notify you within a reasonable time, and advise you of the right to a hearing.
13. File a local grievance in accordance with school policy.
14. Request an impartial hearing related to decisions regarding your child's identification, eligibility, and educational program or placement with opportunity for participation by the person's parents or guardian and representation by counsel, and a review procedure. This is provided in the local grievance procedure.

Section 3: The Student Assistance Team (SAT)

Supporting students, teachers and parents

What is a Student Assistance Team (SAT)?

The SAT is a school team, which includes the parent and, when appropriate, the student, in a positive, problem solving, intervention process. It assists students by ensuring that the school and community are doing everything possible to make every student successful. Students are most successful when there is a strong spirit of cooperation between home, school, and community. Based on this shared responsibility, the SAT meets to explore possibilities and strategies that will best meet the educational needs of the students, and

support teachers and parents. The SAT includes the most important people in the student's life such as parents or caregivers, teachers, counselors, specialists, school administrators or designees, and any other school or community members who can provide support.

How does the SAT Process Work?

Students are typically referred by the classroom teacher, but any member of the school staff and/or parent may request support from the SAT for a student whose learning, behavior or emotional needs are not being met under existing circumstances. The classroom teacher(s) would have already notified the parent regarding these issues. Prior to the first SAT meeting, teachers would have implemented some classroom modifications that enhance learning for students. A modification may be as simple as a change in seating location, a daily assignment sheet, or an increase in the use of visual teaching aids. Sometimes a simple change can make a big difference for a student. Any modification that has been tried or is currently in place will be discussed with a parent at the SAT meeting. Using this information, the team can suggest further steps to help the student.

What happens at a SAT Meeting?

1. The student (when appropriate) and parents meet with a group of teachers, wellness staff, and/or administrators.
2. A facilitator leads the group through a process, which results in a written plan of action.
3. The team discusses the student's strengths, concerns, gathers pertinent history and information and discusses present interventions and outcomes. The team brainstorms interventions and chooses actions to complete a plan of action for student success.
4. At the end of the meeting, a follow-up date will be scheduled to review progress. You will be invited to meet again with members of the SAT to evaluate changes and growth in your student.
5. Additional testing through Special Education resources may be recommended. This recommendation comes from the members of the SAT only after modifications and suggestions have not proven to be successful.

Section 4: Child Find Notice

Springfield Platteview Community Schools has an ongoing goal of locating and identifying all children, birth through age 21, who have special needs. The district will provide any child or youth who has a disability an appropriate public education at no cost to the parents fo the child. Children or youth with disabilities are those who have developmental delays, hearing impairments or deafness, vision impairments or blindness, emotional disturbance, health impairments, specific learning disabilities, speech and language impairments, intellectual disability, orthopedic impairments, autism, multiple impairments or traumatic brain injuries. In addition, children and youth with any disability which substantially limits a major life activity may receive accommodations to allow them access to an appropriate education (Section 504 or the Rehabilitation Act, as amended).

Springfield Platteview Community Schools requests your help in locating children and youth with disabilities who are eligible to benefit from Special Education or 504 accommodations. If you know of a child or youth who is a resident of the district, who may have a disability and is not receiving needed services, please contact the Director of Special Services, 14901 S. 108th Street, Springfield, NE 68059, (402) 592- 1300. Also, if you know of someone who may need this notice translated to another language, given orally, or delivered in some other manner, please contact the same person.

Section 5: Guidance Services

Springfield Platteview Community Schools employ counselor(s) for the purpose of assisting with the District's testing program, to assist with scheduling, to serve students with college and/or career planning and for students to discuss problems and resolve conflicts. If you wish to see a counselor, stop by a counselor's office and make arrangements for an appointment.

Academic Counseling and Scheduling

Counseling is available for academic planning. The counselors will oversee scheduling to guide each student towards meeting graduation requirements to assist ensuring that a student is college and career ready. Parents are encouraged to be an integral part of this planning.

Career Counseling

Career counseling is provided all students through testing, group guidance, subject exposure in the classroom, and through

individual counseling. This service is designed to facilitate each student in making college, vocational, and occupational choices. Assistance is available to students and parents in selecting a college, or vocational school, taking appropriate entrance exams, applying for scholarships, and obtaining financial aid. Career choices can be aided by using the Guidance Information System via computer, utilizing catalogues, and materials available through the counselor's office.

Post-Secondary Planning Websites

Planning for the future can be overwhelming. The following websites have a multitude of timely information that will be helpful in the planning process.

- http://www.nebraskacareerconnections.org: provides education and career planning resources
- http://www.educationquest.org: information on creating an activities resume, a financial aid estimator, college planning tips, and scholarship searches
- http://www.actstudent.org: register for the ACT test, practice questions, and college planning resources
- http://www.collegeboard.org: register for the SAT test, practice questions, and college planning resources

In addition, a student or parent can make an appointment to visit with the Platteview High School counselors to assist with needs in this area.

Bullying Prevention Website Resources

Platteview High School and SPCS does not endorse specific websites. The links below serve as external resources available to our school community.

Anti-Defamation League: Bullying/Cyberbullying - Provides strategies and resources for educators, youth, and families to respond to and help prevent bullying and cyberbullying.

http://www.adl.org/education-outreach/bullying-cyberbullying/

PACER National Center for Bullying Prevention - Provides resources for adults and students about bullying. http://www.pacer.org/bullying/

Stopbullying.gov - Provides prevention and response strategies for parents, educators, community leaders, children, and youth about bullying and cyberbullying. Includes fact sheets, tips, videos, blogs, and a resource inventory. Information for adults is presented in English and Spanish. A federal government website managed by the U.S. Department of Health and Human Services. http://www.stopbullying.gov/

Section 5: Health Services

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100.4°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves.

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

Guidelines for Administering Medication

Whenever possible, your child should be provided medications by you outside of school hours. In the event it is necessary that your

child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. For prescription medications, the district requires a signed physician authorization form. Both the parental and medical provider forms are available on the district website under the Health Services section.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). For medications that are controlled, for example medications for ADD/ADHD, the health office will only accept a two-week supply. If you are not sure if your child's medication is controlled, please reach out to the health office for assistance.

All medications given to the school need to be picked up at the end of the school year. Those medications left in the health office after the last day of school will be destroyed if no other arrangements have been made for parental pick up.

If your child has asthma or diabetes or any other medical diagnosis that you want to make sure the health office or other staff members are aware of, please contact the health office staff at your child's school. For those students with asthma or diabetes, there are state required forms for their healthcare needs during school hours. These forms can be found on the district web site under the Health Service section.

School Health Screening

Children in Preschool and Kindergarten through fourth grade, as well as children in seventh and tenth grades will be screened for vision, hearing, dental defects, height and weight. *Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the school nurse, may also be screened.* Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office at the start of the school year and on an annual basis. The Nebraska statute requires school-age screening, for parents who remove their child from the screening program they must submit findings from an alternate medical provider to the school proving that the child went through screening within the last 6 months.

Physical and Visual Examination

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

Immunizations

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

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

Certificate Requirements

State law requires that a certified copy of a student's birth certificate be provided within 30 days of enrollment of a student in school for the first time. You may obtain a certified copy from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics. If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Guidelines for Head Lice

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

1. A teacher or staff member makes a report of a child with live lice.
    a. The student will be checked in the health office.
    b. The screening will be done with discretion.
    c. Identify live lice by their movement; identify nits by their adherence to the hair shaft.

2. Parent Notification of Head Lice
    a. The health services staff will notify parent/guardian when live lice are found in their student's hair.
    b. The parent/guardian to pick up students as soon as arrangements can be made.
    c. The student will remain in the health office until the parent/guardian arrives to take them home.
    d. The health care office will maintain a supply of combs for students to take home when needed.

3. Parent Pick-Up
    a. Parents/Guardians will be directed to health services staff for information and treatment recommendations.
    b. If needed, the health services office will provide the parent/guardian with information about lice and the procedure to return to school.

4. Return to School
    a. Students may return to school after they have received effective treatment.
    b. Effective treatment shall include but is not limited to:
        i. MUST comb hair with a lice comb to remove nits.
        ii. Bedding should be removed and washed in warm water and dried at a high heat setting.
        iii. Shampoo with a lice treatment shampoo located at any pharmacy or comparative alternative treatment.
    c. The health service staff will inspect the student's hair to assure that there are no live lice and nits remaining. Students will not be allowed to attend classes with live lice, and it is expected for parents to continue to work on removing nits.

*Nit removal will be emphasized for effective management of the condition. For more information call the nurse at your child's school.

Contagious or Infectious Disease

Whenever a student shows symptoms of any contagious or infectious disease, the student shall be sent home. The Superintendent shall be notified as per State Statute. Regulations set up by the state and local Health Departments for excluding children with communicable diseases from school will be followed. A student who has been absent due to a communicable disease must have a release from his physician, or the school nurse before returning to school.

Concussions: Return to Learn Protocol

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical and academic staff until the student is fully recovered. *Parents are responsible for notifying the health office when their student sustains a concussion during any school or non-school related activity.*

The school administration of Platteview High School adopts NDE Guidance entitled "Bridging the Gap From Concussion to the Classroom," as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

Child Abuse

To comply with current Nebraska Statute, pertaining to Abuse of Minor Children or Incompetent or Disabled Persons, any teacher or other school employee who suspects that a child's physical or mental health or welfare may be adversely affected by abuse or neglect shall report or cause a report to be made on any suspected case.

Abuse or neglect shall mean knowingly, intentionally, or negligently causing or permitting a minor child or an incompetent or disabled person to be:

1. placed in a situation that may endanger his life or physical or mental health, tortured, cruelly confined, or cruelly punished,
2. deprived of necessary food, clothing, shelter, or care,
3. left unattended in a motor vehicle, if such a child is six years of age or younger, or
4. sexually abused.

State law provides immunity from liability to reporting or investigating child abuse.

Section 7: Transportation Services

School Bus Regulations

Safety is our first consideration when transporting children to school. If the driver is distracted or directs attention away from the road, danger exists.

Authority of Driver: Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus. The driver shall be held responsible for the orderly conduct of the pupils while they are on the bus. It may become necessary for the driver of the bus to assign seating in order to maintain an orderly environment. All buses are owned and operated by the Student Transportation System of America.

Conduct Rules

- Cooperate with your driver.
- Stay seated facing the front of the bus.
- Students are to be dropped off at their assigned stop. Drivers must receive a signed note by parent/guardian giving permission for other drop-off arrangements.
- Keep your head, hands, and feet to yourself and inside the school bus.
- Talk quietly, be courteous and no profane language is allowed.
- Students must be quiet at railroad crossings.
- Aisles shall be clear and unobstructed at all times.
- Help keep your bus clean. Do not litter in or out of the bus.
- Do not eat or drink on the bus without permission from driver. (Candy, gum, etc.)
- Do not bring hazardous materials on the bus.
- No animals are allowed on the bus.
- Do not tamper with or damage the bus or its equipment.
- Students shall not use the emergency exits unless an emergency exists.

The following inappropriate behavior will have immediate action and may include, but is not limited to the following, resulting in automatic suspension of transportation privileges: 1) fighting, 2) defiance of bus driver, 3) using matches/smoking or vaping, 4) vandalism, and 5) harassment or other behavior that is involves disrespectful action towards another student(s).

Students should respect all employees and fellow students of the district and may be subject to discipline policies set forth by the Student Transportation System of America and Platteview High School.

Consequences for violating school bus rules:

- 1st Incident - Driver verbally warns student.
- 2nd Incident - Student receives citation; parent and Principal/Assistant Principal are verbally notified of the infraction.
- 3rd Incident - Student receives citation and is suspended from the bus for three to five days; parent is notified of the infraction by the Principal/Assistant Principal.
- 4th or More Severe - Student receives citation and is suspended from the bus up to the remainder of the school year.

Section 8: School Lunch Program

Current Lunch Prices

Breakfast- $2.10 Adult Breakfast- $2.10 Lunch- $3.45 Milk- $.60 Ala Carte prices - TBD

Cafeteria Expectations

Platteview High School is a closed campus. Students are required to remain in the building during school hours. This includes the lunch period. Students at Platteview High School are scheduled for a thirty-minute lunch period. In order to assume an orderly lunch period, students are requested to observe the following rules:

- All students must report to the Cafeteria, Student Lounge or New Commons during the time they are scheduled for lunch, regardless of whether they plan to eat or not.
- Tables will be allowed no more than (5) students to sit at each.
- ~~9th grade students must remain in Cafeteria area throughout the lunch period until a point of the year determined by lunch supervisors.~~
- Students that violate lunch expectations (regardless of grade) will be assigned to an alternate setting for their lunch period for a time period determined by the administration.
- There should be no running in the hallway or "cutting in" or saving places in the lunch line.
- No food or drinks may be removed from these areas. When a student is finished eating, he/she will return the food tray to the wash area and return to his/her table or one of three areas listed.
- Students caught throwing food in the Cafeteria will be referred to the Administration.
- A student who violates the closed campus rules will be referred to the Administration.
- Due to Federal lunch program guidelines, students may not bring in outside hot food items for others during the lunch period.
- Money may be placed in accounts before school in the food service office from 7:45 am to 8:05am.
- Students are required to pay for all lunches received. Parents should keep enough money in the food service account to stay current. Each week on Tuesdays and Fridays – generic emails will be sent to families with low account balances ($5.00 or less in a student account).
- The School Nutrition program understands that situations may occur when a child forgets their lunch money and will allow a student to charge a meal. A meal charge is defined as a short-term loan for a child to eat because the child forgot their lunch, their lunch money or has lost their money. On the first negative charge, school personnel will send home a slip with the student. The Food Service Office will also mail letters notifying the parents or guardians of their child's negative account. If there is no response from the parent or guardian a meal application for free or reduced lunch will be mailed out. If negative charges continue to occur, the matter will be turned over to the school Principal for resolution. Insufficient funds checks do count as charges for these rules. A $5.00 fee will be added to all returned checks.
- Free or reduced price lunches are provided for those children whose parents can meet federal income guidelines. Application forms for this service are available in each school office and are sent home at the beginning of the school year with each child. The school district must have an approved application (or a list of student names from the state's direct certification list) before meal benefits can be given.
- The school district cannot claim any free and reduced meals to new children without a processed application. Lunch applications are processed daily upon arrival in the School Nutrition Office.
- In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability.
- To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call toll free (866)632-9992 (voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800)877-8339 or (800)845-6136 (Spanish). USDA is an equal opportunity provider and employer.

Protocol for Zero Balances:

Step 1 Every day the child is told by the cashier if they have a zero or negative balance. They are also told to bring money the next day. Step 2 Every Tuesday & Friday emails are sent to parents with a balance below $5.00.

Step 3 Once a week negative balance letters go out to each school to be sent home with the child.

Step 4 A list of negative balance accounts are sent to each school weekly. If the family balance is -15.00 or more a call from the school office is made to each family. At this time, the question is asked if the family is in need of a free or reduced lunch application.

Step 5 After the family has been contacted at least 3 times by phone from the school office, the school principal will be asked to get involved if the balance is more than -30.00.

When a family is negative the students will be allowed to buy one breakfast and one lunch a day. No extras will be allowed to be purchased.

ARTICLE 7: DRUGS, ALCOHOL, TOBACCO AND VAPING

Section 1: Drug-Free Schools

The District implements regulations and practices which will ensure compliance with the federal Safe and Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects. The consistent message of the program is that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.

In addition, the District strictly prohibits the use of tobacco, tobacco products, and vaping on school grounds and at all school activities.

Section 2: Education and Prevention

The District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs. The curriculum includes the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades. The District provides in-service orientation and training for staff with regard to drug and alcohol education and prevention programs.

Drug and Alcohol Use and Prevention

Each student of the District is hereby provided a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities.

Drug and Alcohol Education and Prevention Program of the District Pursuant to the Safe and Drug-Free Schools and Communities Laws and Regulations

All students are provided an age appropriate, developmentally based drug and alcohol education and prevention program. The program educates on the adverse effects of the use of illicit drugs and alcohol, with the primary objective being the prevention of illicit drug and alcohol use by students.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs

Information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs is available to all of the students upon request of the Counselor. In the event of disciplinary proceedings against a student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel will confer with the student and the student's parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel consider to be of benefit.

Safe and Drug-Free Schools - Parental Notice

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

These standards are in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation. The District's standards prohibit the possession, use, or distribution of illicit drugs or alcohol on school premises, in school vehicles, or as a part of any of the school's activities on or off school premises. Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession, use, distribution or being under the influence of any controlled substance, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant.
2. Possession of any prescription drug in an unlawful fashion.

3. Possession, use, distribution or being under the influence of alcohol.
4. Possession, use, distribution, or being under the influence of any glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes.
5. Possession, use, or distribution of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes.
6. Possession, use or distribution of any tobacco product or vaping device or product.

Disciplinary Sanctions

Violation of any of the above, prohibited acts will result in disciplinary sanction being taken within the bounds of applicable law, up to and including expulsion and referral to appropriate authorities for criminal prosecution. In particular, students should be aware that:

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

Intervention

The District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational environment, the school has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff.

Administration

The administration is authorized to adopt such administrative rules, regulations or practices necessary to properly implement this policy. Such regulations, rules or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

ARTICLE 8 - STUDENT RIGHTS, CONDUCT, RULES AND REGULATIONS

Section 1: Purpose of Student Conduct Rules

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

Section 2: Forms of School Discipline

Short-Term Suspension

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

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

The following process will apply to short-term suspensions:

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

Long-Term Suspension

A long-term suspension means an exclusion from school and any school functions for a period of more than five (5) school days but less than twenty (20) school days. A student who is on a long-term suspension shall not be permitted to be on school grounds or attend any school-sponsored events (home or away) 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.

Expulsion

Meaning of Expulsion

Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless (a) the misconduct occurred within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) the misconduct occurred within ten (10) school days prior to the end of the second semester, in which case the expulsion shall

remain in effect for summer school and the first semester of the following school year, or (c) 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.

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 no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the Superintendent. The suspension pending hearing may be imposed 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.

Procedure for long-term suspension/expulsion:

The procedure shall be the same as that of short-term suspension except as follows.

The Principal may suspend a student immediately, regardless of the fact that a hearing was requested within five days of notice of expulsion or long-term suspension by the school, if the principal determines that such immediate suspension is necessary to prevent or substantially reduce the risk of:

1. Interference with an educational function or school purpose or personal injury to the student, other students, school employees, or school volunteers. Although the preferable practice is that the Principal makes such determination in writing, nothing in this policy shall be required. If no hearing is requested, the immediate suspension will continue until the date the long-term suspension, expulsion, or mandatory reassignment takes effect. If a hearing is requested, the suspension will continue until the date the hearing examiner files the report of his or her findings with the Superintendent, if the Principal has made a determination as described above. On the date of the decision a written charge and a summary of the evidence supporting such charge shall be filed with the Superintendent. The school shall, within two school days of the decision, send written notice by registered or certified mail to the student's parent or guardian and by regular mail to the student. Such written notice shall include the following:

    a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long- term suspension or expulsion, including a summary of the evidence to be presented against the student.
    b. The penalty, if any, which the building administrator has recommended in the charge, and any other penalty to which the student may be subject.
    c. A description of the hearing procedures provided along with procedures for appealing any decision rendered at the hearing.
    d. A statement that the building administrator, legal counsel for the school, the student, the student's parent or guardian, and/or the student's representative (or legal counsel) shall have the right to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct, and the right to know the identity of the witnesses to appear at the hearing and the substance of their testimony.
    e. A form on which the student, student's parent, or guardian may request a hearing to be signed by such parties and delivered to the building administrator or Superintendent in person or by registered or certified mail as prescribed by state law.
    f. Nothing in this policy shall preclude the student or the student's parent guardian or representative from discussing and settling this matter with appropriate school personnel prior to the hearing.
    g. If a hearing shall be requested within five school days of the receipt of the written notice by the student or the student's parent or guardian, the Superintendent shall appoint a hearing examiner and all of the provisions of the Nebraska statutes which relate to such a hearing shall be adhered to.
    h. If the student, parent or guardian institutes the appeal following the determination of the Superintendent, they may appeal to the SPCS Board of Education. Such an appeal shall be made within seven school days following receipt of the written notice of the determination of the Superintendent.
    i. A hearing shall be held before the Board of Education within a period of 10 school days after it is requested and such time for a hearing may be changed by mutual agreement by the student at the Superintendent, except that the hearing may be held before the Board of Education of not less than three members.

Summer Review

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

Alternative Education

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

Suspension of Enforcement of an Expulsion

Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one (1) 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.

Students Subject to Juvenile or Court Probation

Prior to the readmission to school of any student who is less than 19 years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to a court order, 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.

Other Forms of Student Discipline

Administrative and teaching personnel may 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 be 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.

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

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

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

being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, vaping device or products 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), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events. Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target. 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.
10. 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.
11. Repeated violation of any rules established by the school district or school officials if such violations constitute substantial interference with school purposes.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to 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.
14. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
15. Willfully violating the behavioral expectations for those students riding the buses operated for SPCS operations.
16. 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.

17. 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 (1) 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 (1) year expulsion requirement on a case-by- case basis, provided that such modification is in writing. Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:
    a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
    b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
    c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
    d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.
18. Knowingly possess, handle, or transmit any object or material that is ordinarily or generally considered could be considered a weapon including any imitation or look-alike object or materials which can be reasonably considered, or mistaken for, a weapon or which is represented as a weapon and interferes with school purposes." This would include objects such as, but not limited to paint ball guns, cap guns, sports equipment (baseball or softball bats), etc.

<u>Additional Student Conduct Expectations and Grounds for Discipline</u>

The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

<u>Student Appearance</u>

Students at Platteview High School are expected to dress in a way that is appropriate for the school setting and demonstrates a level of respect for the educational environment during the school day. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. 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 bare skin at the midriff or underwear or clothing that is too revealing or baggy (i.e. sagging pants), 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. In compliance of A. above, the following general guidelines shall apply to student dress:
    - Shorts or skirts must cover undergarments and private areas (including buttocks) when standing or bending over.
    - Ripped jeans may be worn as long as rips or holes do not expose areas or items described above.
    - Students may wear tights provided that the tights are not see through. If a student wears tights that are deemed to be see through material.
C. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.

D. 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).
E. Head wear including hats, caps, bandannas, and scarves. This provision includes visors, stocking caps and wearing hoods. A headband may be worn if the headband is used to control hair. Hats or caps may not be worn at anytime during from 7AM-3:30PM.
F. Clothing or jewelry that exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
G. Clothing or jewelry that is gang related.
H. Students may not carry blankets around the school building or lunch area. This presents safety and sanitary issues.
I. Students may not wear a hood covering their head at any time in the school building. This presents a safety issue of being able to identify a person in our school environment.
J. Students may not wear headphones during any class time.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal, Assistant 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 or Assistant Principal for approval.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

Dress Code Offenses		
1st Offense	Student must correct their attire	Parent email sent
2nd Offense	Student must correct their attire	Saturday school from 8A-11A on next available Saturday
3rd and Subsequent Offenses	Student must correct their attire	ISS or OOS assigned by Administration

Please note that there will be a zero tolerance with hats and hoods in PHS.

Electronic Devices

Philosophy and Purpose

Platteview High School discourages students from bringing electronic devices to school, except for those devices approved by the administration for educational purposes and personal cell phones. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student misuse of electronic devices.

Definitions

"Electronic devices," include, but are not limited to cell phones, iPods, cameras, laptop computers (except for those as outlined by administration for educational purposes), wireless headphones and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

"Sexting" means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that;

1. Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. #28-1463;02 or
2. Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
3. Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.

Possession and Use of Electronic Devices

Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. ***Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging unless specifically approved by the Principal in advance for a medical or emergency need. Cell phones must be out of sight at all times once a student walks into a classroom area or the media center.***
Additionally, cell phones may not be out or used when a student is in any bathroom or locker room area. Individual teachers may elect to collect cell phones in a pocket or basket system if they so choose; however any cell phone that is visible or interrupts instruction will result in consequences to the student.

Students are permitted to possess and use electronic devices before school hours, at lunch time, during passing time between classes, and after school hours, provided that the student does not commit any abusive use of the device. Using electronic devices between classes is not an excuse to be late to class. Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

Gaming is strictly prohibited during the school day other than the lunch period that the student has been assigned.

Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a laptop computer for a class presentation).

Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

Responsibility for Electronic Devices

Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

Penalties for Prohibited Use of Electronic Devices / Violations

Electronic Device Violations / Consequences

Using or having electronic devices (including cell phones) out (or wearing headphones) during any class or study hall period (without permission) or inappropriate use of iPad or device:

1. 1st offense – device is confiscated from student. Student may pick up the device at the end of the day from the main office. Parent(s) is/are notified by email or telephone.
2. 2nd offense and subsequent offenses – device is confiscated from student. Parent must pick up the device from the main office. Parent(s) is/are notified by telephone.
3. Continual violation of this policy will result student being placed on a behavior contract and may result in additional consequences including out-of-school suspension.
4. Refusal of student to give the teacher the device will result in an office referral and additional consequences.

Network, Email, Internet and Other Computer Use Rules General

Rules:

A. The network is provided to staff and students to conduct research and communicate with others. Access to network services is given to staff and students who have agreed to act in a responsible manner. Parental permission is required for student use. Access for all staff and students is a privilege and not a right.
B. Individual users of the district network are responsible for their behavior, actions, problems, and communications

involving and over the network. Users will comply with district rules and will honor the agreements they have signed. Beyond clarification of such rules, the district is not responsible for restricting, monitoring, editing, or controlling the information, equipment or communications of individuals utilizing the network or the end product or result of such utilization.

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

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

The following policy and rules for acceptable use of computers and the network, including Internet, shall apply to all district administrators, faculty, staff and students. The term "Users", as contained herein, shall apply to all such individuals. The Superintendent, or the Superintendent's designee, is hereby delegated all authority and is the ultimate person in charge of the district network and technology resources or equipment, and the same shall also be under the direct supervision of the site or building administrator where located, sometimes herein called "network administrators."

1. Users shall not erase, remake, or make unusable anyone else's computer, information, files, programs or disks. In addition to any other disciplinary action or legal action that may occur, any user violating this rule shall be liable for any and all damages to the computer, information, files, programs or disks.
2. Users shall not let other persons use their name, account, logon password, or files for any reason (except for authorized staff members).
3. Users shall not use or try to discover another user's account or password.
4. Users shall not use the computers or network for non-instructional or non-administrative purposes (e.g., games or activities for personal profit).
5. Users shall not use the computer for unlawful purposes, such as illegal copying or installation of unauthorized software.
6. Users shall not copy, change, or transfer any software or documentation provided by teachers, or other students without permission from the network administrators.
7. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code, software or information designed to self-replicate, damage, or otherwise hinder the performance of the network or any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
8. Users shall not use the computer to annoy or harass others with language, images, or threats. Users shall not access, accept, create or send any obscene, vulgar, lewd, tasteless, or objectionable messages, information, language, or images.
9. Users shall not damage the network or equipment, damage information belonging to others, misuse network resources, or allow others to misuse network resources. In addition to any other disciplinary action or legal action that may occur, any user violating this or any other rule shall be liable for any and all damages to the computer, network, information, files, programs or disks.
10. Users shall not tamper with computers, networks, printers, or other associated equipment except as directed by the teacher or network administrator.
11. Users shall not take technology equipment (hardware or software) from the school grounds or remove such from computer work areas without written permission of the network administrator.

Etiquette and Rules for Use of Computers and the Network:

All users of computers and the network are expected to abide by the generally accepted rules of network etiquette. Informal rules of behavior have evolved for the use of and communication on the network, Internet and other online services. Breaches can result in harsh criticism by others. These rules of behavior include (but are not limited to) the following:

1. Be polite. Do not become abusive in your messages to others.
2. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language, message, information or images.

3. Do not reveal your personal account, address or phone numbers, or that of other students or colleagues.
4. Note that electronic mail (e-mail) is specifically not guaranteed to be private. People who operate the system do have access to mail. Messages relating to or in support of illegal activities may be reported to the authorities. Messages that violate the rules will result in disciplinary action.
5. All communications and information accessible via the network should be assumed to be private property of others.
6. Do not place unlawful information on any network system.
7. Keep paragraphs and messages short and to the point. Focus on one subject per message.
8. Include your signature at the bottom of email messages. Your signature footer should include your name, position, affiliation, and network or Internet address.
9. Additional rules or regulations may be established as needed.

Penalties for Violation of Rules:

All of the policies, rules, and procedures for acceptable use of computers and the network are intended to make the computers and the network more reliable for users. They are also intended to minimize the burden of administering the networks so that more time can be spent on education and enhancing services. Use of the computer and access to telecommunications resources is a privilege and not a right. Violation of the policies, rules, and procedures concerning the use of computers and the network may result in disciplinary action up to, and including, loss of access, suspension and/or expulsion of students from school and loss of access, suspension, termination, non-renewal or cancellation of the contract of administrators, teachers, or other school employees.

Student and Parent Agreements:

Students and parents may be required to sign a computer and network use agreement as a condition of the student being permitted to use such equipment.

Risks of Social Networking

The purpose of this message is to give our students information about the risks of using social networking sites.

These sites are public sources of information that may be seen by others (i.e. school administrators, your parents, and law enforcement.) It is also accessible to people who you don't even know now, but may later want to impress - such as university admissions and scholarship officials and prospective employers. In fact, many large companies now search the Internet as a means of conducting background checks on job applicants. What you say now on social media may affect you years later.

What you say now on social media may also affect you right now. Pictures or writings that show that you have violated student conduct rules may result in school discipline. A picture of a student drinking a beer may very well lead to a suspension from activities if the school learns about it. Criminal charges may be filed against you based on information posted on social media.

Here are some common sense guidelines that you should follow when using social media and the Internet in general: Don't

forget that your profile and forums are public spaces.

1. Don't post anything you wouldn't want the world to know (e.g., your phone number, address, IM screen name, or specific whereabouts).
2. Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day after school.
3. People aren't always who they say they are. Be careful about adding strangers to your friends list. It's fun to connect with new social media friends from all over the world, but avoid meeting people in person whom you do not fully know. If you must meet someone, do it in a public place and bring a friend or trusted adult.
4. Harassment, hate speech and inappropriate content should be reported. If you feel someone's behavior is inappropriate, react. Talk with a trusted adult, or report it to specific social media companies or the authorities.
5. Don't post anything that would embarrass you later. Think twice before posting a photo or info you wouldn't want your parents or boss to see!
6. Don't mislead people into thinking that you're older or younger. If you lie about your age, social media sites will delete your profile.

We urge all students to follow these common sense guidelines.

Sexting

Students who receive a “sexting” message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any “sexting” message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of any appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed;

- Students found in possession of a “sexting” message shall be subject to a three (3) day suspension from school.
- Students who send or encourage another to send a “sexting” message shall be subject to a five (5) day suspension from school.
- Give it a ponder before you post anything:
    - Is it true?
    - Is it necessary?
    - Is it hurtful?
    - Could it be misinterpreted?

Harassment and Bullying Policy

One of the missions of Platteview High School is to provide a safe and secure environment for all students and staff. Positive behaviors (nonviolence, cooperation, teamwork, understanding, and acceptance of others) are encouraged in the educational program and required of all students and staff. Inappropriate behaviors (bullying, intimidation and harassment are to be identified and corrected. Students and staff are to avoid such behaviors. Strategies and practices are implemented to reinforce positive behaviors and to discourage and protect others from inappropriate behaviors.

Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target.

Students who are the victim of bullying or harassment or who observe such occurring are to promptly report the problem to their teacher or to the Principal so the problem can be addressed. Students who make reports of bullying activity will not be retaliated against for making the report.

Inappropriate Public Displays of Affection

Public displays of affection will not be tolerated on school property or at school activities. Such conduct includes: hugging, kissing or any other types of affection that would be considered inappropriate or an undue distraction to others. Students will face the following consequences if this type of behavior occurs.

1. 1st Offense: Student will be confronted and directed to cease.
2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
3. 3rd Offense: Students will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and counselor.
4. If this type of behavior continues, the student could face long-term suspension or expulsion.

Specific Rule Items

The following conduct may result in disciplinary action that, in the case of repeated violations, may result in discipline up to expulsion.

1. Students must have a pass when not in class during class time. Students are to use the pass only for the purpose requested. For example, if given a pass to use the restroom, the student must promptly proceed to and use the nearest

restroom and promptly return to class.

2. Outside food items are not allowed in classrooms.
3. Students are expected to bring all books and necessary materials to class. This includes the Individual Academic Period. Assignments for all classes are due as assigned by the teacher.
4. Students are not to operate the mini-blinds or the windows without permission of the teacher.
5. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
6. Students are to be in their seats and ready for class on the tardy bell.
7. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or cleanup rules that will be explained to students by that teacher which must be followed.
8. Students are not to bring "nuisance items" to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
9. Students are to keep hallways clear in the mornings before school and at lunch so that others may easily pass through the halls.
10. Snow handling is prohibited.
11. Students may not sell any items to other students on school grounds or during school hours. Only approved student fundraising activities may occur on school grounds or during school hours.

Section 4: Reporting Student Law Violations

1. Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
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 will 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. An exception applies when a minor has been taken into custody as a victim of suspected child abuse; in that event the Principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.
3. In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it shall be the policy of SPCS to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:
    a. Knowingly possessing illegal drugs or alcohol.
    b. Assault.
    c. Vandalism resulting in significant property damage.
    d. Theft of school or personal property of a significant nature.
    e. Automobile Accident.
    f. Any other behavior which significantly threatens the health or safety of students, staff or other persons or which is required by law to be reported.

Section 5: Discipline Guides

Area A – Assault, Threats, Menacing, Profanity, etc.

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
A1 – Assault on a student without injury	ISS 1-3 days Notify parents	OOS 1-3 days Notify parent	OOS 5-10 days Notify parents Possible expulsion
A2 – Assault on a student with injury	OOS 3-5 days Notify parents and police Possible expulsion	OOS 5-19 days Notify parents and police Recommendation for expulsion	
A3 – Assault on school personnel with or without injury	OOS 5-19 days Notify parents and police Recommendation For expulsion		
A4 – Fighting	ISS / OOS 1-3 days Notify parents	ISS / OOS 3-5 days Notify parents	OOS 5-10 days Notify parents Possible expulsion
A5 – Threats, intimidating or menacing another student	ISS 1-3 days Notify parents Behavior contract	ISS 3 days Notify parents	ISS 6 days Notify parents Possible expulsion for Continued offenses
A6 – Threats, intimidating or menacing school personnel	OOS 3 days Notify parents	OOS 5 days Notify parents Possible expulsion	
A7 – Swearing or inappropriate gestures at or towards school personnel	OOS 3 days Notify parents	OOS 3-5 days Notify parents	OOS 5-10 days Notify parents possible expulsion
A8 – Profanity (not directed at school personnel)	Verbal warning	Administrative Conference Notify parents	ISS 1-3 days Notify parent Possible OOS for continued offenses
A9 – Initiating threatening calls to school (i.e. bomb threats)	OOS 5-19 days Notify parents and police Recommendation for expulsion		
A10 – Hazing	Hazing consequences may range from out-of-school suspension to a recommendation for expulsion. Hazing (of any kind) is strictly prohibited.		

Area B – Weapons

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
B1 – Weapon	OOS 10-19 days Retain the object Notify parents and police Possible recommendation for expulsion	Retain the object Notify parents and police Recommendation For expulsion	
B2 – Firearm	Mandatory 1 calendar year expulsion		
B3 – Nuisance or dangerous items (i.e. stink bombs, mace, squirt guns, snowballs, etc.)	ISS 1-3 days Notify parents	ISS 3-5 days Notify parents	OOS 1-3 days Notify parents
Weapons – See the Student Rights and Responsibilities section of this handbook for the legal definitions of weapons according to the Nebraska Legislature.			

Area C – Alcohol, Drugs, Controlled Substances, Tobacco, Vaping or Other Prohibited

Products **ISS – (In-School Suspension)** **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
C1 – Possession, under the influence of, and/or use of alcohol, controlled substance, intoxicant or placebo/lookalike/imitation	OOS 19 days Notify parents and police Recommend drug/alcohol evaluation	Recommendation For expulsion	
C2 – Selling or offering a controlled substance, prescription drug, alcohol or intoxicant of any kind	Recommendation For expulsion		
C3 – Possession of drug paraphernalia	OOS 5 days Notify parents and police Possible recommendation for expulsion	OOS 5-10 days Notify parents and police Possible recommendation for expulsion	Recommendation For expulsion
C4 – Smoking or use of tobacco	ISS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents	OOS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents	OOS 5 days Confiscation of matches, lighter and/or cigarettes Notify parents
C5 – Possession of matches, lighter or cigarettes	ISS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents	ISS 3-5 days Confiscation of matches, lighter and/or cigarettes Notify parents	OOS 1-3 days Confiscation of matches, lighter and/or cigarettes Notify parents
C6 – Possession or use of vaping device, product or material	OOS 3 days Confiscation of device, product and/or material Notify parents	OOS 5 days Confiscation of device, product and/or material Notify parents	OOS 5-9 days Confiscation of device, product and/or material Signed behavior contract Notify parents

Area D – Robbery, Theft or Extortion

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
D1 – Robbery (use of force or fear)	OOS 5 days Notify parents and police Possible recommendation for expulsion	OOS 5-19 days Notify parents and police Recommendation for expulsion	
D2 – Extortion	2 detentions Notify parents	ISS 1-3 days Notify parents and police Possible recommendation for expulsion	OOS 3-5 days Notify parents and police Possible recommendation for expulsion
D3 – Theft or attempted theft of school or private property	ISS 1-3 days Notify parents and police Reimburse for loss	ISS 3-5 days Notify parents and police Reimburse for loss	OOS 1-5 days Notify parents and police Reimburse for loss Possible recommendation for expulsion
D4 – Wrongful possession of school or private material	ISS 1-3 days Notify parents and police	ISS 3-5 days Notify parents and police	OOS 3-5 days Notify parents and police Possible recommendation for expulsion
D5 – Knowingly receiving stolen property	OOS 3 days Notify parents and police Reimburse for loss	OOS 3-5 days Notify parents and police Reimburse for loss	OOS 5 days Notify parents and police Reimburse for loss Possible recommendation for expulsion

Area E – Arson, Vandalism, Signaling False Fire Alarm or Tampering with Fire or Safety Equipment or Extinguishers ISS –

(In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
E1 – Fire setting, arson (lighting fire or being involved in act of fire setting or arson)	OOS 10 days Notify parents, police and fire marshal Reimburse district for loss Recommendation for expulsion		
E2 – Graffiti or causing damage	ISS 1-3 days Notify parents and police Reimburse for loss	ISS 3-5 days Notify parents and police Reimburse for loss	OOS 3-5 days Notify parents and police Reimburse for loss Recommendation for expulsion
E3 – Vandalism to school property or building	OOS 5-19 days Reimburse for loss Notify parents and police Possible recommendation for expulsion	OOS 19 days Notify parents and police Recommendation for expulsion	

Area F – Harassment

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
F1 – Written or oral harassment; including profane or abusive language/gestures towards students, bullying jokes, slurs, graphic or verbal comments about an individual's body of sexual or racial nature	Conferencewith administrator ISS 1-3 days Signed behavior contract Notify parents	OOS 1-3 days Notify parents	OOS 5 days Notify parents Mandatory parent meeting Possible recommendation for expulsion
F2 – Visual harassment: offensiveposter, pornography, photos, cards, cartoons, graffiti, drawings, objects or gestures, PDA and locker décor	Conferencewith administrator ISS 1-3 days Signed behavior contract Notify parents	OOS 1-3 days Notify parents	OOS 5 days Notify parents Mandatory parent meeting Possible recommendation for expulsion
F3 – Physical harassment: Intentional or obvious unwelcome or offensive physical contact	OOS 3 days Notify parents and police Signed behavior contract	OOS 5 days Notify parents and police	OOS 5-10 days Notify parents and police Recommendation for expulsion
****Please refer to the Platteview High School policy included in the Student Rights and Responsibilities. The victim may take action beyond the scope of building discipline in regards to harassment.			

Area G – Attendance and Tardies

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Area	Benchmark	Benchmark	Benchmark
G1 – Attendance	See Attendance policy on pages 16-19.		
G2 – Tardies	Tardy consequences by number of tardies is outlined on page #19.		
****For specific attendance definitions and policies, please see pages 16-19.			

Area H – Electronic Devices

Area	Benchmark	Benchmark	Benchmark
H1 – Cell Phones, Headphones, Laser Pointers and Other Electronic Devices Being Used at Inappropriate Times or Locations During School Day	1st offense – device confiscated for remainder of school day Parent(s) notified by email or telephone contact Student may pick up device from main office at end of school day	2nd offense and subsequent offenses – device confiscated for remainder of school day Parent(s) notified telephone Parent must pick up device from main office at end of school day	Students may not wear headphones during any class time. Failure to surrender the device will result in an office referral and additional consequences. Students that continually violate this policy will be placed on a behavior contract and will face more serious consequences including out-of-school suspension.
****For more specific details regarding electronic devices including iPad use, see pages 53-57.			

Area I – Student iPads or School-Issued Devices

Area	Benchmark	Benchmark	Benchmark	Benchmark	Benchmark
I1 iPad/device use infractions	1st offense – administrative conference, loss of iPad/device for remainder of the day, and email notification to parents.	2nd offense - administrative conference, loss of iPad/device until 5th period of the next school day following infraction (may include weekend) and phone call to parents.	3rd offense - administrative conference, loss of iPad/device for 2 school days following infraction (may include weekend) and phone call to parents.	4th offense - administrative conference, loss of iPad/device for 3 school days following infraction (may include weekend) and phone call to parents.	5th offense and subsequent offenses - administrative conference with student and parents, loss of iPad/device for 5 school days following infraction (may include weekend), enter use contract prior to further use. Student may lose iPad/device for remainder of semester at administrator discretion.

Area J – Defiance, Disruption, and Other General Areas of Discipline

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
J1 – Defiance of Authority. Failure to obey a direct instruction including lying, refusing to provide accurate information and/or falsifying information	Saturday school 8A-11A Notify parents	ISS 1-5 days Notify parents	ISS 3-5 days Notify parents Possible OOS for continued offenses
J2 – Disruption of school activities – i.e. horseplay, loud or excessive talking, play fighting, misuse of hall pass, etc.	Conference with administrator	Saturday school Notify parents	OSS 1-3 days Signed behavior contract Notify parents
J3 – Disruption while in ISS	OOS 2 days Return to complete ISS as assigned Notify parents	OOS 3 days Return to complete ISS as assigned Notify parents	OOS 5 days Notify parents Recommendation for expulsion
J4 – No show to detention	Doubling of time owed	Saturday School	ISS 1-3 days Parents notified
J5 – Any lunchroom misconduct	Detention or possible ISS or OSS Notify parents	Detention or possible ISS or OSS Notify parents	OSS 1-5 days Student will eat in ISS area for rest of semester Notify parents
J6 – Fraudulent use of school or public phone	ISS 3 days Notify parents and police	ISS 6 days Notify parents and police	OOS 5 days Notify parents and police
J7 – Buying or selling food or drinks or other items to students, or any unauthorized use of student ID number	Detention Notify parents	ISS 3 days Notify parents	ISS 6 days Notify parents
J8 – Falsifying or altering signatures or misrepresenting self	ISS 1-3 days Notify parents	ISS 3-5 days Notify parents	OOS 1-3 days Notify parents
J9 – Gambling in any form: pitching coins, dice, wagering with cards, etc.	1-3 detentions Conference with administrator Notify parents	3-5 detentions Notify parents	ISS 1-3 days Notify parents
J10 – Wrongful use of skateboard, roller blades, hoverboards, bicycles, etc. on school property.	Confiscated Item Notify Parents Parents must pick up item	1 detention Confiscate item Notify Parents Parents must pick up item	2 detentions Confiscate item Notify parents Parents must pick up item
J11 – Unauthorized entry into any unattended school area	Detention Notify parents	3-5 detentions Notify parents	ISS 1-3 days Notify parents
J12 – Loitering	Conference with administrator Possible detention Notify parents	Detention Notify parents	Multiple detentions Notify parents
J13 – Misconduct for a Guest Teacher or Speaker	Saturday school Notify parents	ISS 1-3 days Notify parents	ISS 3-5 days Notify parents
J14 – Continual Violations of School Rules	ISS 3-5 days Notify parents	OOS 1-3 days Notify parents Signed behavior contract	OOS 3-5 days Notify parents Possible recommendation for expulsion

Area K – Study Hall

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence	4th Intervention / Consequence
K1 - Not being available on Apple Classroom (i.e. Bluetooth off or Airplane mode turned on)	Verbal redirection to follow directions	Solitary seating Verbal warning Teacher intervention	Office referral	
K2 - Turning off Apple Classroom after roll is taken	Solitary seating Verbal warning	Teacher intervention After school detention	Office referral	
K3 - Not working on academic endeavors during Study Hall	Redirection	Redirection Solitary seating	Teacher intervention Verbal warning	Office referral
K4 - Any activity that impedes the ability of another student to complete his or her work	Verbal redirection Solitary seating	Teacher intervention Verbal warning	Office referral	
K5 - Cell phone presence (visible or audible) or Gaming	School polices regarding inappropriate cell phone use and gaming will be followed. These policies are outlined in this Handbook.			

Area L – Dress Code

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence	4th Intervention / Consequence
L1 – General Dress Code Violations	Correct attire Verbal warning Notify parents	Student calls home for proper apparel If corrected, written warning and notify parents. If not corrected, ISS for remainder of the day.	ISS 1-3 days Notify parents	ISS 3-5 days Notify parents Future offenses may result in OOS
L2 - Wearing Hats (or visors, stocking caps, hoods, etc.) in the building during the school day	Correct attire Verbal warning Notify parents	Correct attire Written warning Notify parents	Confiscate hat for remainder of the day Notify parents	Confiscate hat until parents pick hat up Notify parents ISS 1-5 days
**** Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.				

Area M – Parking Lot Areas

ISS – (In-School Suspension) **OOS – (Out-of-School Suspension)**

Infraction	1st Intervention / Consequence	2nd Intervention / Consequence	3rd Intervention / Consequence
M1 – Driving recklessly or speeding in parking lot areas	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents	Loss of Parking Lot Privileges Notify Parents
M2 – Not Parking in Assigned Parking Spot or in a Non-Designated Area During the School Day	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents	Loss of Parking Lot Privileges Notify Parents
M3 – Loitering in vehicle before or after school	Verbal Warning to Student	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents
M4 – Horseplay While Waiting for Bus	Verbal Warning to Student	Administrative Conference Notify Parents	ISS 1-3 Days Notify Parents
M5 – Riding (or allowing) another student (or person) to ride on exterior vehicle	1 Day ISS Notify Parents Notify Law Enforcement	3-5 Days ISS Notify Parents Notify Law Enforcement	1-3 Days of OOS Loss of Parking Lot Privileges for Remainder of the Year
**** Continual violations of the parking lot expectations will result in more stringent disciplinary actions, up to expulsion.			

ARTICLE 9: EXTRACURRICULAR ACTIVITIES

Section 1: Extracurricular Participation

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

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

Safety

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

Warning for Participants and Parents

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

Section 2: Extracurricular Activity Code of Conduct

CODE OF CONDUCT PLATTEVIEW ATHLETICS & ACTIVITIES

Extracurricular Code of Conduct

Extracurricular activity shall be defined as "any activity involving students of Platteview High School outside the established academic discipline, at which public attendance is encouraged, or involves contests involving students from other schools." Such activities at Platteview High School include, but are not limited to athletics, vocal music, band, cheerleading, drill (or dance) team, Debate, One-Act, National Honor Society, FBLA, Student Council, FCCLA, speech, dramatics and other activities that are NSAA-sanctioned.

Participation in Platteview High School extracurricular programs is a privilege, not a right. Students participating in our programs serve as representatives of their schools and teams/groups, and may be viewed as role models by younger students. In addition for athletics, student health and fitness must be maintained on a year-round basis to meet the demands of interscholastic athletic competition. For these reasons, student-athletes are required to comply with the standards set by these training and personal conduct rules.

In addition to the extracurricular activity code of conduct, students that participate in Platteview High School extracurricular programs must abide by behavior and code of conduct standards as outlined in the Platteview High School Student-Parent Handbook and board policy.

Attendance at practice and contests

Participants are expected to be at all practices scheduled by the coach/sponsor. Should a student not be able to attend a practice/event, he/she must contact the coach/sponsor in advance and be excused from practice/event. Students are always expected to be on time for all practices, contests, and departures for contests.

Should a student miss a practice or contest without being excused in advance, the student may be required to make up this practice, either before or after a regular practice or on an off day, but the total time of the practice will never exceed the normal length of a practice. Should a student miss a second practice or contest without being excused in advance, the student may be withheld from the next contest that he/she is scheduled to take part in. Should a student miss a third practice or contest without being excused in advance, the student may be dismissed from the squad/program for the remainder of the season/duration of program.

All practices are important, not only to the individual student, but to the team/group as a whole. In some cases, where a student must miss practice when he/she is excused in advance, the student may be required to also spend some extra time before or after regular practices to make up for the practice time lost. This is the only way coaches/sponsors can help the individual regain skills that they missed out on because of the absence from practice.

Ejection from an athletic contest

Athletes or fans that are ejected from a contest will be suspended from play from the date of the ejection through the completion of the next contest the athlete or fan was suspended from. If the ejection was during the last contest of the season the suspension will be carried over into the next activity or year.

Quitting or being removed from a sport/program

Any student who quits a sport or who is removed from a team automatically forfeits any letter he/she has earned during that season for that sport/program.

Individual program expectations that are established as conditions of participation

Individual coaches and sponsors may have program specific expectations that are unique to their particular program that students are expected to follow as a condition of participation and/ or lettering in the program. Such rules may exceed standards of the Platteview High School Parent-Student Handbook and NSAA By-laws, but may not be lower standards/expectations for participation in such a program. Any such additional standards and expectations that are program specific must be approved by the Activities Director and should be clearly communicated to all participants and parents in advance of participating in that program.

When

The application of these rules and regulations shall be initiated on the first day of school, or the first day in which practice for, or participation in the activity is held, whichever is earlier. The application of these rules shall end each school year on the last day of school or the last day of competition the activity is held, whichever is later. Suspensions that have not been fully served will carry over to the next year but only at the discretion of the Athletic Director and Principal. In addition, a cumulative total of five (5) violations of the Code of Conduct over the course of a student's tenure may deem the student ineligible to represent Platteview High School in any extracurricular programs as described above.

Where

The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. Generally, the school favors credible reports and evidence which come from a member of the certified school staff, law enforcement, or admission by the student or student's parent or guardian. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline

Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self-respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct may constitute grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a coach, sponsor or 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 or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating or hazing any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause harm or 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, on school grounds or at a school function or event, or in an manner that is unlawful or contrary to school activity rules.
7. The possession, use, distribution and/or consumption of alcoholic beverages of any kind, including beer, liquor, spirits, and any other substance regularly understood to be alcohol, produce the same effects as alcohol, or any imitation substance which purports to be alcohol.
8. Selling, using, possessing or dispensing alcohol, tobacco, narcotics, drugs, a 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 or “lookalike, material” represented to be alcohol, narcotics, drugs, a controlled substance or inhalant, such as K2 or an electronic cigarette (or vaping device or vaping products) or vaporizer; Use of a controlled substance in the manner prescribed for the student by the student’s physician is not a violation. (Note: Refer to “Drug and Alcohol Violations” for further information).
9. Hosting an activity that includes underage alcohol or drug use; or being a provider of alcohol, drugs or illegal substances to an underage person.
10. Public indecency.
11. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
12. Bullying which shall include cyberbullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send e-mail to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target.
13. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do

not rise to the level of “hazing” as defined below. Initiations are prohibited except by permission of the superintendent.

14. Engaging in hazing as defined by state law and this policy Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault.
15. Using any Internet or social networking websites to make statements, post pictures, or take any other actions that are indecent, vulgar, lewd, slanderous, abusive, threatening, harassing or terrorizing.
16. Engaging in any activity forbidden by law that constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
17. Violation of any of the school rules.
18. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
19. Dressing or grooming in a manner which is dangerous to the student’s health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
20. Willfully violating the behavioral expectations for those students riding Springfield Platteview Community School buses or vehicles used for activity purposes.
21. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
22. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event due to regular school discipline.
23. Failure to attend scheduled practices and meetings. In the event of an absence, the coach or sponsor will determine the validity of the reason for the absence. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
24. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
25. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.
26. Acts of egregious unsportsmanlike conduct or repeated act of unsportsmanlike conduct will not be tolerated as a representative of Platteview High School.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

DRUG, ALCOHOL, TOBACCO AND VAPING PROVISIONS

For purposes of the Drug, Alcohol, Tobacco and Vaping provisions of this code of conduct, the terms used are defined as follows -

- Use or consume includes any level of consumption or use, whether presently under the effects of the drug, alcohol, tobacco or vaping at the time or not. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.
- Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug, tobacco or vaping residue on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.
- Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect.
- Vaping products and materials include all such vaping devices or e-cigarettes and the materials used in these devices.
- Possession of alcohol includes having control of the substance and also includes being in the same area where the substance is present, and no responsible adult present and responsible for the substance. Possession includes situations where, for example:

    1. Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and
    2. Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol. In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon as the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger the student).

To host an activity that includes underage alcohol or drug use is defined as the activity occurring at your residence, in your vehicle, or in an area that the student arranged (or helped arrange) in advance.

1. For the purposes of these activities occurring at the student's residence, the student is considered to be responsible for the illegal activity occurring under their control. the student would be considered a host if alcohol or drugs are being used by underage persons at the student's residence.
2. If drugs or alcohol is brought to a student's residence, the student must take every step possible to end the illegal activity. This would include calling a parent or the local authorities to intervene if the person in control of such items refuses to leave.
3. A student is also considered to be a host if these described activities occur in a vehicle operated by the student. The student would have the same expectations as described above if the alcohol or drugs was brought into the student's vehicle. Once becoming aware of the activity, the student must take every reasonable action to end the use in their presence.
4. A student would also be considered a host if the student arranges a gathering where underage and alcohol use occurs. Examples of such areas would be on the side of a road, at a lake, at a park, etc. The key here is that the host orchestrated the gathering and illegal activity occurred.

A provider is the person who supplies alcohol, drugs, or other illegal substances to an underage person, whether or not the person purchased the item(s) or not.

Examples of providing would be bringing alcohol, drugs or other illegal substances to another person or gathering on one's person or in one's vehicle.

Self-reporting shall be defined as a situation when a student violates one or more of the areas of the code of conduct, the student must contact their coach or sponsor within 48 hours of the violation. The coach or sponsor will inform the Activities Director or Athletic Director.

Consequences for Drug, Alcohol, Tobacco and Vaping Violations

Because of the significance of drug, alcohol, tobacco and vaping violations on the student participants, other students and the school, the following consequences are established for such violations. In the event of more serious offense of the Code of Conduct (i.e. felony charge against student) or when the circumstances reasonably dictate that the conduct outlined below is insufficient to address the seriousness of the offense, the consequence of the violation is not restricted by the foregoing, and may be established in the discretion of the administration.

Sanctions for activities that are a part of the class or class requirement may vary pending administrative approval (i.e. Band or Choir concert that is graded). Ungraded activities are subject to sanction (i.e. Honor Band, Pep Band, Honor Choir, etc.).

First Violation during an academic year -

- Ten (10) school days for all extracurricular programs. <u>The suspension must include at least one competition date, but is capped at a maximum of three competition dates over the ten school days.</u>

School days are defined as days that school is officially in session. The number of days will begin as follows:
The ten (10) day suspension for this athlete would begin the day of the first competition at his/ her level following notification of suspension. If the violation occurs outside of the season(s) of participation, the suspension will begin with the date of the first competition and continue through the period of time to include 10 school days. The student would become eligible once the 10th day has been served. Suspensions shall include all levels of play.

If a sport ends before the student has completed the prescribed penalty, the student will not be eligible until the full number of days has been served in the next sport that the student participates in. Suspensions that have not been fully served will carry over to the next academic year.

If a student does not complete the remainder of a season in which a suspension has been levied, the suspension will be applied in full during the next season of competition.

Second Violation during an academic year -

- Twenty (20) school days for all extracurricular programs. <u>The suspension must include at least three competition dates, but is capped at a maximum of six competition dates over the twenty school days.</u>

School days are defined as days that school is officially in session. The number of days will begin as follows:
The twenty (20) days for this athlete would begin the day of the first competition at his/her level following notification of suspension. If the violation occurs outside of the season(s) of participation, the suspension will begin with the date of the first competition and continue through the period of time to include 20 school days. The student would become eligible once the 20th day has been served. Suspensions shall include all levels of play.

If a sport ends before the student has completed the prescribed penalty, the student will not be eligible until the full number of events has been served in the next sport that the student participates in. Suspensions that have not been fully served will carry over to the next academic year.

If a student does not complete the remainder of a season in which a suspension has been levied, the suspension will be applied in full during the next season of competition.

Third or Subsequent Violation during an academic year –

- Student will be suspended for the remainder of the calendar year.

A suspension (for first and second offenses only) may be reduced by a student up to a maximum of 50% through the following manners, and approved by the administration:

- Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced by 50% of the prescribed number of school days for all extracurricular programs for the first violation or second violation during a school year.
- Reduction for Attendance and Completion of a Drug, Substance, Alcohol and/or Tobacco Education/Cessation Program: A suspension resulting from the first or second offense of the Code of Conduct during an academic year may be reduced by 50% of the prescribed number of school days for all extracurricular programs.
- First offense 50% reduction - The suspension must include at least one competition date, but is capped at a maximum of two competition dates over the five school days.
- Second offense reduction - The suspension must include at least one competition date, but is capped at a maximum of three competition dates over the ten school days.

It is encouraged that students would elect to participate in both of the above options in an effort to eliminate drug/alcohol/substance/tobacco use/possession.

If the student is determined to have been the ***host*** of a party or gathering involving underage consumption of alcohol or drug use or be the provider of alcohol, drugs, or illegal substances to underage students as described earlier in this document, the penalty is double the prescribed consequence for the first and second violations and are ineligible for reductions.

When Suspensions Begin

The "school day count" for all suspensions begins on the day of the next scheduled competition in which the student is a participant (and all levels that the student participates in). After the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the discretion of the coach or activity sponsor and administration. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension.

Carryover to Subsequent Years

Each academic year will be considered a clean slate for a student in terms of violations with the following exceptions:

1. The student has not fully served a pending suspension.
2. Once a student reaches a total of five (5) cumulative Drug and/or Alcohol violations over their high school tenure the student may be determined by the administration to be ineligible from competing in any extracurricular programs at PHS.

Letters and Leadership Positions

A student who commits a Code of Conduct violation may be eligible to letter, provided the student meets the criteria of the coach or sponsor and approved by administration.

Leadership or Membership Positions. A student who commits a Code of Conduct violation may be removed from any and all leadership and/or membership positions at the school as determined by the administration.

Self-Reporting

A student who violates the Code of Conduct must self-report. A failure to self-report will lead to a longer suspension or other discipline. The self-report must be made to: the Principal, Athletic/Activities Director, or the head coach or sponsor

of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made within 48 hours of the violation. If the student is informed of a possible violation of conduct rules, the opportunity to self-report ends.

In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct, and will be required to put this information in a written statement. In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Determining a Violation Has Occurred

Generally, a violation of the Code of Conduct will be determined to have occurred based on any of the following criteria: When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.

When a student is convicted of a criminal offense. Conviction includes, without limitation, a conviction, a plea of no contest and an adjudication of delinquency by a juvenile court.

When a student (or parent/legal guardian) admits to violating one of the standards of the Code of Conduct. When seen and reported by certificated school personnel or law enforcement officer.

Procedures for Extracurricular Discipline

The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether consequences are appropriate.
2. Meeting. Prior to imposing the consequences, the school official or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate or required by law.
3. Notice Letter. Within a reasonable amount of time following the suspension, the Activities Director or the Activities Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed. Decisions may be appealed to the Principal.
4. Decisions made by the Principal on suspensions from extracurricular activities are final and not able to be appealed.

Question/Answer Regarding Athletic Suspensions

Q: Do scrimmages count in the number of games/meets/holes levied as a part of a suspension?
A: No. As such, suspended student-athletes are eligible to take part in a scrimmage while suspended as in essence a scrimmage is considered a *practice* opportunity.

Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for a minimum of **five, full periods (no periods during day may be unexcused)**. A student who is not in attendance for **five, full periods (no periods during day may be unexcused)** is ineligible for the contest, performance, or activity. Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved **in advance** by the Principal or Assistant Principal.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day be considered acceptable.

Academic Participation Policy

Participating and competing in extracurricular activities offered by Platteview High School is a privilege offered to our students.

Extracurricular activities are an important part of a high school culture. They teach skills and lessons beyond the academic classroom. Participation by a student carries with it an increased responsibility to earn and maintain good grades. A student who chooses to participate in extracurricular activities and athletic programs must meet standards of the Nebraska School Activities Association and those of Platteview High School in order to continue to participate and perform. Failure to do so may result in a loss of the privilege to participate in competition or performances, as outlined in the guidelines to follow.

Any student who is participating in an extracurricular activity or athletic program, must be enrolled in and pass at least 4 classes (20 credit hours) the previous semester in order to be eligible for varsity competition (NSAA Rule).

In addition, Platteview High School has established weekly eligibility criteria for all NSAA extracurricular activities. Weekly eligibility will be established each Monday morning at 9:30AM throughout each semester beginning with the second full week of each semester. The criteria is as follows:

- No student may compete if they are in failing status in two or more classes at time of weekly eligibility check.
- Students in failing status in two or more classes, will be declared ineligible to participate in game competitions or performances, but may continue to practice. Students in failing status may be assigned academic intervention times before or after school in order to meet with teachers and/or get missing assignments or assessment scores completed and raised.
- Students that have been assigned an intervention through ICU and have failed to show up will be immediately assigned to the next available Saturday school 8A-11A. Failure to attend this intervention will result in immediate ineligibility during next week of eligibility. All intervention time assigned must be served prior to next eligibility check.
- Student that fail to serve detentions for other discipline (including tardy consequences) will be deemed ineligible at the discretion of the administration.
- Students notified of their ineligibility for competition or performance, must initiate contact with their teacher(s) to create a plan of improvement.

Procedures:

- The PHS Activity Eligibility List will be generated beginning on the second, full week of any new semester.
- All work submitted through 5PM on Friday each week will be included in grading for next eligibility period.
- Teachers are asked to communicate with students that are failing or near failing. However, Schoology is available for student and parent access.
- The PHS Activity Eligibility List is run on Monday mornings at 9:30 AM.
- The Athletic and Activities Directors will send the PHS Activity Eligibility List to all athletic and activity coaches/sponsors each Monday AM.

- The Athletic and Activities Directors will notify parents/guardians of students (and students) on the ineligible list via email on Monday AM.
- Coach/Sponsors will make contact with the students on the ineligible list at practice or during class to notify them of their status.

ARTICLE 10 - STUDENT FEES

The Board of Education of Springfield Platteview Community Schools has adopted this student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

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

The District does provide activities, programs, and services to children that extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services. The District's general policy is to continue to encourage and, to the extent permitted by law, to require such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees.

Guidelines for non-specialized attire required for specified courses and activities

Students have the responsibility to furnish and wear non-specialized attire meeting general District grooming and attire guidelines, as well as grooming and attire guidelines established for the building or programs attended by the students or in which the students participate. Students also have the responsibility to furnish and wear non-specialized attire reasonably related to the programs, courses and activities in which the students participate where the required attire is specified in writing by the administrator or teacher responsible for the program, course or activity.

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings, teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

Personal or consumable items & miscellaneous

A. Co-curricular Activities. Students have the responsibility to furnish any personal or consumable items for participation in co-curricular activities.
B. Courses
    a. General Course Materials. Items necessary for courses will be made available during the school day. Students may be encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, notebooks, trappers, protractors and math calculators. A specific class supply list will be published annually in a Board-approved student handbook or supplement or other notice. The list may include refundable damage or loss deposits required for usage of certain District property.
    b. Damaged or Lost Items. Students are responsible for the careful and appropriate use of school property. Students and their parents or guardians will be held responsible for damages to school property where such damage is caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student.
    c. Materials Required for Course Projects. Students are permitted to and may be encouraged to supply materials for course projects. Some course projects (i.e. projects in art and shop classes) may be kept by the student upon completion. In the event the completed project has more than minimal value, the student may

be required, as a condition of the student keeping the completed project, to reimburse the District for the reasonable value of the materials used in the project. Standard project materials will be made available by the District. If a student wants to create a project other than the standard course project, or to use materials other than standard project materials, the student will be responsible for furnishing or paying the reasonable cost of any such materials for the project.

d. Music Course Materials. Students will be required to furnish musical instruments for participation in optional music courses. Use of a musical instrument without charge is available under the District's fee waiver policy. The District is not required to provide for the use of a particular type of musical instrument for any student.
e. Parking. Students may be required to pay for parking on school grounds or at school-sponsored activities, and may be subject to payment of fines or damages for damages caused with or to vehicles or for failure to comply with school parking rules.

Extracurricular Activities–Specialized equipment or attire

Extracurricular activities means student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the District. The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouthpieces, and the like) are the responsibility of the student participant. Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire. For musical extracurricular activities, students may be required to provide
specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

Extracurricular Activities–Fees for participation

Any fees for participation in co-curricular activities for the current school year are further specified for each co-curricular program. Admission fees are charged for extracurricular activities and events. Activity Cards may be purchased by students that will admit students to all home regular season athletic contests at the -12 level. Activity cards must be shown at the gate at all events.

Postsecondary education costs

Students are responsible for postsecondary education costs. The phrase "postsecondary education costs" means tuition and other fees only associated with obtaining credit from a postsecondary educational institution. For a course in which students receive high school credit and for which the student may also receive postsecondary education credit, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a postsecondary educational institution.

Transportation costs

Students are responsible for fees established for transportation services provided by the District as and to the extent permitted by federal and state laws and regulations.

Copies of student files or records

The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian or student who requests copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule.
The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one (1) copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

Participation in before-and- after-school or prekindergarten services

Students are responsible for fees required for participation in before-and- after-school or prekindergarten services offered by the District, except to the extent such services are required to be provided without cost.

Participation in summer school or night school

Students are responsible for fees required for participation in summer school or night school. Students are also responsible for correspondence courses.

Breakfast and lunch programs

Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations. Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like. Students may be required to bring money or food for field trip lunches and similar activities.

Waiver Policy

The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular activities and (2) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Students or their parents must request a fee waiver prior to participating in or attending the activity, and prior to purchase of the materials.

Distribution of Policy

The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook). The Student Handbook or the equivalent shall be provided to every student of the District or to every household in which at least one (1) student resides, at no cost.

Student Fee Fund

The School Board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund not funded by tax revenue, into which all money collected from students and subject to the Student Fee Fund shall be deposited and from which money shall be expended for the purposes for which it was collected from students. Funds subject to the Student Fee Fund consist of money collected from students for: (1) participation in extracurricular activities, (2) postsecondary education costs, and (3) summer school or night school.

iPad Fee Chart:

Claims	With Insurance	Without Insurance	Additional Items	Replacement Cost
Lost or stolen iPad/device	$250.00	$300.00 (full replacement cost)	Sync cable only	$15.00
Non-repairable or destroyed iPad	$75.00	$300.00 (full replacement cost)	Puck (plug-in)	$10.00
Cracked screen (remains usable)	$50.00	$300.00 (full replacement cost)	Puck and sync cable	$25.00
General iPad repairs	covered	50% of total repair bill	School-issued case	$35.00

ARTICLE 11 - STATE AND FEDERAL PROGRAMS

Section 1: Notice of Nondiscrimination

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

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

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632 -9992. Submit your completed form or letter to USDA by:

1. Mail:
   U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights 1400
   Independence Avenue, SW
   Washington, D.C. 20250-9410

2. Fax: (202) 690-7442; or

3. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Section 2: Designation of Coordinator(s)

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

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Mr. Brett Richards
Title IX	Discrimination or harassment based on sex; gender equity	Mr. Brett Richards
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Mr. Brett Richards
Homeless student laws	Children who are homeless	Mr. Brett Richards
Safe and Drug Free Schools and Communities	Safe and drug free schools	Mr. Brett Richards

The Coordinator may be contacted at:

Dr. Ryan Saunders,, Superintendent
Springfield Platteview Community Schools
14801 S. 108th Street
Springfield, NE 68059
Phone: (402) 592-1300

Section 3: Anti-discrimination and Harassment Policy

Elimination of Discrimination

SPCS hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination of Students

SCPS is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers, students or other persons is prohibited. In addition, SPCS will try to protect employees and students from reported discrimination or harassment by non-employees or others in the workplace and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status, is prohibited. The following are general definitions of what might constitute prohibited harassment.

- In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, national origin, sex, disability, religion, age, pregnancy, childbirth or related medical condition, or other protected status constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

- Age harassment (40 years of age and higher) 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.

- Sexual harassment is 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:

    1) Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;
    2) Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time.
    3) 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, classroom or educational environment.
    4) 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.

Complaint and Grievance Procedures

Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom 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. In the case of a student, the Principal would be the next or alternative person to contact.

If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) calendar days, or if the discrimination or harassment continues, or if as a student you feel you need immediate help for any reason, please report your complaint to the Superintendent of SPSCS. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.

The supervisor, teacher or the Superintendent will thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem.

Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, and disciplinary action up to expulsion against a harassing student, may be taken. Under no circumstances will any threats or retaliation be permitted to be made against an employee or student for alleging in good faith a violation of this policy.

Section 4: Multicultural Policy

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

Section 5: Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973

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

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

10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent.)
11. File a local grievance.

Section 6: 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:

- 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.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. 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.
- 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 that permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. 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.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

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

Notice Concerning Directory Information

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

- Student's Name, address, telephone listing, and the name, address, telephone listings (if not unlisted), e-mail address and work or other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
- School and dates of attendance;
- Student's current grade;
- Student's enrollment status (e.g. full-time or part-time);
- Student's date of birth and place of birth;
- Students Extracurricular Participation;
- Student's achievement awards or honors;
- Student's weight and height if a member of an athletic team;
- Student's photograph; and
- School or school district the student attended before he or she enrolled in SCPS.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District determines that the disclosure to the potential recipient poses a risk to student

safety or well-being, including but not limited to circumstances where the potential recipient is a registered sex offender and the personally identifiable information would permit the potential recipient to communicate with or otherwise contact the student.

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

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

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

Section 7: Notice Concerning Disclosure of Student Information to Military Recruiters

The District will provide access to routine directory information to each student in a high school grade upon a request made by a military recruiter, unless the student's parent or guardian has submitted a written request that the student's information not be shared with a military recruiter. The District will provide military recruiters with the same access to a student in a high school grade as the District provides to postsecondary educational institutions or to prospective employers of such students.

If a parent or guardian does not want his or her student's information to be provided to a military recruiter, the parent must submit a written request to the Superintendent.

Section 8: Notice to Parents of Students in Programs Receiving Title I Funding

Staff Qualifications. Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

Whether the student's teacher—

- has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
- is teaching in the field of discipline of the certification of the teacher.

Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Testing Opt-Out. Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s). The District shall also make widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District assessment, including:

- the subject matter assessed;
- the purpose for which the assessment is designed and used;
- the source of the requirement for the assessment;
- the amount of time students will spend taking the assessment, and the schedule for the assessment; and
- the time and format for disseminating results.

Language Instruction Programs

If the District receives Title I funds, parents of English learners will be informed regarding how the parents can—

- be involved in the education of their children; and
- be active participants in assisting their children to
    a. attain English proficiency;
    b. achieve at high levels within a well-rounded education; and
    c. meet the challenging State academic standards expected of all students.

The District will also inform parents of an English learner identified student of opportunities to participate in various school programs, as set forth in ESSA.

Please contact the administrative office to receive the foregoing information.

Section 9: Student Privacy Protection Policy

It is the policy of SPCS to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District's policies in this regard include the following:

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

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

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

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

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent

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

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

Annual Parental Notification of Student Privacy Protection Policy: The District provides parents with reasonable notice of the adoption or continued use of this policy and other policies related to student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The District will directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

- The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).

- Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,

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

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities.

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

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be "sensitive" for purposes of this policy:

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

Section 10: Parental Involvement Policies

General - Parental/Community Involvement in Schools:

SCPS welcomes parental involvement in the education of their children. We recognize that parental involvement increases student success. It is the District's policy to foster and facilitate, to the extent appropriate and in their primary language, parental information about, and involvement in, the education of their children. Policies and regulations are established to protect the emotional, physical and social well-being of all students.

1. Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.
2. Parents are encouraged to support the implementation of district policies and regulations.
3. Parents are encouraged to monitor their student's progress by reviewing quarterly report cards and attending parent- teacher conferences.
4. Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
5. Parents are provided access to records of students according to law and school policy.
6. Parents are encouraged to attend assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents' continued attendance at such activities will be based on the students' well-being.
7. Testing occurs in this school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
8. Parents submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for an acceptable alternative shall be approved by the teacher and administrator prior to, or as a part of, the granting of any parent request.
9. Participation in surveys of students occurs in this district when determined appropriate by district staff for educational purposes. Parents will be notified prior to the administration of surveys in accordance with district policy. Timely written parental requests to remove students from such surveys will be granted in accordance with district policy and law. In some cases, parental permission must be given before the survey is administered.
10. Parents are invited to express their concerns, share their ideas and advocate for their children's education with board members, administrators and staff.
11. School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

Title I Parental Involvement Policy:

The District's Title I Parental Involvement Policy is established in compliance with Federal Law. The District has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

It is the policy of the District to implement programs, activities, and procedures for the involvement of parents in Title I programs consistent with the Title I laws. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Expectations for Parental Involvement: It is the expectation of the District that parents of participating children will have opportunities available for parental involvement in the programs, activities, and procedures of the District's Title I program. The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring–(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in this parental involvement policy. The District intends to meet this expectation through the following activities:

1. Involving parents in the joint development of the District's Title I plan and the processes of school review and school improvement.
2. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Building the schools' and parents' capacity for strong parental involvement.
4. Coordinating and integrating parental involvement strategies under Title I with parental involvement strategies under other programs.
5. Conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents in Title I programs, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies of the District.
6. Involving parents in the activities of the schools served under

Title Policy Involvement: Each school served under the Title I program will:

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under the Title I program and to explain the requirements of the Title I program.
- Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the District may assist parental involvement in such meetings by offering transportation, child care, or home visits.
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
- Provide parents of participating children: (1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and (3) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- If the District operates a school-wide program under Title I and such plan is not satisfactory to the parents of participating children, submit any parental comments on the plan when the school makes the plan available to the District.

Shared Responsibilities for High Student Academic Achievement: As a component of the District's parental involvement policy, each school served under the Title I program will jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall: (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: (i) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (ii) frequent reports to parents on their children's progress; and (iii) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement: To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District: (1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school- related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
(11) may adopt and implement model approaches to improving parental involvement; (12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

Accessibility: In carrying out the parental involvement activities for this Title I Parental Involvement policy, the District shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I in a format and, to the extent practicable, in a language such parents understand.

Use, Distribution, and Updating of this Policy: This Title I Parental Involvement Policy shall be incorporated into the District's Title I plan, shall be distributed to parents of participating children, shall be made available to the local community, and shall be updated periodically to meet the changing needs of the parents and the school.

Section 11: Homeless Students Policy

Homeless children for purposes of this Policy generally include children who lack a fixed, regular, and adequate nighttime residence, as further defined by applicable federal and state law.

No Stigmatization or Segregation of Homeless Students: It is the District's policy and practice to ensure that homeless children are not stigmatized or segregated by the District on the basis of their status as homeless.

Homeless Coordinator: The Homeless Coordinator shall serve as the school liaison for homeless children and youth and shall ensure that: (1) homeless children are identified by school personnel; (2) homeless children enroll in, and have a full and equal opportunity to succeed in, school; (3) homeless children and their families receive educational service for which they are eligible and referrals to health, dental, and mental health services and other appropriate services; (4) the parents or guardians of homeless children are informed of the educational and related opportunities available to their children and provided with meaningful opportunities to participate in the education of their children; (5) public notice of the educational rights of homeless children is disseminated where such children receive services under the federal homeless children laws, such as schools, family shelters, and soup kitchens; (6) enrollment disputes are mediated in accordance with law; and (7) the parents or guardians of homeless children, and any unaccompanied youth, are fully informed of transportation services available under law. The Homeless Coordinator shall coordinate with State coordinators and community and school personnel responsible for the provisions of education and related services to homeless children. The Homeless Coordinator may designate duties hereunder as the Homeless Coordinator determines to be appropriate.

Enrollment of and Services to Homeless Children: A homeless child shall be enrolled in compliance with law and be provided services comparable to services offered to other students in the school in which the homeless child has been placed. Placement of a homeless child is determined based on the child's "school of origin" and the "best interests" of the child. The "school of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled.
Placement decisions shall be made according to the District's determination of the child's best interests, and shall be at either:
(1) the child's school of origin for the duration of the child's homelessness (or, if the child becomes permanently housed during the school year, for the remainder of that school year) or (2) the school of the attendance area where the child is actually living. To the extent feasible, the placement shall be in the school of origin, except when such is contrary to the wishes of the homeless child's parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the District shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian as provided in Nebraska Rule 19.

If the homeless child is an unaccompanied youth, the Homeless Coordinator shall assist in the placement decision, consider the views of the unaccompanied youth, and provide the unaccompanied youth with notice of the right to appeal. The process to resolve disputes concerning the enrollment or placement of a homeless child or youth is as follows:

- The district shall provide a written response and explanation of a decision regarding any complaint or dispute of a parent, guardian or other person having legal or actual charge or control of a homeless child or youth within thirty (30) calendar days of the time such complaint or dispute is brought;
- The enrollment of the homeless child or youth in the school where enrollment is sought during the time such dispute is being considered;
- And notice of the right to appeal as provided in Nebraska Rule 19.

Any parent, guardian or other person having legal or actual charge or control of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner of the Nebraska Department of Education within thirty (30) calendar days of receipt of the decision. Such appeals are informal and shall be submitted to the Commissioner in writing, as outlined in Nebraska Department of Education Rule 19, Section 005.03. The District shall immediately contact the school last attended by the homeless child to obtain relevant academic and other records. If the homeless child needs to obtain immunizations or medical records, the District shall immediately refer the parent or guardian of the homeless child to the Homeless Coordinator, who shall assist in obtaining necessary immunizations or medical records. The District may nonetheless require the parent or guardian of the homeless child to submit contact information.

Transportation will be provided to homeless students, to the extent required by law and comparable to that provided to students who are not homeless, upon request of the parent or guardian of the homeless child, or by the Homeless Coordinator in the case

of an unaccompanied youth, as follows: (1) if the homeless child's school of origin is in the District, and the homeless child continues to live in the District, transportation to and from the school of origin shall be provided by the District; and (2) if the homeless child lives in a school other than the District, but continues to attend the SPCS based on it being the school of origin, the new school and SPCS shall agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin and, if they are unable to agree, the responsibility and cost for transportation shall be shared equally.

Appendix Section

Acknowledgment of Receipt Form

RECEIPT OF 2022-23 STUDENT HANDBOOK OF PLATTEVIEW HIGH SCHOOL

This signed receipt acknowledges receipt of the 2019-2020 Platteview High School Student Handbook. It is understood that the handbook contains student conduct and discipline rules and information about Safe and Drug-Free Schools and that the undersigned, as student, agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the District's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook that should be used to respond to harassment or discrimination.

Student Name	Student Signature	__/__/__ Date
Parent Name	Parent Signature	__/__/__ Date

Springfield Platteview Community Schools
2022-2023

Updated June, 2022

2022-23 School District Calendar

Springfield

Platteview

COMMUNITY SCHOOLS

Connecting Passion with Potential

The Springfield Platteview Community Schools grading policy was created by a committee of educators from various grade levels, academic disciplines and specialty areas. The committee researched best practices in grading to develop the policy. The policy received input from educators not on the committee, parent advisory groups and the board of education. This document is meant to help clarify the grading parameters outlined in policy.

Purpose of Grading is to..

To clearly communicate student achievement toward learning standards/goals and support the process of learning.

Grading parameter #1..

Grading procedures shall only be related directly to the prescribed curriculum and the College Career Readiness learning goals established by the District. Learning goals shall be reported based upon a semester grading period. Extra credit will not be given.

Curriculum goals (also referred to as standards) are established for each course and grade level. Grades will reflect student achievement toward these curriculum goals.

College Career Readiness goals are currently part of our district mission statement. These goals were considered when designing learning outcomes in each discipline. We have not intentionally written them in as part of course/grade level goals. As a district we are working with a committee of teachers to adopt or adapt the ***Nebraska Standards for Career Ready Practice.*** This work is part of our strategic plan goals of creating students who are college career ready. More to come regarding the implementation of College Career Readiness goals and how they will be measured.

With assessments written to measure course/grade level standard, **extra credit** distorts achievement. If students want to get higher grades, teachers can require them to provide "extra" **evidence** that demonstrates a higher level of achievement. This would mean an additional assignment/task that is aligned to the course/grade level outcomes that would provide sufficient evidence of higher achievement.

Grading parameter #2..

Grades on the report card will be based upon content area standards and goals. Group grades will not be given.

Content area standards/goals are established for each discipline. Grades will reflect student achievement towards those goals. Cooperative learning or group work is an effective teaching/learning strategy. It is not appropriate to assign group grades. Evidence used to determine grades must come from individual evidence of achievement towards a learning goal.

Grading parameter #3..

Life skills, as defined in our College Career Readiness framework, are reported separately with established criteria.

The purpose of the grade is to communicate achievement toward a course/grade level learning objective/standard. Including life skill/behaviors, distorts the grade. The goal is to make the grade an accurate reflection of student achievement.

a. *Effort, participation, attitude, and other behaviors shall not be included in grades but will be reported separately unless they are a stated part of the learning goal established by the District/State.*

These behaviors are described as a Citizenship grade. These expectations are clearly outlined at the elementary, junior high and high school levels.

College Career Ready Skills... *from the* SPCS *Mission*

21st century skills and behaviors are defined as follows:

Core Knowledge/ Literacy (Essential Learning Proficiency (Standards): Global Literacy; Financial and Economic Literacy; Civic Literacy; Health and Wellness Literacy, Beginning Career Knowledge)

Higher Level Thinking Skills (Problem Solving; Decision Making; Making Inferences; Application; Synthesis and Creativity/Innovation; and Analysis and Evaluation)

Communications Literacy (Communications and Information Technology; Reading/Writing/Speaking/Listening Proficiency; Collaboration; and Research)

Life Skills (Ethics; Responsibility and Personal Productivity; Self-Reflection and Direction; Social Responsibility;Leadership and Adaptability)

b. *Late work and incomplete work (formative assessments such as homework) shall be handled as follows:*

i. *Students are expected to complete all required formative work through each summative assessment period.*

Formative Assessment *(Assessment FOR Learning)*

Formative assessment is an **important part of the learning process.** Examples include but aren't limited to homework, independent **practice** on daily work, and brief progress checks (i.e., quizzes, papers, journal entries, reviews, etc.). Formative assessment informs the teacher about what students have learned and is used to help decide what to do next.

Homework

The purpose of **homework** is to:

- Prepare students for upcoming instruction; is considered diagnostic and used to give student feedback regarding improvement.
- Provide practice and repetition of essential skills previously taught.
- Promote study skills, responsibility and accountability.
- Promote the development of independent learning skills.
- Give students' opportunities to self-evaluate

progress. The teacher's responsibility regarding homework is to:

- Ensure that it is meaningful and tied to the learning objectives.
- Provides timely and specific feedback.
- Assign the appropriate amount based on age/grade/learning ability.
- Provide necessary resources and support for each student to complete the task.
- Monitor and hold students accountable for assignments through interventions.

The student's responsibility regarding homework is to:

- Put forth his/her best effort.
- Seek help from the teacher or other school resources.
- Complete and turn in all assignments on time.
- Use feedback from the homework for self-evaluation and improve performance.

The parent's responsibility regarding homework is to:

- Work with the school in making sure that their child is putting for his/her best effort and communicating if there are concerns.
- Provide an environment at home where a student has study/homework requirements without distraction.
- Teach responsibility and accountability.
- Provide assistance and help for his/her child.

ii. *Before summative assessments, teachers may set due dates and deadlines for all marked work that will be part of a student grade.*

Summative Assessment *(Assessment OF Learning)*

Summative assessments determine a formal conclusion of what a student knows and can do towards course/grade level standards or outcomes.

Examples of summative assessments include but aren't limited to: unit assessments; major performance tasks; district assessments; etc. Summative assessments mark the **end of learning process.**

111. *In determining semester grades, teachers must decide whether they have sufficient evidence of achievement. Work that is not submitted will be identified as* l *(Incomplete). Zeros will not be used unless the student fails to complete required work prior to the student taking the summative unit assessment.*
Penalties on late work shall not exceed 10% if it is tuned in prior to the student taking the summative/unit assessment.

When zeros are combined with other evidence, the resulting grade doesn't accurately reflect achievement. Assigning zeros can create a situation in which a student can't recover. The behavior of "being late" should be reflected in the citizenship grade.

c. *Absences shall be handled as follows:*
   i. *Students shall not be penalized for excused absences. Course work during unexcused absences will be treated as late work.*
   ii. *Students with excused absences shall be given at least 1 day, per day of absence, for make-up opportunities for all missed assignments/assessments (marked work that will be part of student grades) without penalty.*
   iii. *See student-parent handbook for additional attendance procedures/policies.*

An absence for any of the following reasons may be **excused,** provided the required procedures have been followed:

Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents),
Illness which causes a student to be absent from school,
Doctor or dental appointment which require student to be absent from school,
Court appearances that are required by a court order,
School sponsored activities which require students to be absent from school,
Family trips in which student accompanies parent(s)/legal guardian(s), and
Other absences which have received prior approval from the Principal.

Updated June, 2016

Grading parameter #4..

Summative Unit assessments shall be determined as follows:

a. *Marks from formative assessment shall not exceed 30% of overall grade.*
b. *Summative assessments shall account for at least 70% of the overall grade.*
c. *Students who fail a summative assessment are given an opportunity to retake the assessment. Second chance assessment opportunities shall be made available to students who score below a 79% in grades 6-12. Second chance assessment opportunities shall be made available to students who score "Progressing" in grades K-5. Students must follow teacher guidelines for second chance assessment opportunities. The highest grade a student can attain on a second chance summative assessment is a 79% or "Proficient". Retake opportunities are not available for semester finals.*

d. Summative projects: If a student does not complete a summative project on the due date, they will have a 10% reduction on the first day through the 4th day the assignment is late. The student's parents will be informed of a late summative project. On the 5th day, the assignment is late and the student may not receive higher than a 79%. On the 6th day, the student will receive a zero.

Formative assessments are intended to be part of the learning process. It is practice. The intent is not to "grade" the practice but to put emphasis on the learning. Learning is a process. Summative assessments are the "end" of learning. The grade gives a summary of student achievement at a particular point in time. Thus, these assessments carry more weight.

Teacher guidelines for second chance assessments are determined at the building.

e. Grading Scale for grades K-5 and K-6 Specials (Art, PE and Music):

Advanced AD	Advanced level of understanding beyond grade level expectations.
Proficient PF	Proficient level indicates a solid understanding of grade level expectations .
Progressing PG	Progressing level indicates a partial understanding of grade level expectations.
Beginning BG	Beginning level indicates a limited understanding of grade level expectations.

K-5 classroom teachers and K-6 specials teachers design assessments according to these levels of achievement. Cut scores and rubrics are used to determine the achievement level of each student. With this information, students are better able to self-reflect and see growth in learning over time based upon a learning target.

f. Grading Scale for grades 6-12

Letter Grade	Percentage	Mark Points	Weight (Grades 9-12)
A+	***97-100***	4.0	5.0
A	***93-96***	4.0	*50*
A–	***90-92***	3.67	4.67
B+	***87-89***	3.33	4.33
B	***83-86***	3.0	4.0
B–	***80-82***	2.67	3.67
C+	*77-79*	2.33	3.33
C	*73-76*	2.0	3.0
C–	*70-72*	1.67	2.67
Dt	***67-69***	1.33	2.33
D	***63-66***	I	2.0
D-	***60-62***	0.67	1.67
F	***0-59***	0	0.0

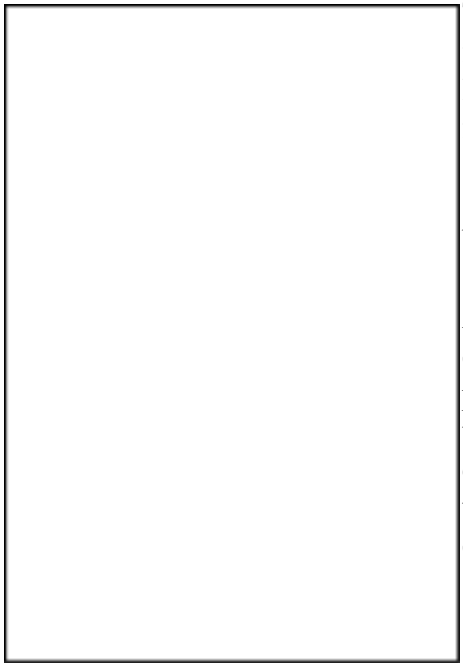
The ten point scale allows our students to be competitive for scholarships with other students from area schools.

5. Other details on grading can be found in parent/student handbooks and course syllabi at each school.

The Case for High School Activities

Introduction

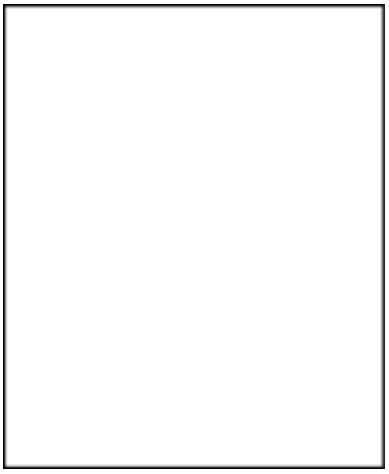
The National Federation of State High School Associations (NFHS) and its membership believe that interscholastic sports and fine arts activities promote citizenship and sportsmanship. They instill a sense of pride in community, teach lifelong lessons of teamwork and self-discipline and facilitate the physical and emotional development of our nation's youth.



There is no better time than today to assert "The Case for High School Activities." Education and community leaders across the nation must be made aware of the facts contained in this material. From interscholastic sports to music, drama and debate, activities enrich a student's high school experience, and the programs must be kept alive.

At a cost of only one to three percent (or less in many cases) of an overall school's budget, high school activity programs are one of the best bargains around. It is in these vital programs – sports, music, speech, drama, debate – where young people learn lifelong lessons as that compliment the academic lessons taught in the classroom.

The NFHS supports co-curricular endeavors through many avenues, including:



- Rules Writing Process- The NFHS produces more than eight million copies of publications and support materials annually for 15 rules books covering 17 sports. The NFHS publishes case books, officials' manuals, hand books, and simplified and illustrated books in many sports.

- The NFHS Coaches Education Program- The NFHS Fundamentals of Coaching Course provides a unique student-centered curriculum for interscholastic coaches that assists coaches in creating a healthy and age appropriate sport experience. The course can be taken either online or in a face to face blended delivery option.

- National High School Activities Week – The nation's high schools are encouraged to promote the values inherent in high school athletics, speech, music, drama, debate, and spirit squads during this week-long celebration in the third week in October.

- Public Service Announcements: Various sportsmanship messages are created and distributed in electronic and radio formats. In addition, healthy lifestyle messages that tackle difficult but current topics such as steroid usage, and hazing education.

- High School Activities: A Community Investment in America – This presentation is a NFHS educational product. It documents the value of high school athletic and activity programs through an excellent PowerPoint presentation with videos on a CD-ROM. You can order this CD-ROM by calling NFHS customer service at 800-776-3462.

Benefits of Co-curricular Activities

- **Activities Support the Academic Mission of Schools.** They are not a diversion but rather an extension of a good educational program. Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally.

- **Activities are Inherently Educational.** Activity programs provide valuable lessons for practical situations – teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. These are qualities the public expects schools to produce in students so that they become responsible adults and productive citizens.

- **Activities Foster Success in Later Life.** Participation in high school activities is often a predictor of later success – in college, a career and becoming a contributing member of society.

Following are some of those benefits, with case studies, where applicable, listed to document the benefits (while many of the studies refer to extracurricular activities, the NFHS prefers the use of the term co-curricular activities, believing that activities support the academic mission of schools and are inherently educational).

Participation in high school activities is a valuable part of the overall high school experience.

- Students who spend no time in extracurricular activities are 49% more likely to use drugs and 37% more likely to become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning.* Washington, DC: 2002.)

- In their 2006 report, *Effects of Title IX and Sports Participation on Girls' Physical Activity and Weight,* Professors Kaestner and Xu of the University of Illinois at Chicago, found that the dramatic increase in sports participation among girls in the aftermath of the passage of Title IX was associated with an increase in physical activity and an improvement in weight and body mass among adolescent girls. They conclude that their results strongly suggest that Title IX and the increase in athletic opportunities among adolescent females it engendered had a beneficial effect on the health of adolescent girls.

- A *Harvard Educational Review* article in 2002 found that participation in extracurricular activities in high school appears to be one of the few interventions that benefit low-status, disadvantaged students – those less well served by traditional educational programs – as much or more than their more advantaged peers.

- In telephone interviews of a national sample of teens in 2001, more than half (54%) said they wouldn't watch so much TV or play video games if they had other things to do after school. The same survey found that more than half of teens wish there were more community or neighborhood-based programs available after school, and two- thirds of those surveyed said they would participate in such programs if they were available.

- Bonnie Barber and her colleagues, contributors to the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents,* concluded that making diverse clubs and activities available to a wide range of students is important. The opportunity to embed one's identity in multiple extracurricular contexts and to experience multiple competencies facilitates attachment to school and adjustment. Activity participation is also linked to affiliation with peers who are academically focused. Adolescents can benefit from this synergistic system when they have opportunities to participate in diverse activities.

Students who compete in high school activity programs make higher grades and have better attendance.

- According to the National Governors Association Center for Best Practices, students who participate in the arts nine hours or more each week for at least a year are four times more likely to: be recognized for academic achievement, win a school

attendance award, participate in a science and math fairand win an award for writing. They are also three times more likely to be elected to class office.

- A Minnesota State High School League survey of 300 Minnesota high schools showed that the average GPA of a student-athlete was 2.84, compared with 2.68 for the average student, and that student-athletes missed an average of only 7.4 days of school each year, compared with 8.8 for the average student. (Trevor Born. High Standard for GPA, in *Minneapolis Star Tribune*, May 14, 2007.)

- A study published in the August 2007 issue of *Medicine & Science in Sports & Exercise found* that students who took part in more vigorous sports like soccer or football or skateboarding, did approximately 10% better in math, science, English and social studies classes.

- According the College Entrance Examination Board, music students scored about 11 percent higher than non-music students on the 2001 SAT. Students with coursework/experience in music performance and music appreciation scored higher on the SAT than students with no arts participation. Students in music performance scored 57 points high in the verbal area and 41 points higher in math, and students in music appreciation scored 63 points higher on verbal and 44 points higher on math.

Participation in activity programs yields positive results after high school as well.

- Participation in extra-curricular activities provides all students – including students from disadvantaged backgrounds, minorities and those with otherwise less than distinguished academic achievements in high school – a measurable and meaningful gain in their college admissions test scores according to researchers Howard T. Everson and Roger E. Millsap, writing for the College Entrance Examination Board in 2005.

- In a 2006 research project published by the Center for Information & Research on Civic Learning & Engagement (CIRCLE), it was found that 18-25 years old who participate in sports activities while in high school were more likely than non-participants to be engaged in volunteering, regular volunteering, registering to vote, voting in the 2000 election, feeling comfortable speaking in a public setting, and watching news (especially sport news) more closely than non-participants.

- An extensive study commissioned by the Alberta Schools' Athletic Association found, in that Canadian province in 2006, an average of 78.3% of Alberta's top corporate CEOs and Members of the Legislative Assembly had participated in interschool sports. Nearly 80% indicated that being involved in school sports significantly, extensively or moderately complemented their career development and/or academic

pursuits. This same study pointed out that normal participation rate of students in high school sports is around 30 to 35%.

- The corporate and political leaders surveyed in Alberta (see above) cited the following benefits associated with their involvement in high school athletics: teamwork, discipline, goal setting, leadership, independence, self confidence, stress relief, character development and personal growth, fair play, and acceptance of others.

From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Generally speaking, the NFHS has researched various school districts' budget information across the country that activity programs make up only one to three percent of the overall education budget in a school. In the Midwest, South, and West that figure is even less. In the 2007 school year, the city of Chicago's Public School Board of Education's overall budget was $4.6 billion dollars, and activity programs received only $36.2 million, a minuscule one-seventh of one percent (.00789). In the Charlotte-Mecklenburg area, their Board of Education proposed in their overall 2008 $1.2 billion dollars. Their activity programs received only $4.7 million dollars, one-third of one percent (.0038). Finally, in the northwestern part of the country, in the Seattle Public School system, their Board of Education has a 2008 overall budget of $339.7 million dollars, while setting aside $3.2 million dollars for activity programs for a scant one-ninth of one percent (.00942).

Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- Researcher Richard Learner, writing in *Promoting Positive Youth Development through Community After-School Programs,* found that informal educational and developmentally supportive experiences offered to young people in the context of after-school or community-based programs are a potent source of resources increasing the probability of positive development among youth.

- In 2003, the *Journal of Adolescent Research* reported that extracurricular activity participation is linked to lower rates of dropping out of school, greater civic involvement and higher levels of academic achievement. Moreover, research tracking participation from eighth through twelfth grades and examining outcomes in the postsecondary years concluded that consistent participation has positive effects that last over a moderate length of time.

- Extracurricular activities stand out from other aspects of adolescents' lives at school because, according to the Winter 2005 issue of the *Journal of Leisure Research,* they

provide opportunities to develop initiative and allow youth to learn emotional competencies and develop new social skills.

- A study conducted by Boston University, and published in *Adolescence*, Winter 2001, reported on a survey of 1,115 Massachusetts high school students. Survey results indicated that athletes were significantly less likely to use cocaine and psychedelics, and less likely to smoke cigarettes.

- Researchers writing in 2004 in the *American Journal of Health Behavior* conducted an examination of cross-sectional data from a nationally representative sample of high school students enrolled in public high schools in the U.S. They showed that students participating in organized sports were 25 percent less likely to be current cigarette smokers

- Stephanie Gerstenblith and her fellow researchers, writing in the 2005 book, *Organized Activities as Developmental Contexts for Children and Adolescents* state, "Just as schools with efficient procedures and structure have been found to have positive outcomes, our findings indicate that participants in after school programs with these qualities experience reductions in rebellious behavior and increases in intentions not to use drugs."

Co-curricular activities teach lessons that lead to better citizens.

- Nancy Darling, et al., writing in the 2005 *Journal of Leisure Research* notes that extracurricular activities allow youth to form new connections with peers and acquire social capital. They are one of the few contexts, outside of the classroom, where adolescents regularly come in contact with adults to whom they are not related.

- Students who spend no time in extracurricular activities are 49% more likely to use drugs and 37% more likely to become teen parents than those who spend one to four hours per week in extracurricular activities (United States Department of Education. *No Child Left Behind: The facts about 21st Century Learning.* Washington, DC: 2002.)

- On June 23, 2000, then President Bill Clinton issued an Executive Memorandum directing the Secretary of Health and Human Services and the Secretary of Education to work together to identify and report within 90 days on "strategies to promote better health for our nation's youth through physical activity and fitness." The resulting report entitled "Promoting Better Health for Young People Through Physical Activity and Sports was released in November 2000 and stated that "enhancing

efforts to promote participation in physical activity and sports among young people is a critical national priority."

- In a recent report entitled "Sports Participation and Health-Related Behaviors Among US Youth" published in the *Archives of Pediatrics & Adolescent Medicine* from September 2000, it was reported that "nationwide, 62.4% of high school students reported participating on 1 or more school and/or nonschool sports teams in the previous year. The major conclusion drawn from the analyses performed in this study is that, in the most populous demographic subgroups of US high school students, sports participation is associated with multiple positive health behaviors….sports programs may promote positive health behaviors and deter negative health behaviors by placing a premium on personal health and fitness as prerequisites to optimal sports performance."

- In a study done by researchers at Clark University in Worchester, Massachusetts, in 2001, "middle-school kids in inner-city neighborhoods who play organized team sports have a higher sense of self-worth and better social skills than their less athletic peers." The Clark researchers noted that "kids living in poor urban neighborhoods have, on average, 40 hours of unstructured, unmonitored time each week. Organized team sports could be a positive alternative to drug use and other delinquent activities." -- "Batters More Likely 'Up'", Amanda Gardner, *HealthScoutNews*.

- Another study (2001) done by Gary Overton, a doctoral candidate in the School of Education at East Carolina University, in collaboration with the North Carolina High School Athletic Association [1], of the academic performance of high school student-athletes in North Carolina revealed significant differences between athletes and non-athletes. Some of the major findings in the study include:

  Grade-Point Average: The mean GPA for athletes in the study was a 2.98, while the mean GPA for non-athletes was only 2.17.

  Attendance: The average number of absences was significantly lower for athletes than non-athletes. The mean average number of days missed by athletes was 6.3 days per 180-day school year, as compared to 11.9 days for non-athletes.

  Discipline referrals: The percentage of discipline referrals by the reporting schools was lower for the athlete group than the non-athlete group; referrals for athletes ran at a 33.3 percentage while the referral percentage for non-athletes was 41.8 percent.

  Dropout rate: There was a dramatic difference in the dropout rate; the mean dropout percentage for athletes was miniscule 0.6 percent, while the corresponding percentage for non-athletes was 10.32 percent.

  Graduation rate: The percentage of graduates was significantly higher for the athlete group than the non-athlete group; the mean graduation percentage for athletes was 99.4 percent as compared to 93.51 percent for non-athletes.

[1] North Carolina High School Athletic Association Bulletin, Vol. 54, No. 1, Fall 2001

NOTE to webmaster: This material should be on separate page or place and linked with the reference in the above material.

Supplemental Supporting Evidence for the Case for High School Activities

Participation in high school activities is a valuable part of the overall high school experience.

- Of the 60 students listed in the May 14, 1998, USA Today's All-USA High School Academic First, Second and Third Teams and the 51 who earned honorable mention, 75 percent were involved in sports, speech, music or debate.

- The 29th annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools of September 1997 reflects an increase in perceptions about the value of co curricular activities. In 1978, 45 percent of the public judged extracurricular activities to be very important. That figure fell to 31 percent in 1984. In 1985, the figure was 39 percent and jumped to 63 percent in the 1997 poll. The 1997 poll also asked about the emphasis placed on such sports as football and basketball. Fifty- three percent of the respondents believed the current emphasis was about right.
- The Role of Sports in Youth Development, Carnegie Corporation, New York, in a report of a meeting in March 1996, found that evidence showed that the involvement of young people in sports produces multiple benefits for them. At their best, sports programs promote responsible social behaviors and greater academic success, confidence in one's physical abilities, an appreciation of personal health and fitness, and strong social bonds with individuals and institutions. Teachers attribute these results to the discipline and work ethic that sports require.

- In a survey of 4,800 high school students in March 1995, the Minnesota State High School League found that 91 percent of them said students who participate in school activities tend to be school leaders and role models; 92 percent said that participation in school activities provides an opportunity not found in a regular classroom setting to develop self-discipline.

- Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data, issued in September 1995, by the Department of Health and Human Services found that students who spend no time in extracurricular activities are 57 percent more likely to have dropped out of school by the time they would have been seniors; 49 percent more likely to have used drugs; 37 percent more likely to have become teen parents; 35 percent more likely to have smoked cigarettes; and 27 percent more likely to have been arrested than those who spend one to four hours per week in extracurricular activities.

- A study by Search Institute in 1995 indicates that co curricular activities play a central role in students' healthy development. Yet too many schools are finding it necessary to cut these programs for budgetary reasons. With asset building as a focus, these programs are not peripheral to the school's mission, but important components of a comprehensive strategy.

- School-age children and teens who are unsupervised during the hours after school are far more likely to use alcohol, drugs and tobacco, engage in criminal and other high-risk behaviors, receive poor grades, and drop out of school than those children who have the opportunity to benefit from constructive activities supervised by responsible adults. In a 1994 Harris poll, more than one-half of teachers singled out "children who are left on their own after school" as the primary explanation for students' difficulties in class. This information comes from the National Education Commission on Time and Learning.

- Research conducted in 1991 by Skip Dane of Hardiness Research, Casper, Wyoming, revealed the following about participation in high school sports: 1) By a 2- to-1 ratio, boys who participate in sports do better in school, do not drop out and have a better chance to get through college. 2) The ratio for girls who participate in sports and do well in school is three to one. 3) About 92 percent of sports participants do not use drugs. 4) School athletes are more self-assured. 5) Sports participants take average and above-average classes. 6) Sports participants receive above-average grades and do above average on skills tests. 7) Those involved in sports have knowledge of and use financial aid and have a chance to finish college. 8) Student-athletes appear to have more parental involvement than other students. 9) Students involved in athletics appear to change focus from cars and money to life accomplishments during the process.

- A 1989 nationwide study by the Women's Sport Foundation indicated that athletes do better in the classroom, are more involved in school activity programs and stay involved in the community after graduation. The study also revealed that high school athletic participation has a positive educational and social impact on many minority and female students. The study, based on an analysis of data collected by the U.S. Department of Education's High School and Beyond Study, indicated that: 1) Girls receive as many benefits from sports as boys. 2) The "dumb jock" stereotype is a myth. 3) Sports involvement was significantly related to a lower dropout rate in some school settings. 4) Minority athletes are more socially involved than non-athletes.

- In 1985, the NFHS sponsored a national survey of high school principals and nearly 7,000 high school students in all 50 states. The survey, funded by a grant from the Lilly Endowment in Indianapolis, was conducted by Indiana University in cooperation with the National Association of Secondary School Principals. Following are the results of that survey.

95 percent believed that participation in activities teaches valuable lessons to students that cannot be learned in a regular class routine.

99 percent agreed that participation in activities promotes citizenship

95 percent agreed that activity programs contribute to the development of "school spirit" among the student body.

76 percent said they believe the demand made on students' time by activities is not excessive.

72 percent said there is strong support for school activity programs from parents and the community at large.

Students who compete in high school activity programs make higher grades and have better attendance.

- A study of nearly 22,000 students conducted by a University of Colorado professor for the Colorado High School Activities Association which was released in the fall of 1999 indicates students who participate in some form of interscholastic activities have "significantly higher" grade-point averages than students who do not. Data obtained from the spring 1997 study by Dr. Kevin J. McCarthy revealed student participants in Jefferson County high schools had an overall grade-point average of 3.093 on a 4.0 scale, while the GPA for non-participants was 2.444. Jefferson County School District, the state's largest school district, has matched the academic success of its students with success on the playing field. The 16 district schools have won a combined 39 state championships in the 1990s in sports, while its music programs consistently bring home "superior" ratings.

- A study in the September 1998 issue of **NASSP Bulletin** compared academic performance, behavior and commitment of basketball and volleyball athletes and non-athletes in a rural Canadian high school. The article compares mid-term and final grades, visits to an administrator for disciplinary referrals and demerit points for improper behavior and estimates the mean weekly time commitment for athletes in each sport. Findings showed support that athletes match or exceed non-athletes in academic and behavior performance.

- In the March 1997 issue of **School Counselor**, 123 students involved in interscholastic soccer are analyzed. Results indicate that activity participation does not harm and may enhance academic performance. Male athletes showed in-season improvements in academic performance.

- In a comprehensive, statewide study of the academic performance of high school student-athletes in North Carolina over a three-year period, the North Carolina High School Athletic Association found significant differences between athletes and non-athletes. Five criteria were used, including grade-point average, attendance rate, discipline referrals, dropout rate and graduation rate, for the 1994-95 academic year.

	Athletes	Non-athletes
Grade-point average	2.86	1.96
Average number of absences per 180-day school year	6.52 days	12.57 days
Discipline referrals	30.51%	40.29%
Dropout rate	0.7%	8.98%
Graduation rate	99.56%	94.66%

- Findings from the National Center for Education Statistics, *Extracurricular Participation and Student Engagement*, June 1995, revealed that during the first semester of their senior year, participants reported better attendance than their non-participating classmates. Half of them had no unexcused absences from school and half had never skipped a class, compared with one-third and two-fifths of non-participants, respectively. Students who participated were three times as likely to perform in the top quartile on a composite math and reading assessment compared with non-participants. Participants also were more likely than non-participants to aspire to higher education; two-thirds of participants expected to complete at least a bachelor's degree while about half of non-participants expected to do so.

- A 1992 study by the Colorado High School Activities Association and the Colorado Department of Education revealed that Colorado high school students who participate in some form of interscholastic activity have "significantly higher" grade- point averages and better attendance. Of the students surveyed, the average participant's GPA was 2.96 (on a 4.0 scale), compared to 2.35 for the non- participant. In one school, participants had an average reading test score of 76.30, compared to 58.91 for non-participants. In another school, participants scored 16.17 on the math standardized test, compared to 13.31 for non-participants. A participant missed school an average of 3.59 days a year, while a non-participant missed 5.92 days. The survey showed that the larger the school, the more pronounced the differences in participant and non-participant test scores and attendance results.

- High school students who compete in activity programs in New Mexico had a 2.80 grade-point average, compared to 2.00 for non-participants, according to a 1992 survey by the New Mexico Activities Association. The survey also indicated that more than 60 percent of the state's principals found that GPAs of at-risk students improved by being active in interscholastic activities.

- 1990-91 study in the Randolph (North Carolina) County school system showed a strong correlation between participation in athletics and positives such as improved

grades and increased attendance rates. Athletes in grades 9 through 12 in the school system's four high schools recorded an 86 average, compared to 79 for the general population. Athletes averaged four absences, while the general population averaged seven. Eleven percent of the athletes had discipline referrals, compared to 25 percent of the general population. None of the athletes dropped out, while 3.7 percent of the general population were dropouts.

- In a 1988 survey, John Chevrette and Kenneth Patranella concluded from an investigation in San Antonio, Texas, that educational outcomes related to scholastic performance are enhanced for those secondary students who participate in activity programs. A study of a high school population of 3,536 students found that secondary pupils who participated in more than one activity during a semester tended to experience higher academic performance levels than other participants and non-participants.

- Students participating in a number of activities not only achieve better academically but also express greater satisfaction with the total high school experience than students who do not participate, according to a 1985 survey conducted for the NFHS by Indiana University. The grade-point average for "high activity" students was 3.05 on a 4.0 scale, compared to a GPA of 2.54 for "low activity" students. Researchers defined high activity as involvement in four or more activities, while low activity students were involved in one activity or none.

Participation in activity programs yields positive results after high school as well.

- The May 5, 1999, issue of **Education Week** reported on two studies presented at the April annual meeting of the American Educational Research Association. The studies both drew on data from a national sample of 25,000 high school students. The Center for Research on Sport in Society at the University of Miami in Florida looked at how often behavior problems cropped up among 12th graders who had taken part in athletics at some point in their high school careers. Even when the researchers controlled the numbers to account for students who already had behavior problems in 8th grade or those who were predisposed to have more prosocial attitudes toward school, sports participation had a positive effect.

- A separate study done by the Center for the Social Organization of Schools at Johns Hopkins University found that sports had a "small but consistent" impact on a variety of other positive school outcomes, too. The more involved that 10th graders were in athletics, for example, the more likely they were to feel confident of their academic abilities or to be engaged in their schools.

- The Spring 1999 issue of **Assets**, Search Institute, looked at a report from the North Carolina High School Athletic Association. The NCHSAA identified assets that any school-based sports program would inherently develop, along with an additional 26 that purposeful planning could help foster, including:
  School boundaries – Schools provide clear rules and consequences. Most athletic programs have codes of conduct or rules for behavior in addition to school policies.
  Youth programs – Young people spend three or more hours per week in sports, clubs or organizations at school and/or in the community. This is a given with most secondary school interscholastic athletic programs. In fact, far more than three hours per week is usually required.
  Achievement motivation – Young people are motivated to do well in school. Most athletic programs have minimum standards of achievement that must be met in order to participate in athletics.
  Planning and decision making – Young people know how to plan ahead and make choices. Because of practice and game schedules, in addition to other responsibilities, secondary school athletes have learned to manage their time.

- The February 1996 **Career World** examines the factors that really matter in gaining acceptance to a college or university. Admissions officers consider grades, test scores and involvement in extracurricular activities in deciding whether to accept or reject an applicant.

- Admission officers at Harvard, Yale and 70 percent of the nation's other major universities have stated that high school credit and achievement in the arts are significant considerations for admission to their institutions. This finding was from *Can Colleges Help School Fine Arts Programs*? in a 1992 article in Connecticut Music Educators Association News.

- Results of a 1987 survey of individuals at the executive vice-president level or above in 75 Fortune 500 companies indicated that 95 percent of those corporate executives participated in sports during high school. In addition, 54 percent were involved in student government, 43 percent in the National Honor Society, 37 percent in music, 35 percent in scouts and 18 percent in the school's publication.

- The American College Testing Service compared the value of four factors in predicting success after high school. "Success" was defined as self-satisfaction and participation in a variety of community activities two years after college. The one yardstick that could be used to predict later success in life was achievement in school activities. Not useful as predictors were high grades in high school, high grades in college or high ACT scores.

- The College Entrance Examination Board's Scholastic Aptitude Test (SAT) was examined in much the same way. It was found that having a high SAT score did not necessarily indicate success in a chosen career. The best predictor of later success, the study showed, was a person's independent, self-sustained ventures. Teens who were active in school activities, had hobbies or jobs, were found to be most likely to succeed at their chosen profession and make creative contributions to their community.

From a cost standpoint, activity programs are an exceptional bargain when matched against the overall school district's education budget.

Generally speaking, the NFHS has determined through information received across the country that activity programs make up only one to three percent of the overall education budget in a school. In Chicago, that figure is even less. In 1992, the overall budget for the Chicago Board of Education was $2.6 billion, and activity programs received only $2.9 million, a minuscule one-tenth of one percent (.001).

Activity programs fulfill students' basic needs, help in students' attitudes toward self and school and minimize dropout and discipline problems.

- A report on The Condition of Education, United States Department of Education, National Center for Education Statistics in 1995 found that participation in extracurricular activities may affect academic performance, attachment to school and social development. The report further stated that almost every high school in the United States offers some type of extracurricular activity, such as music, academic clubs and sports. These activities provide opportunities for students to learn the values of teamwork, a channel for reinforcing skills and the opportunity to apply academic skills in other arenas as a part of a well-rounded education.

- American Youth and Sports Participation, a survey of 10,000 students by the Sporting Goods Manufacturers Association (1990) revealed that the No. 1 reason that girls and boys participate in high school sports is to have fun. Conversely, lack of fun was the leading reason for dropping out of participation. Winning was not seen as a major benefit of sports by young people who participate – it was ranked No. 8 by boys and No. 12 by girls. Skill development was considered a crucial aspect of fun – it was considered more important than winning even among the best athletes. Another finding: The most rewarding challenges of sports are those that lead to self- knowledge. Finally, intrinsic rewards (self-knowledge that grows out of self-

competition) are more important in creating lifelong athletes than extrinsic rewards (victory or attention from others).

Co Curricular activities teach lessons that lead to better citizens.

- An opinion survey conducted in July 1998 by Peter D. Hart Research Associates for Shell Oil Company found that respondents felt the top two goals for schools should be teaching values such as respect and honesty and teaching students how to reason and think well.

- A Wyoming High School Activities Association Statewide Student Activities Survey compiled in the summer of 1998 points out addiction dangers of tobacco use. Yearly, monthly and weekly reported use of tobacco by high school students is low when compared to the high percentage of daily users. Approximately 25 percent of those involved in athletics or activities report daily tobacco use, compared to 40 percent for non-participants. For students involved in both athletics and activities, that percentage drops to 13 percent. A focus of future WHSAA surveys will explore the reasons for this outcome.

  In light of these findings, the WHSAA encourages coaches and activity sponsors to continue (or begin) an emphasis on teaching the addictive dangers of tobacco and make solutions known and available to all students.

- The Alberta Schools' Athletic Association (ASAA), in conjunction with the Metro Edmonton High School Athletic Association and the Alberta Centre for Well-Being, completed a survey of 883 students. The survey, completed in November 1997, was undertaken to assess the potential impact that high school athletics has on the lives and attitudes of students in Alberta.

  Findings showed student-athletes are less likely to smoke (30 percent versus 44 percent), and if they do smoke, they are less likely to smoke heavily. Overall, 35 percent of students reported they currently smoke cigarettes. The survey findings indicated student-athletes (9 percent) are less likely to report drinking more than once a week in comparison to non-athletic students (20 percent).

  "The results of this survey suggest that students who participate in school-based sport programs are good school citizens and may be even better school citizens than their non-sport peers," said John Paton, executive director, ASAA. "School athletes demonstrate positive lifestyle behaviors, such as less smoking and less drug use when compared to non-sport students."

Paton also indicated that if administrators, teachers or parents are concerned that school sport programs compete for students' attention and participation with other co curricular activities, the study disputes these concerns. Student-athletes tend to participate at a greater rate in other school activities, and they have a more positive perception of their school.

- A study conducted by Public Agenda released in June 1997 (Kids These Days: What Americans Really Think About the Next Generation) found that more than six in 10 adults, or 61 percent, said youngsters' failure to learn such values as honesty, respect and responsibility is a very serious problem. Only 37 percent believe today's children, once they're grown, will make the United States a better place. Those polled also said greater availability and use of school programs and volunteer groups would be an effective way to help children.

The following two examples don't have dates or other reference material. Assume they are anecdotal stories. Seems like this is best left here, but they could be woven back into main material.

- Consider the captain at a track championship who had won the long jump and was the leader in the triple jump when he reported to the start of the 100-meter dash. Upon his arrival, he discovered another runner from a rival school had forgotten his spikes. This young man was the only person in the league with a chance to defeat him. Without hesitating, he gave the boy his backup pair of spikes. The young man with the borrowed spikes won in the final while setting a league record in the event. The same scenario played itself out in the finals of the 200-meter dash. The boy who lent the spikes indicated, "It never occurred to me to do anything else."

- Early in a soccer championship game, a forward and defender both jumped to head the ball. Their heads collided, and one player was injured but did not drop to the ground – the signal to the referee to stop play. The coach on the opposing team recognized the distress of the player and despite his team having the opportunity to clear the ball and take the advantage in play, he directed his team to kick the ball out of bounds. He gave up possession of the ball near his goal to stop play and allow the player to be assisted.

- The 1996 Surgeon General's report, Physical Activity and Health, said that "regular participation in physical activity during childhood and adolescence:
  Helps build and maintain healthy bones, muscles and joints
  Helps control weight, build lean muscle and reduce fat Prevents
  or delays the development of high blood pressure Reduces
  feelings of depression and anxiety.

  The report goes on to say that "participation in physical activity increases adolescents' self-esteem.

  (U.S. Department of Health and Human Services. Physical activity and health: a report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 1996.)

- "Other research has shown that students who participate in interscholastic sports are less likely to be regular and heavy smokers or use drugs[1], and are more likely to stay in school and have good conduct and high academic achievement[2]. Sports and Physical activity programs can introduce young people to skills such as teamwork, self-discipline, sportsmanship, leadership and socialization."

  (1. Escobedo LG, Marcus SE, Holtzman D, Giovino GA. Sports participation, age at smoking initiation and the risk of smoking among US high school students. Journal of the American Medical Association 1993;269:1391-5.

  (2. Zill N, Nord CW, Loomis LS. Adolescent time use, risky behavior and outcomes: an analysis of national data. Rockville, MD: Westat, 1995.)

Platteview High School College & Career Readiness Skills Rubric

Name: Advisory Teacher: Date:

		E.1 - Participation	E.2 - Work Completion	E.3 - Behavior	E.4 - Working with Others
21ST CENTURY SKILL STANDARDS		*Adapts to and carries out various roles and responsibilities and works flexibly in a climate of change.*	*Demonstrates productivity and accountability by meeting high expectations.*	*Demonstrates integrity and ethical behavior; demonstrates initiative and self-direction and uses individual talents and skills for productive outcomes.*	*Communicates and works productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work; exhibits social responsibility while collaborating to achieve common goals.*
LEADER LEVEL *Demonstrates personal commitment and mastery, and encourages others by work and deed to do the same.*	**4**	Arrives on time with materials. Participation reflects intensity and persistence. Advances the goals of the class through personal contributions and by assisting others.	Organization, goal setting and time management are exemplary and serve as models to assist others. Work is completed on time and reflects standards of quality and dedication to strive for excellence.	Demonstrates a well-formed sense of what is right and makes personal choices to try to do the right thing. Follows through on commitments. Respects others and shows courtesy. Sets an example of self-control across situations. Chooses appropriate conduct so classroom rules and procedures are not an issue. Encourages the development of these qualities in others.	Demonstrates effective teamwork across groups and purposes. Shows initiative and capability to organize and lead a group toward stated goals, but does his/her part in actual group tasks. Is respected by others and encourages their teamwork and participation. Shows sensitivity and takes perspectives of others seriously. Can help resolve most conflicts. Exhibits high level of competence in all identified group skills.
PARTICIPANT LEVEL *Carries out responsibilities in an adequate way but does not take on a leadership role.*	**3**	Arrives on time with materials. Participation in individual, whole group and small group activities meets classroom expectations.	Demonstrates adequate organization and time management. Work is completed on time and meets all requirements.	Accepts responsibility for personal choices and mistakes. Respects others. Displays adequate self-direction toward productive outcomes and follows all classroom rules and procedures.	Demonstrates adequate teamwork and willingness to work with others. Assumes a fair share of responsibility for group tasks. Rarely shows leadership to organize or take responsibility for completion of group tasks. Exhibits adequate group maintenance and interpersonal skills.
	2	With some noteworthy exceptions, participation meets classroom expectations.	With some noteworthy exceptions, work is completed on time and meets requirements.	With some noteworthy exceptions, demonstrates adequate personal behavior choices to follow classroom rules and procedures.	Contributes to completion of a group task. With some noteworthy exceptions, exhibits adequate group and interpersonal skills.
DETRACTOR LEVEL *Does not meet the standards personally, and detracts from others meeting the standards.*	**1**	With considerable help or prodding, participation meets minimal classroom expectations.	With considerable help or prodding, work is on time and meets minimal requirements.	With considerable help or prodding, conduct follows classroom rules and procedures.	With considerable help or prodding, exhibits group and interpersonal skills that have been identified.
	0	Even with considerable help or prodding, participation does not meet classroom expectations.	Even with frequent help or prodding, the student does not hand in work on time or meet requirements.	Even with frequent help or prodding, conduct does not follow classroom rules and procedures.	Even with frequent help or prodding, does not exhibit group maintenance and interpersonal skills that have been identified.

Springfield Platteview COMMUNITY SCHOOLS
Connecting Passion with Potential

Platteview High School Paths to Graduation for Class of 2023			
	College & Career Required Coursework	**University Bound Recommended Coursework**	**Distinguished Coursework**
Business	Information Technology 1	Information Technology 1	Information Technology 1
	Personal Finance	Personal Finance	Personal Finance
Language Arts	English 9	English 9 or Honors English 9	Honors English 9
	English 10	English 10 or Honors English 10	Honors English 10
	English 11	English 11 or Honors English 11	Honors English 11
	English 12	English 12	Honors English 12
Mathematics	Algebra 1	Algebra 1	Geometry
	Geometry	Geometry	Algebra 2
	Algebra 2	Algebra 2	Advanced Math**
		Advanced Math**	Advanced Placement Calculus**
Physical Education	Physical Education 9/10	Physical Education 9/10	Physical Education 9/10
	Health	Health	Health
	Additional Physical Education course	Additional Physical Education course	Additional Physical Education course
Science	Biology	Biology	Biology
	Chemistry or Applied Chemistry	Chemistry	Chemistry
	Physics or Applied Physics	Applied Physics or Physics	Physics
			Advanced Placement Chemistry** or Advanced Placement Biology**
Social Science	World Geography	World Geography	World Geography
	World History	World History	Honors World History
	US History	US History	US History or Dual Credit US History I and II
	US Government Elective	US Government Elective	Advanced Placement Government** **Dual Enrollment Elective**
World Language		Spanish 1 (or French 1, German 1, Latin 1 or Chinese 1)	Spanish 1 (or French 1, German 1, Latin 1 or Chinese 1)
		Spanish 2 (or French 1, German 1, Latin 1 or Chinese 1)	Spanish 2 (or French 2, German 2, Latin 2 or Chinese 2)
Online Learning			Successfully complete an online course through one of PHS approved providers
Community Service and/or Job Shadowing			20 Hours – must submit a completed journal. Activities must be approved prior to service to assure the hours will qualify.
Completion	49 credits	49 credits	49 credits, required community service/job shadowing, and a 3.6 grade point average

Springfield Platteview Community Schools

Elementary Student & Parent Handbook
2022-2023

Westmont Elementary School
13210 Glenn Street
Omaha, NE 68138
(402)895-9602

Springfield Elementary School
940 Main Street
Springfield, NE 68059
(402) 253-2245

Springfield Platteview Community Schools

Board of Education

Mrs. Cori Swanson, President
Mr. Brian Wichman, Vice President
Mr. Kyle Fisher, Secretary
Mrs. Brenda Guenther, Treasurer
Mr. Brian Osborn
Mrs. Lisa Roseland

Administrative Office

District Administrative Offices
14801 South 108th Street
P.O. Box 365
Springfield, NE 68059
402-592-1300

Dr. Ryan Saunders	Superintendent
Mrs. Nichole Baugh	Director of Public Relations
Mrs. Jacci Lucas	Director of Special Services
Mr. Frank Staskiewicz, Jr.	Director of Technology
Mrs. Heidi Zierott	Director of Learning

Elementary Schools

Springfield Elementary

940 Main Street
Springfield, NE 68059
402-253-2245
Dr. Kaela Heneger, Principal

Westmont Elementary

13210 Glenn Street
Omaha, NE 68138
402-895-9602
Mrs. Melissa Hasty, Principal

Secondary Schools

Platteview Central Junior High

108th & Platteview Road
Springfield, NE 68059
402-339-5052
Mr. Darin Johnson, Principal

Platteview Senior High

108th & Platteview Road
Springfield, NE 68059
402- 339-3606
Mr. Mike McLaughlin, Principal
Mr. Josh Siske Assistant Principal/AD

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Springfield Platteview Community Schools Mission Statement

The mission of Springfield Platteview Community Schools is to ensure that all students acquire the college and career ready skills and behaviors necessary for each student to succeed now and into his/her future.

21st century skills and behaviors are defined as follows:

Core Knowledge/Literacy (Essential Learning Proficiency (Standards); Global Literacy; Financial and Economic Literacy; Civic Literacy; Health and Wellness Literacy, Beginning Career Knowledge)

Higher Level Thinking Skills(Problem Solving; Decision Making; Making Inferences; Application; Synthesis and Creativity/ Innovation; and Analysis and Evaluation)

Communications Literacy (Communications and Information Technology; Reading/Writing/Speaking/Listening Proficiency; Collaboration; and Research)

Life Skills (Ethics; Responsibility and Personal Productivity; Self-Reflection and Direction; Social Responsibility; Leadership; and Adaptability)

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SCHOOL DAY

Arrival and Dismissal Times

Westmont Elementary	Springfield Elementary
Monday: ● 9:00 Students enter the building ● 9:10 Tardy bell rings ● 3:05 K-1st dismiss ● 3:10 2nd-6th Grade dismiss	Monday: ● 9:10 Students enter the building ● 9:20 Tardy bell rings ● 3:20 K-6th Grade dismiss
Tuesday-Friday: ● 8:00 Students enter the building ● 8:10 Tardy bell rings ● 3:05 K-1st dismiss ● 3:10 2nd-6th Grade dismiss	Tuesday-Friday: ● 8:10 Students enter the building ● 8:20 Tardy bell rings ● 3:15 Start to dismiss bus students ● 3:20 K-6th Grade dismiss
Breakfast Served: ● Monday 8:45-9:05 ● Tuesday- Friday 7:45-8:05	Breakfast Served: ● Monday 8:45-9:15 ● Tuesday- Friday 7:45-8:15

We would appreciate your cooperation on this arrival time. There is no supervision for students before 7:45 a.m. as teachers are preparing for the school day. We encourage students to arrive no earlier than 8:00 a.m. unless the student is eating breakfast. Students should enter the building through their designated door.

Attendance

It is our goal to have every student in school as many school days as possible and to work with parents and guardians to help students understand the importance of being in school. Students may be excused for illness, or if parents request, the student may miss school for a family emergency or special family need. We encourage students who are not feeling well or are running a fever to stay home and get healthy.

Parents and guardians are asked to call the school office by 9:00 a.m. if a student will be absent. Please include the reason so that we can properly document the absences. As a building we keep track of the illnesses that are affecting our students, so we are better able to respond to students' needs. Students may also be excused from school to participate in a school approved activity. Unless the school is notified, a call will be made to the student's home or parents' place of work to verify the absence.

Students not in class on time will be counted as tardy. Many times parents do not know that their child has been tardy to school, parents will be notified after 5 tardies and if deemed necessary a conference may be requested after 10 tardies. We hope that by keeping you informed, we can work together to help your child get to school on time.

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Before and After-School Care
Springfield Platteview Educational Foundation is proud to offer a before and after school program for K-6 students at Springfield Elementary School. Students from Westmont Elementary will be provided transportation to Springfield Elementary. If you are interested in the program and have additional questions, please contact Kids Care program director Katrin Bishop at kidscare@spcsne.org.org or 402-657-8125.

Birthday Treats/Prizes/Invitations
Bringing birthday treats or prizes is optional for parents/students. We request that any foods offered on the school campus meet or exceed the USDA Smart Snacks in School nutrition standards. This includes school lunches and treats brought in or sent to school by parents or guardians. All treats and prizes must be approved by the classroom teacher or building administration in advance. We are asking parents to choose snacks that meet the USDA Smart Snacks in school nutrition standards. The District will provide or make available to parents a list of foods and beverages that meet Smart Snacks nutrition standards and provide a list of alternative ways to celebrate children to be used as guidelines and resources when deciding how to celebrate your child's birthday.

The most convenient birthday treats are healthy, easy to hand out, do not require refrigeration, and are easy to clean up. If you choose to provide a treat, please provide the teacher with any serving items necessary to distribute the treats such as spatulas, eating utensils, plates, bowls, napkins, etc.

If you are having a birthday party for your child, please mail or email the invitations or phone parents unless you are inviting the whole class (all the boys or all the girls is also acceptable). Sending invites to only select students is not acceptable. This is intended to help avoid hurt feelings on the part of anyone in the class who may not be invited to the party. It also keeps distractions from learning to a minimum. Invitations are not the responsibility of the school or school staff.

Controlled Access Entry
All visitors will have to be buzzed in during school hours. Building doors will be locked at the start time of each of the school days. To enter any of the buildings, visitors will have to identify themselves to office staff or other designated staff member who will have to grant them access. Once inside, all visitors must adhere to the following procedure: Upon entering the building or school grounds, all parents and visitors are required to sign in at the office and wear a visitor badge for the duration of their visit. Visitors are asked to check out at the conclusion of their visit.

Dismissal and Pick Up of Students
Students should go directly home or to a school sanctioned activity after dismissal. It is important that all adults serve as good role models for safety. Please utilize the marked crosswalk and safety patrol personnel while crossing streets and driveways. Students should not play on school grounds after school unless supervised by a parent. Please talk with your child(ren) about their dismissal plans prior to leaving for school. Parents should call the office before 2:00 p.m. if there is a change in pick up routine for the child. The office will notify the student's teacher.

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Students who are not picked up 10 minutes after dismissal should go to the office to call parents and/or wait for parents. If parents cannot be reached, emergency contacts or other adults authorized to pick up will be called to come to pick up the student. If picking up your student(s) late becomes a pattern a meeting with the building administration may be called in order to develop a plan. Action steps could include sending the student to the afterschool program (drop-in fees would be the responsibility of parents), and developing an alternative dismissal plan.

Westmont Elementary (additional dismissal & pick up procedures)

- Parents have a few options for pick up and drop off. Parents can use the car lane in the front loop, park in one of the designated parking spots in the front loop, or pick a designated location on Richland Drive where students can walk out to your car. If you choose to use the loop and your child is not outside at the time you pass through, a second trip through the drive may be necessary to keep the traffic flowing. When you see your student, please pull your car as far forward in the loop as you can get and over to the side. Please have them enter/exit your car on the curbside of the car for their safety.
- We respectfully ask you not to park your car in the loop at any time. If you need to leave your car, please park in the designated spots or on Richland Drive.
- Kindergarten and first grade students will be walked out of the building by staff for pick-up. Each parent is asked to complete a form indicating the child's after-school plan. Parents should keep the teachers informed of this plan or any deviation in routine.

Springfield Elementary (additional dismissal & pick up procedures)

- Each grade level is assigned a door to enter and exit the building. When students arrive they should line up at their assigned door until 8:10 when the bell rings (if eating breakfast students may use Door A and go directly to the gym to eat). When leaving, at the end of the day, students need to check out with school staff assigned to the designated door.
- **Grade Level Door Assignments:** (These are tentative and will be updated and communicated out if changes are needed once we are in the new building).

Grade Level	Door	Grade Level	Door
Preschool	F	3rd Grade	B
Kindergarten	G	4th Grade	G
1st Grade	A	5th Grade	B
2nd Grade	A	6th Grade	B

- Each family will be assigned a family pick-up tag number. The tag needs to be displayed in the car's front or passenger side window or maybe held by a parent waiting. As a student's number is displayed (either in a car or by an adult holding the tag), a staff member will notify the classroom(s) that "Example Family's" ride has arrived by putting the tag number into our system. The students will then be dismissed to leave out their assigned door (see above). Students will then check out with the dismissal staff when

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they leave the building. This allows us to document and track students' whereabouts as they leave the building.

- All traffic will enter the parking lots from the East Entrance on North 10th Ave. Once a vehicle has entered the loop in front of the school the drive becomes one way with two lanes heading west. Students may be dropped off curbside from either of the two lanes directly in front of the school. It is important that you drop students off on the curb side. Students should NOT be allowed to get out of the car between lanes of traffic (non-curb side). There are parking stalls on the lower level (southside) of the loop. Parking is prohibited in the two lanes directly in front of the school. If you would like to park please loop around and park in the angled parking stalls on the south side of the loop. All students dropped off on the lower level or away from the building are required to walk on the sidewalk and be crossed by Safety Patrol or School Personnel.
- Please drive as far forward as possible when picking up or dropping off students. This could be east of the crosswalk. If your child is not outside at the time you pass through, a second trip through the drive may be necessary to keep the traffic flowing. Please do not stop on Main Street to load or unload children. The safety of the children is our primary concern.
- There is a designated bus lane. Cars should not utilize the bus lane. Please remember to continue to loop around until your student(s) is visible and if a bus is behind you.
-

Lost and Found

To help prevent lost articles, put your child's name on his/her belongings. If an article belonging to your child is missing, he/she should look in the lost and found area/box. **Students are asked not to bring expensive or fragile possessions to school.** It is important for the school and home to stress to our children the importance of being responsible with one's personal belongings. Please know that the school cannot be responsible for lost, stolen, or broken personal items.

Lunch Procedures

All foods offered on the school campus should meet or exceed the USDA Smart Snacks in School nutrition standards. This includes school lunches, treats brought in by parents or celebrations. Please refer to the guidelines as you plan to join your student for lunch at school.

Students may choose to eat a hot lunch at school or bring a cold lunch.

1. If a child wants a hot lunch they may:
    a. bring cash or check ($3.25 per meal)
    b. deposit money in e-Funds Account
    c. purchase an extra milk ($.60) cash or use e-Funds account.
2. If using the e-Funds account system, please check regularly to be sure adequate money is in each child's account. Each child will receive a note to bring home and the parents will receive an e-mail when accounts grow close to negative or become negative.
3. Parents may apply for free or reduced-cost lunch for their child. Free or Reduced Lunch Applications are available online at springfieldplatteview.org. Please complete a new application available at the beginning of each year. Paper applications are available for families to complete or pick up at the district office or at Westmont/Springfield

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Elementary Office. (Eligibility for the free/reduced lunch program is determined by federal guidelines.)

4. Parents may attend the lunch with their child at any time, and are encouraged to let the office know by 9:30 a.m. if purchasing a hot lunch. Adult meals costs$4.00.

If you are planning to join us for lunch you are welcome to order lunch through the cafeteria or bring your own meal. When bringing your own lunch or bringing lunch for your child we are asking you to bring healthy items that meet the federal guidelines for healthy snacks or meals. You may be asked to dine in a separate location due to available space in the cafeteria. Please call the office prior to arriving at school so we can ensure there is space reserved for you during the lunch period. Due to health concerns and diet restrictions you are only allowed to bring in food for your child. Please do not bring it for other students. It is important that any food brought into school meets health standards and is encouraging students to make healthy choices. If you choose to bring your lunch, we would ask you to bring your lunch in an unmarked container/bag so as not to advertise or promote an outside company. This request is due to Federal Lunch Program Guidelines. Those guidelines prohibit the advertising or encouragement of competition for the federally subsidized lunch program. Thank you for understanding. We look forward to you joining us for lunch.

School Breakfast Program

Westmont and Springfield Elementary Schools offer an optional before-school breakfast program. Breakfast is served at 7:45 a.m. each morning. The cost of breakfast is $1.85. Children of families whose income falls within federal guidelines may eat breakfast at a cost of $.40 (reduced) or free.

Lunch Account

E-Funds is the name of our online cafeteria cash register system. With this cash register system, a student will deposit money in their account which is accessed by a four-digit number on a keypad. If your child is returning to our school or has been in another SPCS school, they will have the same number as last year. It is very important your child learns their number so they can enter it on the keypad on the first day of school. Money in the account at the end of the school year will roll over into the next year. If you have questions in regard to your account please call the school office for assistance.

Physical Education

Students should wear tennis shoes for participation in physical education classes. Students are not allowed to wear anything that may cause injury to themselves or to their classmates. All students will be expected to participate in physical education classes. A written note from the child's physician should be provided in order to excuse a child from participating in physical education classes.

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SAFETY

Abuse and Neglect Reporting Procedures

Nebraska Child Abuse Reporting Law, State Statute 28-711, includes the following: When any physician, medical institution, nurse, school employee, social worker, or any other person has reasonable cause to believe that a child or an incompetent or disabled person has been subjected to conditions or circumstances which reasonably would result in abuse or neglect, he or she shall report such incident or cause a report to be made to the proper law enforcement agency or to the department. Such report may be made orally by telephone, with the caller giving his or her name and address, and shall be followed by a written report, and to the extent available, all contain the address of the person or persons having custody of the abused or neglected person, the nature and extent of the abuse or neglect, or the conditions and circumstances which would reasonably result in such abuse or neglect, and evidence of previous abuse or neglect including the nature and extent, and other information which, in the opinion of the person, might be helpful in establishing the cause of such abuse or neglect and the identity of the perpetrators.

Arrival and Dismissal Safety Practices

To provide safety for the pedestrian and the driver, your cooperation in helping your child observe the following rules will be appreciated:

1. Parents are encouraged to plan with their children the shortest and safest route to/from school.
2. Students should cross streets using the proper crosswalks.
3. Parents should instruct their children to cross at corners or areas where school crossing signs are posted and should assist students in understanding safety procedures.
4. For the safety of all and to model proper crossing for students, all adults and students need to follow the guidance and directions of the safety patrol on duty. Including only crossing at designated patrolled crosswalks.
5. If students are transported by motor vehicle to school, please follow the procedure outlined below:
    a. Instruct your child to enter and leave your vehicle from the curbside. Never enter or leave on the street side of a vehicle. A serious accident could result from a child darting across the street or coming out between two parked cars.
    b. If you choose to meet your child along streets not adjacent to the school, instruct your child to use proper crosswalks or to cross at the proper intersection.
    c. Please do not drop off students in any of our parking areas/lots.

Behaviors That Lead to Success

Behaviors that lead to success tell us what we can do to become good school citizens. These rules are written to keep us safe in our schools and protect the rights of all students.

Students who are responsible:

A. Follow directions given by any school staff member;speak to and treat school staff respectfully.
B. Solve problems peacefully, do not fight, threaten, “Put down” others, or force others to do what they don’t want to do.
C. Respect the property of others; do not take or break things that belong to the school or others.
D. Care about how others feel; do not hurt or try to hurt others.

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E. Treat others fairly;do not bully or force a student to give them money or valuables.
F. Help keep the school a safe place; do not bring weapons or items that resemble weapons of any kind to school.
G. Care about themselves; follow the laws and do not have, sell or use tobacco, alcohol, inhalants, other drugs or any imitations of these.
H. Know that it is important to be in school every day. They are not truant.
I. Arrive at school on time; are not tardy.
J. Use language that is respectful of all people. They do not use offensive gestures, profanity, or "put down" people because of their race, religion, gender or ethnic background.
K. Act in a way that makes others feel comfortable at school; follow the rules of public decency.
L. Help make school a good place to learn.; do not repeatedly break the rules of the classroom, playground, lunchroom and school.
M. Are good citizens; follow the laws of our state and nation.
N. Dress properly for school; do not wear clothing that is unsafe, that offends or that distracts the learning of others. -
O. Help keep buses safe for everyone; follow school bus rules. All school rules apply while students are being transported to and from school or a school activity.
P. Respect their own bodies and the privacy of others; do not touch others inappropriately.

Springfield Platteview Elementary Rules
• BE SAFE • BE RESPONSIBLE • BE RESPECTFUL

Be Safe

Keep their bodies and objects to themselves. Always walk in the building.

Be Responsible

Follow the directions of all adults the first time. Take good care of all property. Listen actively and be ready to learn. Do your personal best.

Be Respectful

Use appropriate language and tone of voice. Treat everyone as you would like to be treated. No bullying.

Students and staff are asked to follow this guideline: Treat everyone as you would like to be treated. We believe in holding children accountable for behavior by allowing consequences that teach children appropriate behavior. Children are given opportunities to think about their behavior and make good decisions. We encourage students to manage their own behavior by not making problems for themselves or others. Good social skills are equally important for strong academic development. The following social skills are taught throughout the year in all classrooms. Parents are urged to practice these skills with their children at home as well.

1) How to greet someone.
2) How to follow instructions.
3) How to accept criticism.
4) How to accept no for an answer.
5) How to get the teacher's attention. (Asking permission)
6) How to make a request.
7) How to disagree appropriately.
8) How to give negative feedback.
9) How to resist peer pressure (or say no).
10) How to apologize.

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11) How to engage in a conversation.
12) How to give a compliment.
13) How to accept a compliment.
14) How to volunteer.
15) How to report peer behavior.
16) How to introduce yourself.

Bicycles, Skateboards, Rollerblades, and Scooters

Parents should use their judgment concerning the capabilities of their children to handle a bicycle and the traffic in which the child will have to ride. Bikes, skateboards, rollerblades, and scooters must be walked on and off the school grounds on the sidewalks. Bicycle racks are provided for bikes to be parked during the school day. We recommend your child lock the bicycle while in the rack.

Rollerblades, scooters, skateboards, and shoes with wheels are not to be used on school grounds. If your child has any of these items, they must be taken off and carried once they arrive on school grounds. Storing these items during the school day is a concern. Students are responsible for storing their own items within the personal space allotted in the classroom or locker area.

Bullying

SPCS is proactive in educating all students with good social skills and behaviors through our counseling courses, all-school assemblies, and programming. Bullying is not acceptable and will be dealt with on a case-by-case basis under the prohibited student conduct (pg 32) and procedures outlined within this handbook.

> Bullying is any unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or highly likely to be repeated. Behaviors could be verbal, physical, or relational. Bullying can include: making threats, spreading rumors, attacking someone physically or verbally, or excluding someone on purpose.

Cell Phones and Smart Watches (Students')

We understand parents wanting their students to have cell devices for after school communication. If you want your student to have a cellular device (phones, watches, rings, tablets, or any device that can send and receive messages or connect to the internet) it must be turned off during the school day. Each teacher will designate a safe place to store cellular devices within the classroom.All devices need to be stored and out of sight from the late bell (Westmont 8:10, Springfield 8:20) until the end of the day. Teachers will give students an opportunity to check their devices for messages from parents prior to being dismissed in order to confirm. Students are not to use their personal cellular devices throughout the day. Any unauthorized or inappropriate use of a cellular device during the day will lead the teacher to confiscate and store the device in the office. On the first offense, the student will pick up the phone in the office after the bell rings with a warning. The second offense, the student will come to the office and call their parents (on the school phone) to explain that the phone was taken away and why before the phone is returned to the student at the end of the day. The third offense, the device will be stored in the office until parents can come and pick up the student's device. Additional consequences may be put in place as needed.

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Copyright and Fair Use Policy
It is the intent of the SPCS to adhere to the provisions of the U.S. Copyright Law (Title 17). All students and staff are prohibited from copying or transmitting materials not specifically allowed by fair use, copyright law, licenses, or contractual agreements or permission. The SPCS disapproves of unauthorized duplication in any form. Anyone who willfully disregards copyright policy is in violation and assumes all responsibility.

Custodial/Non-Custodial Parents
It is a goal of SPCS to foster and facilitate parental information about and involvement in the education of their children. Divorced and separated parents maintain all parental rights with their children unless altered by a court order.

If parental rights have been changed, the school administration must have access to a copy of the court order stipulating those changes. School officials will follow the directives stated in the order and in other such directives regarding access to the child as provided by the parent having legal custody. With regard to visiting children during school hours, attempts will be made to accommodate both parents. However, in cases of concern and dispute between parents, the most recent court order on file with the school will be followed. Parents are responsible for providing a copy of court orders to the office of the principal. Parents are asked to resolve issues of child visitation at school outside of the school setting.

Occasionally, information will be mailed using the parents' name and address provided at the time of enrollment. If a non-custodial parent or parent with joint custody wants information from the school, it is essential that you update/fill out the online verification through the district. If you have any questions or concerns, please notify the office.

Emergency Protocol
In the interest of creating the safest environment possible for all our students and staff, Springfield Platteview Public Schools has adopted a consistent district-wide vocabulary, protocol, and practice for defining our response to various school incidents. The ability to effectively respond to natural or manmade emergencies and disasters is an essential component of any emergency operations/response plan in our schools – and a critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders, and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff, and administration.

SPCS has expanded the school district's safety program to include what is called the Standard Response Protocol. The premise is simple. There are now four specific actions that can be performed during a critical incident: Secure (secure the perimeter), Lockdown (locks, lights, out of sight), Evacuate (to the announced location) and Shelter (using announced type and method). By standardizing the vocabulary, all stakeholders can understand the response and status of an event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents and community members can easily understand the practices and can reinforce the protocol. Springfield Platteview Community Schools utilized the School Messenger to communicate any emergency and other pertinent information.

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Emergency Protocol Drills (Fire, Intruder, and Tornado)
All schools have periodic drills, so students know what to do in case of an emergency, fire, or tornado in order to be safe. The safety of students is a top priority. All schools cooperate with the local authorities to make sure the most effective safety procedures are followed.

Field Trips
Field trips provide students with opportunities to learn about our community and more in-depth about an area of study. Some field trips may benefit from parent participation. The need for chaperones will be determined on an individual basis. At times chaperones will be asked to meet the students at the field trip location. School buses are primarily used to transport students on field trips. Students will ride to field trips with their classmates on school-sponsored transportation. If a parent wants to have their child ride home with them from a school-sponsored trip, they must fill out a release form. Teachers and sponsors will have the release forms with them. Parents/Guardians are asked to sign a form at the beginning of the school year giving permission for students to participate in field trips throughout the school year. Parents will be notified before each field trip as to the destination, date, and time of the trip. Students are expected to demonstrate appropriate conduct as a basis for participation on field trips.

Nuisance Items
Schools are not equipped to handle the security of personal items of value, items such as hand-held computer games, sporting equipment, sporting apparel, electronic devices, trading cards, toys, fidgets from home, etc. are not to be brought to school. If items of this nature do come to school, they may, upon the request of teachers or administrators, be stored in the office, or parents may be contacted to pick them up. SPCS does not provide insurance for personal items, nor is it responsible for lost or stolen items or money.

We discourage students from bringing electronic devices to school. If brought, it is the student's responsibility to secure and must be turned off during the school day.

Knives or any other item that might be considered a weapon (including toys that resemble a weapon) are strictly prohibited and should NEVER be brought to school.

According to state law, school personnel have the right at any time to search desks, school space assigned to students, or other school property such as computers or iPads. Students' personal belongings can be searched if there is reasonable suspicion of evidence of a rule or criminal violation.

Playground/Outside
When weather permits, every attempt will be made to use the playground for recess. If children are not well enough to play outside, they are usually not well enough to be in school. Unless a physician's excuse has been obtained, a note from a parent is required if a child is to remain indoors during recess. The note should state the reason for the request.

Students are encouraged to dress appropriately for the weather. During wet, snowy weather, students not adequately attired for the conditions (outdoor boots, snow pants, etc.) will be asked to remain on the hard-surfaced play area for recess. Students must be able to put on their snow gear independently.

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We will be going outside for recess or lining up in the morning outside if the temperature (actual, feels like, and wind chill) is **above 10 degrees**.

- Precipitation may cause us to stay indoors even if the temperature is above 10 degrees.
- Boots, snow pants, and a pair of dry shoes to change into are required for any student wishing to leave the blacktop area when snow is present.
- When the temperature drops students may be asked to add an additional layer of clothing to what they are wearing while in the building. (Coats, hats, and gloves are the best attire to keep students' skin covered while playing outside.)

When the temperature (actual, feels like, and wind chill) is below 35 degrees, students will need to add an extra layer (hoodie, coat, jacket, sweatpants).

Student Appearance

It is everyone's responsibility to promote a school atmosphere in which all SPCS students make the most of their learning opportunities. Students are asked to dress comfortably and appropriately for the weather and are reminded that items that disrupt the learning environment, including inappropriate clothing, will not be permitted. If a student's dress results in a disruption to the educational process, parents will be notified and a change of clothing required or a disruptive item removed.

Students are expected to dress in a way that is appropriate for a school setting. Students should not dress in a manner that is:

- dangerous to the student's health and safety or to the health and safety of others.
- distractive or indecent to the extent that it interferes with the learning and teaching process.

The following are examples of attire that are not 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:

- Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or would encourage "horse-play," or that exhibits beer, alcohol, tobacco, illegal drugs, obscene or lewd words or images that carry double meanings.
- Headwear including hats, caps, bandanas, hoods, and scarves (except during designated times or for religious reasons).
- Clothing that shows an inappropriate amount of bare skin or underwear (no "sagging" pants).
- Students may color their hair or wear their hair however they choose. If their hair color or style becomes a distraction to the learning environment, they will be asked to change it.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the administration 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 administration for approval.

Student Rights, Conduct, Rules & Regulations and Responsibilities

The SPCS has established rights and responsibilities of students. The rights and responsibilities are designed to assure that students have the best opportunity possible to learn in a safe, clean environment without disruption. Please review the rights and responsibilities with your child.

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These responsibilities, rights, rules, and standards apply to behavior within the school building and school grounds whether curricular or extracurricular activity. They also apply to any school function or event whether on or off 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/her designee, or at a school-sponsored activity.

The following is an elementary school version of the rights and responsibilities of students. It is written to help students understand responsible behavior. Students who are not responsible and break these rules may have a consequence which could range from a simple time-out or loss of recess to a possible in school or out of school suspension. Our staff will focus on building problem solving skills with students, communication with parents, and helping students grow in their ability to interact with others appropriately.

Technology & Network Use Guidelines
At the beginning of each year, parents/guardians will receive an agreement form(s) that address technology networking usage through the online verification system. These forms must be signed and submitted prior to students using any school issued technology. These forms are included in the online verification system.

Textbook, Material, and Technology Fines/Fees
It is the responsibility of each student to give proper care to instructional equipment, materials, and supplies. Where carelessness leads to destruction or loss of equipment or materials beyond normal use, the student and parent should make appropriate restitution.

A fee must be paid in order for students to use an iPad from Springfield Platteview Community Schools as part of our 1:1 iPad Initiative. . ***The current fee is $10/student or max $30/family annually. This fee is applicable for one academic school year.***

Coverage Table: The fee covers anything not covered by the AppleCare warranty program:

Claims	With Fee	Without Fee		Additional Items	Replacement Cost
Lost or Stolen iPad	**$300**	$350 (full replacement cost)		Sync Cable Only	**$10**
Non-Repairable or Destroyed iPads	**$50**	$350 (full replacement cost)		Puck (Plug-In)	**$10**
Cracked iPad Screen (Remains Usable)	**$30**	$350 (full replacement cost)		Puck and Sync Cable	**$20**

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iPads Repairs	covered	50% of total repair bill		School Issued Case (K-3)	**$20**
				School Issued Case (4-12)	**$30**

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SUPPORT SERVICES

Allergies
Due to the increasing number of students with allergies to certain foods, animals, or other materials, parents must get approval from the classroom teacher or building administration prior to bringing in any snack, treats, or pets into the building. The administration has the authority to restrict any foods, pets, or items allowed into the building if they believe the risk to other students warrants such restrictions.

If your child has an allergy or health concern, please set up an appointment to meet with our school district nurse and turn in the appropriate paperwork. The safety and health of our students is our utmost concern. Having their action plans on file helps us care for their individual needs.

Child Find Notice
The Early Development Network (EDN) serves children ages birth through two years of age who qualify for special education services according to Nebraska State Guidelines (Rule 52). Services are provided at no cost to the family, are provided in the child's natural environment (e.g. home, childcare), and are confidential. Childcare and preschool providers can make a referral to EDN, but the parent ultimately has to consent to proceed with any screenings or evaluations. Early interventionists use a coaching model to build the capacity of the caregiver and enhance the child's developmental learning opportunities in their natural environment. These learning opportunities and strategies are designed to be a natural part of the child's daily routine.

If a child is between the ages of three and five, the family can contact their local school district directly to inquire about support and services. All Nebraska school districts are obligated to provide services beginning at birth for children who meet eligibility criteria and demonstrate a need for early intervention. To make a referral, call 1-800-593-3198. Also, the local EDN's number is 402-597-4936. To make a referral specifically for a family in the Springfield Platteview Community School District, please call Jacci Lucas at 402-592-1300.

Counseling Services
SPCS is proud to be able to offer elementary counseling services. Our counselor provides classroom lessons to help students see the many ways social skills can be used to communicate more effectively. The school counselor is also available for private counseling for any student needing his/her assistance. Parents/guardians are welcome to call the counselor directly to answer any questions you might have in this area of development.

Gifts
Giving gifts by children to school personnel is not encouraged.

Health, Accidents, Illnesses, and Medications
The health of all students is one of our primary concerns. We encourage children to be in regular attendance at school. However, if a child has signs of illness or fever over 100 degrees within the last 24 hours, he/she should stay home. Parents are required to contact the school office by 9:00 a.m. to report the child's illness or absence. All children are expected to participate in recess and outdoor activities unless they have a signed excuse from a medical professional or it is part of an individual health plan.

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Since accidents can occur even though reasonable precautions are taken, we require an immediate and complete report of injury. If a child is injured or becomes ill while at school, the school will make every effort to notify the parent or person to be contacted in case of an emergency. No child will be sent home unless contact is made with the parent or guardian. In the case of an accident or illness of a serious nature, a rescue unit will be called immediately.

The school district provides a school nurse who has various hours in each of the schools. She is, however, on-call to any building at any time during school hours.

If over-the-counter (OTC) medication is needed at school, please provide a written consent form signed by the parent/guardian for the medication with detailed directions for administering with a start and stop date. If you would like to have OTC medication left at school for the year, please have a physician send a prescription for that medication. All medication must be in the original bottle and properly labeled.

If prescription medication is needed at school, please provide a written consent form signed by the parent/guardian with a prescription from the doctor. Bring the medication in the original prescription bottle, properly labeled by a registered pharmacist as prescribed by law. Prescription medication is to be brought in by an adult and picked up by an adult.

Physical examination by a physician, physician assistant, or advanced practice registered nurse-nurse practitioner within the sixth months prior to the entrance of a child into the beginner-grade and the seventh grade, or in the care of a transfer from out of state, to any other grade of the local school is required. Either a completed, signed, and dated physical exam report, or a printed or typewritten form signed by a qualified examiner indicating that a physical examination was administered on a specific date within the previous sixth month period on a specifically named individual, provided to the school by the parent, guardian, constitutes sufficient evidence of compliance.

During the first quarter of each school year, health screenings will be conducted as per the Department of Health and Human Services minimum requirements per grade. The screening may consist of all or some of the following: hearing, vision, dental, height, and weight. Parents/Guardians shall be notified in writing of any concerns and encouraged to seek a professional evaluation. If a Parent/Guardian wishes to refuse school health screening, they must submit a written statement(s) from a qualified examiner annually that the child has received the minimum required screenings within the previous six months and there are no concerns, or the child will be screened at school.

Pets at School

Pets are an important part of many students' lives and can provide many good learning experiences. The school administration must approve a visit by a pet in advance. Pets should be brought for a school visit by a parent or guardian and in suitable carriers. The administration will ask for verification that the pet is up to date on vaccinations. (See Allergies)

Smoke-Free Environment

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students, or members of the public may be present or may be affected by the smoke, including, without limitation, the stands, and bleachers of outdoor athletic fields and near the entry of school buildings. For purposes of

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this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes, non-medical, and other vapor dispensers - regardless of whether such products contain nicotine), alternative nicotine products, look-alike tobacco products, and products intended to replicate tobacco products either by appearance or effect.

HOME/SCHOOL COMMUNICATION

Change of Address, Phone Numbers, Work, etc.
Parents are requested to notify the school office staff whenever there is an address, a home telephone or a work telephone number change. Also, please report any changes in emergency numbers. This information is vital for the safety and well-being of your child if an emergency occurs. It is imperative that the school be able to contact you in case of emergency or illness. Parents are now able and encouraged to update this information online throughout the year on Parent Web. The Parent Web link is found on our district website www.springfieldplatteview.org. In order to receive emergency information or important notices from the district please opt into receiving communication through School Messenger

Communicating Student Progress
Report cards and progress reports will be sent home throughout the school year. Although teacher conferences with parents are scheduled twice a year, parents with questions about their child's academic progress should feel free to contact the teacher through email or by phone before or after the school day. In addition, you are also welcome to utilize school provided communication tools such as Schoology, SeeSaw, SPCSNE.org email, PowerSchool to ask questions or gain information about your student's progress. If you wish to meet with a staff member in person, please schedule those appointments in advance.

Homework
Homework refers to the tasks that a student is given to do on his/her own time after school hours. A student should experience a regularly scheduled time at home, free of distractions or interruptions, where he/she can develop self-discipline and individual responsibility for learning. The type of home study assigned will be appropriate for the developmental and instructional level of the student. When students are not assigned specific homework practice, it would be beneficial for them to read a book, practice spelling words or math facts, or write a story.

At the beginning of the year, classroom teachers will send home homework expectations appropriate to the age of the students.

Make-up Work
We appreciate parents'/guardians' conscientious regard for picking up homework for their child.

- If your child will be absent only one day, work may be made up or taken home upon return to school.
- If your child will be absent for an extended period of time, please contact the classroom teacher to plan for the completion of work. Students receive a minimum of one day for each day missed to complete make-up work.

Please call the school in the morning to request homework to be picked up after school.

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Parent Concern Procedure
If parents have a concern regarding a situation in their child's school, as outlined by the Board of Education policy, they should first contact the student's teacher to discuss the problem and possible solutions. Teachers are available for telephone calls between 7:45 a.m. - 8:00 a.m. or 3:15 p.m. - 3:25 p.m. at Westmont Elementary and 7:55 a.m. - 8:05 a.m. and 3:20 p.m. - 3:35 p.m. for teachers at Springfield Elementary. If the matter cannot be resolved, the parent should then request a conference with the building administration. If the parent still believes their concern has not received favorable consideration, they may appeal to the Superintendent of Schools and Board of Education.

Parent/Teacher Conferences
Parent/teacher conferences are held twice a year, once during the first semester and once during the second semester. Conferences are opportunities for parents and teachers to discuss progress, strengths, and areas for improvement in each child. Please note that we will only be able to provide one conference time per child. Having both parents or guardians present at the same conference ensures that each parent hears the same information at the same time. Multiple conferences for non-custodial family members are strongly discouraged unless a court order prohibits parent contact. Parents are encouraged at any time to contact their child's teacher(s) in the event of questions or concerns about their child's progress.

Parent-Teacher Organizations
The Parent/Teacher Organization (PTO) is organized to foster a better understanding and cooperation between the home and school. Since its beginning, the PTO has been giving its support to our schools in many ways. Parents are urged to participate and support this excellent organization. Information concerning your school's PTO scheduled activities is published throughout the year within our school's newsletters.

School News
Announcements are published in the school Newsletter and Website. To access the website enterhttps://www.springfieldplatteview.org/School-Info click on Schools and Westmont/Springfield Elementary. The newsletters will be published throughout the year and will be available both online and sent through email. Another way that we will be sharing school updates and news will be through our schools' official Twitter accounts and Facebook Pages. The links to these accounts are on the websites. Please check your child's weekly Friday folder for news items.

Student Placement
All teachers work as a professional learning community at SPCS. As a team we collaborate about all students in their grade levels to discuss the best approaches to meet the needs of the students academically, behaviorally, socially, and emotionally. Many components are considered when developing a class list. The teachers at each grade level, specialists, and building administration begin building class lists for the next year using the following criteria:

-
- Academic Needs
- Learning Styles
- Classroom Dynamics (behavior, social, emotional, and personality considerations among students)

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A great deal of thought and effort goes into making these class lists. Granting every request would undo the long process that has been carefully put together and jeopardize the integrity of that work. In addition, children need to work in and with a variety of circumstances now and in the future, both in terms of personnel and environment.

If you feel you have some circumstances that you feel you must address, please do the following:

- Make a formal request in writing addressing your child's learning style and the type, not the name, of the teacher that would benefit your child.
- If there has been a request made in a previous year that still applies, such as not placing your child with another particular student, please make sure we are aware of the necessary details again for placement.

The building administration has the final say when developing a class list. We appreciate your understanding of the process, and we look forward to another terrific school year.

Student Use of Telephone

Parents who need to contact or visit with their child during the school day will be asked to leave their messages with the secretaries. Families should make arrangements for after-school pick up prior to each day so as to eliminate the need to use the telephone after school. Permission for students' use of the phone will be determined by staff.

Visitors

Parents or legal guardians are encouraged to visit the school. All visits, including lunch, playground, and classroom visits, need to be arranged with and are at the discretion of the administration. For the safety and security of students, staff and our guests, all visitors are required to check in at the main entrance and may be asked to provide identification Office staff will issue a nametag to inform other building staff that permission has been given and that the visitor has checked in at the office.

- Children not enrolled at Westmont/Springfield may visit the school during lunch period when accompanied by an adult.
- We know that children often have additional important people in their lives that may want to visit school. If someone besides a parent or legal guardian is planning to visit the school (grandparent, older sibling, adopted grandparent, etc.), parents or legal guardians must call prior to the guest arriving at school to give them permission for a visit and ensure that the visit can be accommodated. Please include the guest's name, the relationship, and the anticipated time frame. When they check-in at the office, they will be asked to provide identification.
- Visitors are encouraged to limit personal items brought into the building. Extra belongings can be hard to store or have with you.

When visiting the school, we hope you have a wonderful time interacting with your student, learning more about their school day, or helping them make memories. Some students are not allowed to be photographed. Please refrain from taking photos unless permission has been given by school personnel. When communicating with other people's children, interactions need to be positive. Any concerns need to be directed to school personnel. We want visits to be a positive experience for all.

Weather Emergencies

The decision to close schools or have a late start due to extreme weather is made as early as possible by the Superintendent of Schools. All weather-related announcements concerning the cancellation of school, late starts, early dismissals, as well as emergency closings are made on local television and radio stations. Notification will also be sent out to parents who are registered

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to receive School Messenger Alerts. Every attempt will be made to avoid closing schools once classes are in session. Parents will be asked to complete an emergency plan for their child to follow if emergency closings during the school day should occur. The ultimate decision as to whether a child will attend school rests with the parents.

After three days of school cancellation for snow/severe weather or any other reason, students will be expected to participate in school remotely from home through eLearning or other schoolwork as communicated by the school's principal.

When a late start is called, the school will utilize the following schedule and buses will run accordingly if at all possible.

Weather or Emergency Late Start Schedule

Westmont Elementary	**Springfield Elementary**
Monday-Friday: ● 10:00 Students enter the building ● 10:10 Tardy bell rings ● 3:05 K-1st Grade dismisses ● 3:10 2nd-6th Grade dismisses	Monday-Friday: ● 10:10 Students enter the building ● 10:20 Tardy bell rings ● 3:20 K-6th Grade dismisses
Breakfast Served: ● Monday 9:45-10:05 ● Tuesday-Friday 9:45-10:05	Breakfast Served: ● Monday 9:45-10:15 ● Tuesday-Friday 9:45-10:15

Supervision will be on duty at 9:45 on when a late start is needed due to weather or emergency-related late starts. Families needing to drop off students prior to 9:45, please see Kids Care for drop-in options.

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DISTRICT and FEDERAL REGULATIONS/NOTICES

Accreditation
All elementary schools in SPCS (Springfield and Westmont) are fully accredited by the Nebraska State Department of Education. In addition, the schools are also Nebraska Framework accredited. This accreditation process assures that the schools' programs and operations are reviewed on an annual basis and will continually strive to improve the quality of education.

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

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 administration (or appropriate school official) a written request that identifies the record(s) they wish to inspect.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the SPCS to amend a record that they believe is inaccurate or misleading. They should write the school administration, clearly identify the part of the record they want to be 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 by the superintendent or designee 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 interest. 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 a therapist; or a parent or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting in 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 SPCS 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 SPCS, District 46, Sarpy County, Nebraska, to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

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

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Upon request, the SPCS may disclose directory information about former students.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 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, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII 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 school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§ 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 § 99.34. (§ 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 State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 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 PII 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. (§§ 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. (§ 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 § 99.38. (§ 99.31(a)(5))

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

- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

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

- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))

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

- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))

Asbestos Notification
IEA, Inc. has been retained by the SPCS to review and prepare an asbestos management plan identifying the presence of asbestos, if any, within any of the school district buildings. The intent of these inspections is to comply with the requirements of the Environmental Protection Agency's (EPA's) Asbestos Hazard Emergency Response Act (AHERA). The district will conduct periodic surveillance of all asbestos materials on an annual basis. The periodic surveillance has been conducted to provide a continuous assessment to assure safety conscious management of any asbestos materials in all buildings. The detailed plan and updated information for each building, or for the entire district, is open to public review and is located in the office of each building. If you have any questions, please contact the Superintendent at (402) 592-1300.

Consent/Opt-Out for Specific Activities
The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires SPCS to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):
1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

The SPCS will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

Directory Information
The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that SPCS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, SPCS may disclose appropriately designated "directory information" without written consent, unless you have

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advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the SPCS to include this type of information from your child's education records in certain school publications. Examples 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.

Directory information, which is information that 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. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. **[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]**

If you do not want SPCS to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 1. SPCS has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date & Place of Birth
- Major field of study
- Date of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Entrance Age

The Nebraska legislature passed LB 1006 during the spring 2011, which revises the age requirements for students entering kindergarten starting with the 2012-2013 school year. To be eligible for enrollment in kindergarten, a child must have reached his or her fifth birthday on or before July 31st.

Students who turn five after July 31st and before October 16th of the current school year are eligible to request early entrance into kindergarten, provided that the child's parent or legal guardian requests admission under one of the following:

1. The parent/guardian provides a written statement that the child attend kindergarten in another public school in the current school year or that the family anticipates

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relocation to another school district where kindergarten admission will be allowed within the current school year;

2. The child demonstrates that he/she is capable of carrying out the work of the kindergarten curriculum through appropriate assessment procedures and entrance guidelines approved by the school board.

A student admitted for early kindergarten entrance should demonstrate an advanced level of comprehension; have extensive speaking vocabularies; and advanced listening/memory skills or numerical ability. A student should also demonstrate a social competence commensurate with the expectations of the kindergarten curriculum.

As part of the process of determining your child's eligibility for early entrance into kindergarten, a battery of assessments will be administered by trained personnel to gather information concerning your child's general knowledge, reasoning skills, adaptive skills, and visual motor skills.

Evaluation components will include:

Wechsler Individual Achievement Test-Third Edition (WIAT-III)

- A norm-referenced, standardized, diagnostic tool which measures a child's basic academic skills including phonemic awareness and early number concepts
- Child must score at or above the 95th percentile/standard score of 125 or greater in all areas assessed

Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition (WPPSI-IV)

- A norm-referenced, standardized, diagnostic tool which provides an overall score or estimate of a child's "ability" to learn
- Child must score at or above the 95th percentile/standard score of 125 or greater

Behavior Assessment System for Children-Third Edition (BASC-3)

- A norm-referenced, standardized, rating scale completed by a child's parent, and, if applicable, a preschool teacher
- Child must score within the average range on all subscales

Administrative Procedures

Parents/guardians seeking early kindergarten entrance for their child must submit the completed consent form, a copy of the child's birth certificate, and a $25 assessment fee for the achievement portion of the test by July 15th. The remaining $75 fee will be collected if/when cognitive and behavioral evaluations are conducted, $50 and $25 respectively. Evaluations will be completed prior to the first day of the upcoming school year. Results will be shared with parents/guardians, and a decision will be made by the district to accept or decline the early entrance application based upon assessment results.

An evaluation report documenting results and the eligibility decision shall be written by the school psychologist. This report will be provided to the parents/guardians and become part of the child's school records.

There is no provision in this policy and administrative procedures for a reevaluation, retest, or appeal of the decision of the evaluator(s).

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Title IX and the Rehabilitation Act Compliance
It is the policy of SPCS to comply with the Title IX guidelines that, no person in the United States shall, on the basis of sex, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.

SPCS complies with the Rehabilitation Act of 1973 which states, no qualified individual with disabilities, shall, solely by reason of her or his disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Use of School Facilities
Permission for the use of school facilities and equipment must be obtained from the administration. An application for use of the school facilities form must be completed and submitted to the building administration for approval. This contract must be signed for acceptance of responsibility for use of school facilities and liability in case of injury or damage to school property. Proof of liability insurance and associated building use fees must be provided at the time of application. The school's daily educational and athletic programs shall always have priority, in terms of granting permission.

Withdrawals
Pupils moving from this school district are to report to their teacher before checking out. Parents should give the school advance notice, when possible, of an imminent transfer. Children are to return all school district property and pay all bills before leaving. Parents are asked to sign a Release/Request for Records form that permits the new school to receive the student's academic records. After all obligations have been met, records will be sent upon request. Parents are also required to sign a School Withdrawal form.

Nondiscrimination Statement
In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.
Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.
To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:
http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information
requested in the form. To request a copy of the complaint form, call (866) 632 -9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights I 400 Independence Avenue, SW
   Washington, D.C. 20250-941 0

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

This institution is an equal opportunity provider.

Zero Lunch Balance Protocol

Step 1: Every day the child is told by the cashier if they have a zero or negative balance. They are also told to bring money the next day.
Step 2: E-mails and letters are sent to parents with a balance below $5.00.
Step 3: Once a week negative balance letters go out to each school to be sent home with the child.
Step 4: A list of negative balance accounts are sent to each school weekly. If the child's balance is -15.00 or more a call from the school office is made to each family. At this time, the question is asked if the family is in need of a free or reduced lunch application.
Step 5: After the family has been contacted at least 3 times by phone from the school office, the school administration will be asked to get involved if the balance is more than -30.00.
When a family is negative the students will be allowed to buy one breakfast and one lunch a day. No extras will be allowed to be purchased.

Board Responsibilities

The Board of Education may establish written policies governing student conduct in its schools. The Board may also extend Emergency Exclusion days beyond the five prescribed by LB503. The building administrators, additionally, may establish building rules and regulations consistent and within the framework of Board policies.

Prohibited Student Conduct

The following student conduct shall constitute grounds for short-term suspension (up to 5 days) long term (up to 20 days) and expulsion, subject to due process of the law as established by Nebraska Legislative Bill 503.

1) The use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes.
2) Willfully causing or attempting to cause damage to private or school property.
3) Stealing or attempting to steal private or school property.
4) Causing or attempting to cause physical injury to a school employee or to any student. (Snowball throwing is included.)
5) Threatening or intimidating any student with the intent of obtaining money or anything of value from a student.
6) Possessing, handling, or transmitting any object that is generally considered a weapon.
7) Engaging in the unlawful possession, selling, using, or dispensing of alcoholic beverages, smoking, chewing tobacco, narcotics, drugs, or controlled substances.
8) Truancy or failure to attend assigned classes or activities.
9) The repeated violation of any school rule which interferes with the purpose of the school.
10) Insubordination; is defined as the willful refusal of a reasonable request or the voicing of disrespect to those in authority.
11) The use of profanity or obscene language, or the possession and/or distribution of obscene printed material while on school premises.
12) Engaging in any other activity forbidden by the laws of the State of Nebraska which constitutes a danger to other students or interferes with the school program.

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Emergency Exclusion

A student may be excluded by an Emergency Clause from school for a period up to 5 days for the following reasons, but this time may be extended by Board Policy:

1) Dangerous communicable disease.
2) Creating a danger to self or others.
3) Disrupting others opportunities to learn.

Terms Defined

1) Short Term Suspension - Excluded from attendance in school up to 5 days.
2) Long Term Suspension – Excluded from attendance in school from 6 to 19 days.
3) Expulsion – Excluded from attendance in all schools for a period not to exceed the remainder of the semester in which it took effect.
4) Mandatory Reassignment - The involuntary transfer of a student to another school within the district for disciplinary action.

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2022-2023 SPCS School Calendar

Springfield Platteview Community Schools
2022-2023

10	New Teacher Workshop
11	All Certified Staff Report
16	All Classified Staff Report
17	First Day of Classes

AUGUST 2022

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2023

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2-3	Winter Break No School
4	Teacher Work Day No School
5	1st Day of 2nd Semester
16	Martin Luther King Day No School

5	Labor Day - No School
30	Teacher In-Service No School

SEPTEMBER 2022

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

FEBRUARY 2023

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

15-16	Early Dismissal 1:25 PT Conferences
17	Comp Day - No School
20	President's Day No School

14	End of 1st Quarter
19-20	Early Dismissal 1:25 PT Conferences
21	Comp Day - No School

OCTOBER 2022

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MARCH 2023

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10	End of 3rd Quarter
13-17	Spring Break-No School

23-25	Thanksgiving Break No School

NOVEMBER 2022

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

APRIL 2023

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7,10	No School
28	Teacher In-Service No School

16,19	Early Dismissal 1:25
19	***NO LATE START*** ***Non-Monday Start time***
20	Early Dismissal 11:25 1/2 Teacher Contract Day End of 1st Semester
21-30	Winter Break No School

DECEMBER 2022

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	**19**	20	21	22	23	24
25	26	27	28	29	30	31

MAY 2023

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	**22**	23	24	25	26	27
28	29	30	31			

17	Last Day for Seniors
21	Commencement
22	***NO LATE START*** ***Non-Monday start time***
22-23	Early Dismissal 1:25
24	Early Dismissal 11:25 Last Day for Students
25	Teacher Work Day

Color Code
New Teacher Workshop
No School
Early Dismissal
1 Hour Late Start
Teacher Work Day/InService
Regular School Day

1st Qtr	41 Student Days 46 Teacher Days
2nd Qtr	43 Student Days 43 Teacher Days
3rd Qtr	44 Student Days 45 Teacher Days
4th Qtr	45 Student Days 47 Teacher Days
TOTAL	173 Student Days 181 Teacher Days

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2022-2023 Pre-school Calendar

Will be added once finalized

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2022-2023 Student Fees

Will be added once finalized

SPCS Board Policy 5416

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Supply List:
The supply lists vary slightly between the schools. We will add the individual list at the building level before sending it out to parents.

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Springfield Platteview Community Schools

Elementary Student & Parent Handbook
2022-2023

Westmont Elementary School
13210 Glenn Street
Omaha, NE 68138
(402)895-9602

Springfield Elementary School
940 Main Street
Springfield, NE 68059
(402) 253-2245

Springfield Platteview Community Schools

Board of Education

Mrs. Cori Swanson, President
Mr. Brian Wichman, Vice President
Mr. Kyle Fisher, Secretary
Mrs. Brenda Guenther, Treasurer
Mr. Brian Osborn
Mrs. Lisa Roseland

Administrative Office

District Administrative Offices
14801 South 108th Street
P.O. Box 365
Springfield, NE 68059
402-592-1300

Dr. Ryan Saunders	Superintendent
Mrs. Nichole Baugh	Director of Public Relations
Mrs. Jacci Lucas	Director of Special Services
Mr. Frank Staskiewicz, Jr.	Director of Technology
Mrs. Heidi Zierott	Director of Learning

Elementary Schools

Springfield Elementary

940 Main Street
Springfield, NE 68059
402-253-2245
Dr. Kaela Heneger, Principal

Westmont Elementary

13210 Glenn Street
Omaha, NE 68138
402-895-9602
Mrs. Melissa Hasty, Principal

Secondary Schools

Platteview Central Junior High

108th & Platteview Road
Springfield, NE 68059
402-339-5052
Mr. Darin Johnson, Principal

Platteview Senior High

108th & Platteview Road
Springfield, NE 68059
402- 339-3606
Mr. Mike McLaughlin, Principal
Mr. Josh Siske Assistant Principal/AD

AFF Changes Marked

Springfield Platteview Community Schools Mission Statement

The mission of Springfield Platteview Community Schools is to ensure that all students acquire the college and career ready skills and behaviors necessary for each student to succeed now and into his/her future.

21st century skills and behaviors are defined as follows:

Core Knowledge/Literacy (Essential Learning Proficiency (Standards); Global Literacy; Financial and Economic Literacy; Civic Literacy; Health and Wellness Literacy, Beginning Career Knowledge)

Higher Level Thinking Skills(Problem Solving; Decision Making; Making Inferences; Application; Synthesis and Creativity/ Innovation; and Analysis and Evaluation)

Communications Literacy (Communications and Information Technology; Reading/Writing/Speaking/Listening Proficiency; Collaboration; and Research)

Life Skills (Ethics; Responsibility and Personal Productivity; Self-Reflection and Direction; Social Responsibility; Leadership; and Adaptability)

DRAFT: Changes Marked

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SCHOOL DAY

Arrival and Dismissal Times

Westmont Elementary	Springfield Elementary
Monday: ● 9:00 Students enter the building ● 9:10 Tardy bell rings ● 3:05 K-1st~~indergarten~~ dismiss ● 3:10 2nd~~1st~~-6th Grade dismiss	Monday: ● 9:10 Students enter the building ● 9:20 Tardy bell rings ● 3:20 K-6th Grade dismiss
Tuesday-Friday: ● 8:00 Students enter the building ● 8:10 Tardy bell rings ● 3:05 K-1st~~indergarten~~ dismiss ● 3:10 2nd~~1st~~-6th Grade dismiss	Tuesday-Friday: ● 8:10 Students enter the building ● 8:20 Tardy bell rings ● 3:15 Start to dismiss bus students ● 3:20 K-6th Grade dismiss
Breakfast Served: ● Monday 8:45-9:05 ● Tuesday- Friday 7:45-8:05	Breakfast Served: ● Monday 8:45-9:15 ● Tuesday- Friday 7:45-8:15

We would appreciate your cooperation on this arrival time. There is no supervision for students before 7:45 a.m. as teachers are preparing for the school day. We encourage students to arrive no earlier than 8:00 a.m. unless the student is eating breakfast. Students should enter the building through their designated door.

Attendance

It is our goal to have every student in school as many school days as possible and to work with parents and guardians to help students understand the importance of being in school. Students may be excused for illness, or if parents request, the student may miss school for a family emergency or special family need. We encourage students who are not feeling well or are running a fever to stay home and get healthy.

Parents and guardians are asked to call the school office by 9:00 a.m. if a student will be absent. Please include the reason so that we can properly document the absences. As a building we keep track of the illnesses that are affecting our students, so we are better able to respond to students' needs. Students may also be excused from school to participate in a school approved activity. Unless the school is notified, a call will be made to the student's home or parents' place of work to verify the absence.

Students not in class on time will be counted as tardy. Many times parents do not know that their child has been tardy to school, parents will be notified after 5 tardies and if deemed necessary a conference may be requested after 10 tardies. We hope that by keeping you informed, we can work together to help your child get to school on time.

DRAFT Changes Marked

Before and After-School Care
Springfield Platteview Educational Foundation is proud to offer a before and after school program for K-6 students at ~~both~~ Springfield Elementary School ~~and Westmont Elementary~~. Students from Westmont Elementary will be provided transportation to~~transportationbused to~~ Springfield Elementary. If you are interested in the program and have additional questions, please contact Kids Care program director Katrin Bishop at kidscare@spcsne.org~~ringfieldplatteview~~.org or 402-657-8125.

Birthday Treats/Prizes/Invitations
Bringing birthday treats or prizes is optional for parents/students. We request that any foods offered on the school campus meet or exceed the USDA Smart Snacks in School nutrition standards. This includes school lunches and treats brought in or sent to school by parents or guardians. All treats and prizes must be approved by the classroom teacher or building administration in advance. We are asking parents to choose snacks that meet the USDA Smart Snacks in school nutrition standards. The District will provide or make available to parents a list of foods and beverages that meet Smart Snacks nutrition standards and provide a list of alternative ways to celebrate children to be used as guidelines and resources when deciding how to celebrate your child's birthday.

The most convenient birthday treats are healthy, easy to hand out, do not require refrigeration, and are easy to clean up. If you choose to provide a treat, please provide the teacher with any serving items necessary to distribute the treats such as spatulas, eating utensils, plates, bowls, napkins, etc.

If you are having a birthday party for your child, please mail or email the invitations or phone parents unless you are inviting the whole class (all the boys or all the girls is also acceptable). Sending invites to only select students is not acceptable. This is intended to help avoid hurt feelings on the part of anyone in the class who may not be invited to the party. It also keeps distractions from learning to a minimum. Invitations are not the responsibility of the school or school staff.

Controlled Access Entry
All visitors will have to be buzzed in during school hours. Building doors will be locked at the start time of each of the school days. To enter any of the buildings, visitors will have to identify themselves to office staff ~~a secretary~~ or other designated staff member who will have to grant them access. Once inside, all visitors must adhere to the following procedure: Upon entering the building or school grounds, all parents and visitors are required ~~asked~~ to sign in at the office and wear a visitor badge for the duration of their visit. Visitors are asked to check out at the conclusion of their visit.

Dismissal and Pick Up of Students
Students should go directly home or to a school sanctioned activity after dismissal. It is important that all adults serve as good role models for safety. Please utilize the marked crosswalk and safety patrol personnel while crossing streets and driveways. Students should not play on school grounds after school unless supervised by a parent. Please talk with your child(ren) about their dismissal plans prior to leaving for school. Parents should call the office before 2:00 p.m. if

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there is a change in pick up routine for the child. The office will notify the student~~child~~'s teacher. Students who are not picked up 10 minutes after dismissal should go to the office to call parents and/or wait for parents. If parents cannot be reached, emergency contacts or other adults authorized to pick up will be called to come to pick up the student. If picking up your student(s) late becomes a pattern a meeting with the building administration may be called in order to develop a plan. Action steps could include sending the student to the afterschool program (drop-in fees would be the responsibility of parents), and developing an alternative dismissal plan. ~~If arrangements cannot be made or parents have not picked up within 20 minutes of dismissal students will sit in a designated area or be placed in the afterschool program. All drop-in fees will be parents responsibility.~~

Westmont Elementary (additional dismissal & pick up procedures)

- Parents have a few options for pick up and drop off. Parents can use the car lane in the front loop, park in one of the designated parking spots in the front loop, or pick a designated location on Richland Drive where students can walk out to your car. If you choose to use the loop and your child is not outside at the time you pass through, a second trip through the drive may be necessary to keep the traffic flowing. When you see your student, please pull your car as far forward in the loop as you can get and over to the side. Please have them enter/exit your car on the curbside of the car for their safety.
- We respectfully ask you not to park your car in the loop at any time. If you need to leave your car, please park in the designated spots or on Richland Drive.
- Kindergarten and first grade students will be walked out of the building by staff for pick-up. Each parent is asked to complete a form indicating the child's after-school plan. Parents should keep the teachers informed of this plan or any deviation in routine.

Springfield Elementary (additional dismissal & pick up procedures)

- Each grade level is assigned a door to enter and exit the building. When students arrive they should line up at their assigned door until 8:10 when the bell rings (if eating breakfast students may use Door A and go directly to the gym to eat). When leaving, at the end of the day, students need to check out with school staff assigned to the designated door.
- **Grade Level Door Assignments:** (These are tentative and will be updated and communicated out if changes are needed once we are in the new building).

Grade Level	Door	Grade Level	Door
Preschool	F	3rd Grade	B
Kindergarten	G	4th Grade	G
1st Grade	A	5th Grade	B
2nd Grade	A	6th Grade	B

- Each family will be assigned a family pick-up tag number. The tag needs to be displayed in the car's front or passenger side window or maybe held by a parent waiting. As a student's number is displayed (either in a car or by an adult holding the tag), a staff

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member will notify the classroom(s) that “Example Family’s” ride has arrived by putting the tag number into our system. The students will then be dismissed to leave out their assigned door (see above). Students will then check out with the dismissal staff when they leave the building. This allows us to document and track students’ whereabouts as they leave the building.

- All traffic will enter the parking lots from the East Entrance on North 10th Ave. Once a vehicle has entered the loop in front of the school the drive becomes one way with two lanes heading west. ~~The drive directly in front of the school school has two lanes with one way traffic moving west.~~has two lanes and a designated bus lane. ~~Students may be dropped off on the sidewalk or curb side in each lane.~~ Students may be dropped off curbside from either of the two lanes directly in front of the school. It is important that you drop students~~student~~ off on the curb side. Students should NOT be allowed to get out of the car between lanes of traffic (non-curb side).~~not be dropped off in the middle of the drop off lanes.~~ There are parking stalls on the lower level (southside) of the loop. Parking is prohibited in the two lanes directly in front of the school. ~~Please do not park in the drive.~~ If you would like to park please loop around and park in the angled parking stalls on the south side of the loop. All students dropped off on the lower level or away from the building are required to walk on the sidewalk and be crossed by Safety Patrol or School Personnel. ~~This lane needs to remain open with traffic moving.~~
- Please drive as far forward as possible when picking up or dropping off students. This could be east of the crosswalk. If your child is not outside at the time you pass through, a second trip through the drive may be necessary to keep the traffic flowing. ~~To ease traffic congestion directly in front of the school, parents may elect to meet their child(ren) at a designated location off school grounds.~~ Please do not stop on Main Street to load or unload children. The safety of the children is our primary concern.
- There is a designated bus lane. Cars should not utilize the bus lane. Please remember to continue to loop around until your student(s) is visible and if a bus is behind you.
- ~~At the end of the day school busesbusses will be parked in the designated bus lane on the far west~~east side of the private drive loading students.

Lost and Found

To help prevent lost articles, put your child’s name on his/her belongings. If an article belonging to your child is missing, he/she should look in the lost and found area/box. **Students are asked not to bring expensive or fragile possessions to school.** It is important for the school and home to stress to our children the importance of being responsible with one’s personal belongings. Please know that the school cannot be responsible for lost, stolen, or broken personal items.

Lunch Procedures

All foods offered on the school campus should meet or exceed the USDA Smart Snacks in School nutrition standards. This includes school lunches, treats brought in by parents or celebrations. Please refer to the guidelines as you plan to join your student for lunch at school.

Students may choose to eat a hot lunch at school or bring a cold lunch.

1. If a child wants a hot lunch they~~he/she~~ may:
    a. bring cash or check ($3.25~~2.95~~ per meal)

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    b. deposit money in e-Funds Account
    c. purchase an extra milk ($.60) cash or use e-Funds account.
2. If using the e-Funds account system, please check regularly to be sure adequate money is in each child's account. Each child will receive a note to bring home and the parents will receive an e-mail when accounts grow close to negative or become negative.
3. Parents may apply for free or reduced-cost lunch for their child. Free or Reduced Lunch Applications are available online at springfieldplatteview.org. Please complete a new application available at the beginning of each year. Paper applications are available for families to complete or pick up at the district office or at Westmont/Springfield Elementary Office. (Eligibility for the free/reduced lunch program is determined by federal guidelines.)
4. Parents may attend the lunch with their child at any time, and are encouraged to let the office know by 9:30 a.m. if purchasing a hot lunch. Adult~~An adult~~ meals costs~~breakfast $2.00 and lunch~~ $4.00~~3.50~~.

If you are planning to join us for lunch you are welcome to order lunch through the cafeteria or bring your own meal. When bringing your own lunch or bringing lunch for your child we are asking you to bring healthy items that meet the federal guidelines for healthy snacks or meals. You may be asked to dine in a separate location due to available space in the cafeteria. Please call the office prior to arriving at school so we can ensure there is space reserved for you during the lunch period. Due to health concerns and diet restrictions you are only allowed to bring in food for your child. Please do not bring it for other students. It is important that any food brought into school meets health standards and is encouraging students to make healthy choices. If you choose to bring your lunch, we would ask you to bring your lunch in an unmarked container/bag so as not to advertise or promote an outside company. This request is due to Federal Lunch Program Guidelines. Those guidelines prohibit the advertising or encouragement of competition for the federally subsidized lunch program. ~~You may be asked to dine in a separate location due to available space in the cafeteria.~~ Thank you for understanding. We look forward to you joining us for lunch.

School Breakfast Program

Westmont and Springfield Elementary Schools offer an optional before-school breakfast program. Breakfast is served at 7:45 a.m. each morning. The cost of breakfast is $1.85. Children of families whose income falls within federal guidelines may eat breakfast at a cost of $.40 (reduced) or free.

Lunch Account

E-Funds is the name of our online cafeteria cash register system. With this cash register system, a student will deposit money in their account which is accessed by a four-digit number on a keypad. If your child is returning to our school or has been in another SPCS school, they will have the same number as last year. It is very important your child learns their number so they can enter it on the keypad on the first day of school. Money in the account at the end of the school year will roll over into the next year. If you have questions in regard to your account please call the school office for assistance.

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Physical Education

Students should wear tennis shoes for participation in physical education classes. Students are not allowed to wear anything that may cause injury to themselves or to their classmates. All students will be expected to participate in physical education classes. A written note from the child's physician should be provided in order to excuse a child from participating in physical education classes.

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Abuse and Neglect Reporting Procedures

Nebraska Child Abuse Reporting Law, State Statute 28-711, includes the following: When any physician, medical institution, nurse, school employee, social worker, or any other person has reasonable cause to believe that a child or an incompetent or disabled person has been subjected to conditions or circumstances which reasonably would result in abuse or neglect, he or she shall report such incident or cause a report to be made to the proper law enforcement agency or to the department. Such report may be made orally by telephone, with the caller giving his or her name and address, and shall be followed by a written report, and to the extent available, all contain the address of the person or persons having custody of the abused or neglected person, the nature and extent of the abuse or neglect, or the conditions and circumstances which would reasonably result in such abuse or neglect, and evidence of previous abuse or neglect including the nature and extent, and other information which, in the opinion of the person, might be helpful in establishing the cause of such abuse or neglect and the identity of the perpetrators.

Arrival and Dismissal Safety Practices

To provide safety for the pedestrian and the driver, your cooperation in helping your child observe the following rules will be appreciated:

1. Parents are encouraged to plan with their children the shortest and safest route to/from school.
2. Students should cross streets using the proper crosswalks.
3. Parents should instruct their children to cross at corners or areas where school crossing signs are posted and should assist students in understanding safety procedures.
4. For the safety of all and to model proper crossing for students, all adults and students need to follow the guidance and directions of the safety patrol~~parol~~ on duty. Including~~Incluning~~ only crossing at designated patrolled crosswalks.
5. If students are transported by motor vehicle to school, please~~we suggest that you~~ follow the procedure outlined below:
    a. Instruct your child to enter and leave your vehicle from the curbside. Never enter or leave on the street side of a vehicle. A serious accident could result from a child darting across the street or coming out between two parked cars.
    b. If you choose to meet your child along streets not adjacent to the school, instruct your child to use proper crosswalks or to cross at the proper intersection.
    c. Please do not drop off students in any of our parking areas/lots. ~~the parking lot.~~

Behaviors That Lead to Success

Behaviors that lead to success tell us what we can do to become good school citizens. These rules are written to keep us safe in our schools and protect the rights of all students.

Students who are responsible:

A. Follow directions given by any school staff member;~~. They~~ speak to and treat school staff respectfully.
B. Solve problems peacefully,~~. They~~ do not fight, threaten, “Put down” others, or force others to do what they don’t want to do.
C. Respect the property of others;~~. They~~ do not take or break things that belong to the school or others.
D. Care about how others feel;~~. They~~ do not hurt or try to hurt others.

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E. Treat others fairly;~~. They~~ do not bully or force a student to give them money or valuables.
F. Help keep the school a safe place;~~. They~~ do not bring weapons or items that resemble weapons of any kind to school.
G. Care about themselves;~~. They~~ follow the laws and do not have, sell or use tobacco, alcohol, inhalants, other drugs or any imitations of these.
H. Know that it is important to be in school every day. They are not truant.
I. Arrive at school on time;~~. They~~ are not tardy.
J. Use language that is respectful of all people. They do not use offensive gestures, profanity, or "put down" people because of their race, religion, gender or ethnic background.
K. Act in a way that makes others feel comfortable at school;~~. They~~ follow the rules of public decency.
L. Help make school a good place to learn.;~~ They~~ do not repeatedly break the rules of the classroom, playground, lunchroom and school.
M. Are good citizens;~~. They~~ follow the laws of our state and nation.
N. Dress properly for school;~~. They~~ do not wear clothing that is unsafe, that offends or that distracts the learning of others. -
O. Help keep buses safe for everyone;~~. They~~ follow school bus rules. All school rules apply while students are being transported to and from school or a school activity.
P. Respect their own bodies and the privacy of others;~~. They~~ do not touch others inappropriately.

Springfield Platteview Elementary Rules
• BE SAFE • BE RESPONSIBLE • BE RESPECTFUL

Be Safe

Keep their bodies and objects to themselves. Always walk in the building.

Be Responsible

Follow the directions of all adults the first time. Take good care of all property. Listen actively and be ready to learn. Do your personal best.

Be Respectful

Use appropriate language and tone of voice. Treat everyone as you would like to be treated. No bullying.

Students and staff are asked to follow this guideline: Treat everyone as you would like to be treated. We believe in holding children accountable for behavior by allowing consequences that teach children appropriate behavior. Children are given opportunities to think about their behavior and make good decisions. We encourage students to manage their own behavior by not making problems for themselves or others. Good social skills are equally important for strong academic development. The following social skills are taught throughout the year in all classrooms. Parents are urged to practice these skills with their children at home as well.

1) How to greet someone.
2) How to follow instructions.
3) How to accept criticism.
4) How to accept no for an answer.
5) How to get the teacher's attention. (Asking permission)
6) How to make a request.
7) How to disagree appropriately.
8) How to give negative feedback.
9) How to resist peer pressure (or say no).

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10) How to apologize.
11) How to engage in a conversation.
12) How to give a compliment.
13) How to accept a compliment.
14) How to volunteer.
15) How to report peer behavior.
16) How to introduce yourself.

Bicycles, Skateboards, Rollerblades, and Scooters

Parents should use their judgment concerning the capabilities of their children to handle a bicycle and the traffic in which the child will have to ride. Bikes, skateboards, rollerblades, and scooters must be walked on and off the school grounds on the sidewalks. Bicycle racks are provided for bikes to be parked during the school day. We recommend your child lock the bicycle while in the rack.

Rollerblades, scooters, skateboards, and shoes with wheels are not to be used on school grounds. If your child has any of these items, they must be taken off and carried once they arrive on school grounds. Storing these items during the school day is a concern. Students are responsible for storing their own items within the personal space allotted in the classroom or locker area.

Bullying

SPCS is proactive in educating all students with good social skills and behaviors through our counseling courses, all-school assemblies, and programming. Bullying is not acceptable and will be dealt with on a case-by-case basis under the prohibited student conduct (pg 32)~~code of conduct policies~~ and procedures outlined within this handbook.

> Bullying is any unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or highly likely to be repeated. Behaviors could be verbal, physical, or relational. Bullying can include: making threats, spreading rumors, attacking someone physically or verbally, or excluding someone on purpose.

Cell Phones and Smart Watches (Students')

We understand parents ~~If parents~~ wanting their students to have cell devices for after school communication. If you want your student to have a ~~, the~~ cellular device (phones, watches, rings, tablets, or any device that can send and receive messages or connect to the internet) it must be turned off during the school day. Each teacher will designate a safe place to store cellular devices within the classroom. ~~-~~ All devices need to be stored and out of sight from the late bell (Westmont 8:10, Springfield 8:20) until the end of the day. Teachers will give students an opportunity to check their devices for messages from parents prior to being dismissed in order to confirm. ~~he dismissal bell (Westmont 3:10, Springfield 3:20). Students may pick up their device at the end of the day.~~ Students are not to use their personal cellular devices throughout the day. Any unauthorized or inappropriate use of a cellular device during the day will lead the teacher to confiscate and store the device ~~phone~~ in the office. On the first offense, the student will pick up the phone in the office after the bell rings with a warning. The second offense, the student will come to the office and call their parents (on the school phone) to explain that the phone was taken away and why before the phone is returned to the student at the end of the day. The third offense, the device will be stored in the office until parents can come and pick up the student's device. Additional consequences may be put in place as needed.

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Copyright and Fair Use Policy
It is the intent of the SPCS to adhere to the provisions of the U.S. Copyright Law (Title 17). All students and staff are prohibited from copying or transmitting materials not specifically allowed by fair use, copyright law, licenses, or contractual agreements or permission. The SPCS disapproves of unauthorized duplication in any form. Anyone who willfully disregards copyright policy is in violation and assumes all responsibility.

Custodial/Non-Custodial Parents
It is a goal of SPCS to foster and facilitate parental information about and involvement in the education of their children. Divorced and separated parents maintain all parental rights with their children unless altered by a court order.

If parental rights have been changed, the school administration must have access to a copy of the court order stipulating those changes. School officials will follow the directives stated in the order and in other such directives regarding access to the child as provided by the parent having legal custody. With regard to visiting children during school hours, attempts will be made to accommodate both parents. However, in cases of concern and dispute between parents, the most recent court order on file with the school will be followed. Parents are responsible for providing a copy of court orders to the office of the principal. Parents are asked to resolve issues of child visitation at school outside of the school setting.

Occasionally, information will be mailed using the parents' name and address provided at the time of enrollment. If a non-custodial parent or parent with joint custody wants information from the school, it is essential that you update/fill out the online verification through the district. If you have any questions or concerns, please notify the office.

Emergency Protocol
In the interest of creating the safest environment possible for all our students and staff, Springfield Platteview Public Schools has adopted a consistent district-wide vocabulary, protocol, and practice for defining our response to various school incidents. The ability to effectively respond to natural or manmade emergencies and disasters is an essential component of any emergency operations/response plan in our schools – and a critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders, and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff, and administration.

SPCS has expanded the school district's safety program to include what is called the Standard Response Protocol. The premise is simple. There are now four specific actions that can be performed during a critical incident: Secure (secure the perimeter), Lockdown (locks, lights, out of sight), Evacuate (to the announced location) and Shelter (using announced type and method). By standardizing the vocabulary, all stakeholders can understand the response and status of an event. For students, this provides continuity of expectations and actions throughout their educational career. For teachers, this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents and community members can easily understand the practices and can reinforce the protocol. Springfield Platteview Community Schools utilized the School Messenger to communicate any emergency and other pertinent information.

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Emergency Protocol Drills (Fire, Intruder, and Tornado)
All schools have periodic drills, so students know what to do in case of an emergency, fire, or tornado in order to be safe. The safety of students is a top priority. All schools cooperate with the local authorities to make sure the most effective safety procedures are followed.

Field Trips
Field trips provide students with opportunities to learn about our community and more in-depth about an area of study. Some field trips may benefit from parent participation. The need for chaperones will be determined on an individual basis. At times chaperones will be asked to meet the students at the field trip location. ~~Teachers will notify parents when parent volunteers are allowed.~~ School buses are primarily used to transport students on field trips. Students will ride to field trips with their classmates on school-sponsored transportation. If a parent wants to have their child ride home with them from a school-sponsored trip, they must fill out a release form. Teachers and sponsors will have the release forms with them. Parents/Guardians are asked to sign a form at the beginning of the school year giving permission for students to participate in field trips throughout the school year. Parents will be notified before each field trip as to the destination, date, and time of the trip. Students are expected to demonstrate appropriate conduct as a basis for participation on field trips.

Nuisance Items
Schools are not equipped to handle the security of personal items of value, items such as hand-held computer games, sporting equipment, sporting apparel, electronic devices, trading cards, toys, fidgets from home, etc. are not to be brought to school. If items of this nature do come to school, they may, upon the request of teachers or administrators, be stored in the office, or parents may be contacted to pick them up. SPCS does not provide insurance for personal items, nor is it responsible for lost or stolen items or money.

We discourage students from bringing electronic devices to school. If brought, it is the student's responsibility to secure and must be turned off during the school day.

Knives or any other item that might be considered a weapon (including toys that resemble a weapon) are strictly prohibited and should NEVER be brought to school.

According to state law, school personnel have the right at any time to search desks, school space assigned to students, or other school property such as computers or iPads. Students' personal belongings can be searched if there is reasonable suspicion of evidence of a rule or criminal violation.

Playground/Outside
When weather permits, every attempt will be made to use the playground for recess. If children are not well enough to play outside, they are usually not well enough to be in school. Unless a physician's excuse has been obtained, a note from a parent is required if a child is to remain indoors during recess. The note should state the reason for the request.

Students are encouraged to dress appropriately for the weather. During wet, snowy weather, students not adequately attired for the conditions (outdoor boots, snow pants, etc.) will be asked to remain on the hard-surfaced play area for recess. Students must be able to put on their snow gear independently.

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We will be going outside for recess or lining up in the morning outside if the temperature (actual, feels like, and wind chill) is **above 10 degrees**.

- Precipitation may cause us to stay indoors even if the temperature is above 10 degrees.
- Boots, snow pants, and a pair of dry shoes to change into are required for any student wishing to leave the blacktop area when snow is present.
- When the temperature drops students may be asked to add an additional layer of clothing to what they are wearing while in the building. (Coats, hats, and gloves are the best attire to keep students' skin covered while playing outside.)

When the temperature (actual, feels like, and wind chill) is below 35 degrees, students will need to add an extra layer (hoodie, coat, jacket, sweatpants).

Student Appearance

It is everyone's responsibility to promote a school atmosphere in which all SPCS students make the most of their learning opportunities. Students are asked to dress comfortably and appropriately for the weather and are reminded that items that disrupt the learning environment, including inappropriate clothing, will not be permitted. If a student's dress results in a disruption to the educational process, parents will be notified and a change of clothing required or a disruptive item removed.

Students are expected to dress in a way that is appropriate for a school setting. Students should not dress in a manner that is:

- dangerous to the student's health and safety or to the health and safety of others.
- distractive or indecent to the extent that it interferes with the learning and teaching process.

The following are examples of attire that are not 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:

- Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or would encourage "horse-play," or that exhibits beer, alcohol, tobacco, illegal drugs, obscene or lewd words or images that carry double meanings.
- Headwear including hats, caps, bandanas, hoods, and scarves (except during designated times or for religious reasons).
- Clothing that shows an inappropriate amount of bare skin or underwear (no "sagging" pants).
- Students may color their hair or wear their hair however they choose. If their hair color or style becomes a distraction to the learning environment, they will be asked to change it.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the administration 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 administration for approval.

Student Rights, Conduct, Rules & Regulations and Responsibilities

The SPCS has established rights and responsibilities of students. The rights and responsibilities are designed to assure that students have the best opportunity possible to learn in a safe, clean environment without disruption. Please review the rights and responsibilities with your child.

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These responsibilities, rights, rules, and standards apply to behavior within the school building and school grounds whether curricular or extracurricular activity. They also apply to any school function or event whether on or off 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/her designee, or at a school-sponsored activity.

The following is an elementary school version of the rights and responsibilities of students. It is written to help students understand responsible behavior. Students who are not responsible and break these rules may have a consequence which could range from a simple time-out or loss of recess to a possible in school or out of school suspension. Our staff will focus on building problem solving skills with students, communication with parents, and helping students grow in their ability to interact with others appropriately.

Technology & Network Use Guidelines
At the beginning of each year, parents/guardians will receive an agreement form(s) that address technology networking usage through the online verification system. These forms must be signed and submitted prior to students using any school issued technology. These forms are included in the online verification system.

Textbook, Material, and Technology Fines/Fees
It is the responsibility of each student to give proper care to instructional equipment, materials, and supplies. Where carelessness leads to destruction or loss of equipment or materials beyond normal use, the student and parent should make appropriate restitution.

A fee must be paid in order for students to use~~o check out~~ an iPad from Springfield Platteview Community Schools as part of our 1:1 iPad Initiative. ~~If the parent does not want their student to check out the iPad and have 24/7 use, the iPad must be returned to the school's media center at the end of each school day~~. ***The current fee is $10/student or max $30/family ~~20~~ annually. This fee is applicable for one academic school year.***

Coverage Table: The fee covers anything not covered by the AppleCare warranty program:

Claims	With Fee	Without Fee	[redacted]	Additional Items	Replacement Cost
Lost or Stolen iPad	**$300**	$350 (full replacement cost)		Sync Cable Only	**$10**
Non-Repairable or Destroyed iPads	**$50**	$350 (full replacement cost)		Puck (Plug-In)	**$10**
Cracked iPad Screen	**$30**	$350		Puck and Sync Cable	**$20**

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(Remains Usable)		(full replacement cost)			
iPads Repairs	covered	50% of total repair bill		School Issued Case (K-3)	**$20**
				School Issued Case (4-12)	**$30**

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SUPPORT SERVICES

Allergies
Due to the increasing number of students with allergies to certain foods, animals, or other materials, parents must get approval from the classroom teacher or building administration prior to bringing in any snack, treats, or pets into the building. The administration has the authority to restrict any foods, pets, or items allowed into the building if they believe the risk to other students warrants such restrictions.

If your child has an allergy or health concern, please set up an appointment to meet with our school district nurse and turn in the appropriate paperwork. The safety and health of our students is our utmost concern. Having their action plans on file helps us care for their individual needs.

Child Find Notice
The Early Development Network (EDN) serves children ages birth through two years of age who qualify for special education services according to Nebraska State Guidelines (Rule 52). Services are provided at no cost to the family, are provided in the child's natural environment (e.g. home, childcare), and are confidential. Childcare and preschool providers can make a referral to EDN, but the parent ultimately has to consent to proceed with any screenings or evaluations. Early interventionists use a coaching model to build the capacity of the caregiver and enhance the child's developmental learning opportunities in their natural environment. These learning opportunities and strategies are designed to be a natural part of the child's daily routine.

If a child is between the ages of three and five, the family can contact their local school district directly to inquire about support and services. All Nebraska school districts are obligated to provide services beginning at birth for children who meet eligibility criteria and demonstrate a need for early intervention. To make a referral, call 1-800-593-3198. Also, the local EDN's number is 402-597-4936. To make a referral specifically for a family in the Springfield Platteview Community School District, please call Jacci Lucas at 402-592-1300.

Counseling Services
SPCS is proud to be able to offer elementary counseling services. Our counselor provides classroom lessons to help students see the many ways social skills can be used to communicate more effectively. The school counselor is also available for private counseling for any student needing his/her assistance. Parents/guardians are welcome to call the counselor directly to answer any questions you might have in this area of development.

Gifts
Giving gifts by children to school personnel is not encouraged.

Health, Accidents, Illnesses, and Medications
The health of all students is one of our primary concerns. We encourage children to be in regular attendance at school. However, if a child has signs of illness ~~such as vomiting~~ or fever over 100 degrees within the last 24 hours, he/she should ~~probably~~ stay home. Parents are required to contact the school office by 9:00 a.m. to report the child's illness or absence. All children are expected to participate in recess and outdoor activities unless they have a signed excuse from a medical professional or it is part of an individual health plan.~~their parents.~~

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Since accidents can occur even though reasonable precautions are taken, we require an immediate and complete report of injury. If a child is injured or becomes ill while at school, the school will make every effort to notify the parent or person to be contacted in case of an emergency. No child will be sent home unless contact is made with the parent or guardian. In the case of an accident or illness of a serious nature, a rescue unit will be called immediately.

The school district provides a school nurse who has various hours in each of the schools. She is, however, on-call to any building at any time during school hours.

If over-the-counter (OTC) medication is needed at school, please provide a written consent form signed by the parent/guardian for the medication with detailed directions for administering with a start and stop date. If you would like to have OTC medication left at school for the year, please have a physician send a prescription for that medication. All medication must be in the original bottle and properly labeled.

If prescription medication is needed at school, please provide a written consent form signed by the parent/guardian with a prescription from the doctor. Bring the medication in the original prescription bottle, properly labeled by a registered pharmacist as prescribed by law. Prescription medication is to be brought in by an adult and picked up by an adult.

Physical examination by a physician, physician assistant, or advanced practice registered nurse-nurse practitioner within the sixth months prior to the entrance of a child into the beginner-grade and the seventh grade, or in the care of a transfer from out of state, to any other grade of the local school is required. Either a completed, signed, and dated physical exam report, or a printed or typewritten form signed by a qualified examiner indicating that a physical examination was administered on a specific date within the previous sixth month period on a specifically named individual, provided to the school by the parent, guardian, constitutes sufficient evidence of compliance.

During the first quarter of each school year, health screenings will be conducted as per the Department of Health and Human Services minimum requirements per grade. The screening may consist of all or some of the following: hearing, vision, dental, height, and weight. Parents/Guardians shall be notified in writing of any concerns and encouraged to seek a professional evaluation. If a Parent/Guardian wishes to refuse school health screening, they must submit a written statement(s) from a qualified examiner annually that the child has received the minimum required screenings within the previous six months and there are no concerns, or the child will be screened at school.

Pets at School

Pets are an important part of many students' lives and can provide many good learning experiences. The school administration must approve a visit by a pet in advance. Pets should be brought for a school visit by a parent or guardian and in suitable carriers. The administration will ask for verification that the pet is up to date on vaccinations. (See Allergies)

Smoke-Free Environment

The use of tobacco products is prohibited in all school buildings and all school vehicles. Smoking shall also be prohibited in any area where school staff, students, or members of the public may be present or may be affected by the smoke, including, without limitation, the stands, and bleachers of outdoor athletic fields and near the entry of school buildings. For purposes of

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this policy, tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes, non-medical, and other vapor dispensers - regardless of whether such products contain nicotine), alternative nicotine products, look-alike tobacco products, and products intended to replicate tobacco products either by appearance or effect.

HOME/SCHOOL COMMUNICATION

Change of Address, Phone Numbers, Work, etc.
Parents are requested to notify the school office staff whenever there is an address, a home telephone or a work telephone number change. Also, please report any changes in emergency numbers. This information is vital for the safety and well-being of your child if an emergency occurs. It is imperative that the school be able to contact you in case of emergency or illness. Parents are now able and encouraged to update this information online throughout the year on Parent Web. The Parent Web link is found on our district website www.springfieldplatteview.org. In order to receive emergency information or important notices from the district please opt into receiving communication through School Messenger

Communicating Student Progress
Report cards and progress reports will be sent home throughout the school year. Although teacher conferences with parents are scheduled twice a year, parents with questions about their child's academic progress should feel free to contact the teacher through email or by phone before or after the school day. In addition, you are also welcome to utilize school provided communication tools such as Schoology, SeeSaw, SPCSNE.org email, PowerSchool to ask questions or gain information about your student's progress. If you wish to meet with a staff member in person, please schedule those appointments in advance.

Homework
Homework refers to the tasks that a student is given to do on his/her own time after school hours. A student should experience a regularly scheduled time at home, free of distractions or interruptions, where he/she can develop self-discipline and individual responsibility for learning. The type of home study assigned will be appropriate for the developmental and instructional level of the student. When students are not assigned specific homework practice, it would be beneficial for them to read a book, practice spelling words or math facts, or write a story.

At the beginning of the year, classroom teachers will send home homework expectations appropriate to the age of the students.

Make-up Work
We appreciate parents'/guardians' conscientious regard for picking up homework for their child.

- If your child will be absent only one day, work may be made up or taken home upon return to school.
- If your child will be absent for an extended period of time, please contact the classroom teacher to plan for the completion of work. Students receive a minimum of one day for each day missed to complete make-up work.

Please call the school in the morning to request homework to be picked up after school.

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Parent Concern Procedure
If parents have a concern regarding a situation in their child's school, as outlined by the Board of Education policy, they should first contact the student's teacher to discuss the problem and possible solutions. Teachers are available for telephone calls between 7:45 a.m. - 8:00 a.m. or 3:15 p.m. - 3:25 p.m. at Westmont Elementary and 7:55 a.m. - 8:05 a.m. and 3:2015 p.m. - 3:3525 p.m. for teachers at Springfield Elementary. If the matter cannot be resolved, the parent should then request a conference with the building administration. If the parent still believes their concern has not received favorable consideration, they may appeal to the Superintendent of Schools and Board of Education.

Parent/Teacher Conferences
Parent/teacher conferences are held twice a year, once during the first semester and once during the second semester. Conferences are opportunities for parents and teachers to discuss progress, strengths, and areas for improvement in each child. Please note that we will only be able to provide one conference time per child. Having both parents or guardians present at the same conference ensures that each parent hears the same information at the same time. Multiple conferences for non-custodial family members are strongly discouraged unless a court order prohibits parent contact. Parents are encouraged at any time to contact their child's teacher(s) in the event of questions or concerns about their child's progress.

Parent-Teacher Organizations
The Parent/Teacher Organization (PTO) is organized to foster a better understanding and cooperation between the home and school. Since its beginning, the PTO has been giving its support to our schools in many ways. Parents are urged to participate and support this excellent organization. Information concerning your school's PTO scheduled activities is published throughout the year within our school's newsletters.

School News
Announcements are published in the school Newsletter and Website. To access the website enter http://springfieldplatteviewcs.schoolinsites.com/, https://www.springfieldplatteview.org/School-Info click on Schools and Westmont/Springfield Elementary. The newsletters will be published throughout the year and will be available both online and sent through email. Another way that we will be sharing school updates and news will be through our schools' official Twitter accounts and Facebook Pages. The links to these accounts are on the websites. Please check your child's weekly Friday folder for news items.

Student Placement
All teachers work as a professional learning community at SPCS. As a team we collaborate about all students in their grade levels to discuss the best approaches to meet the needs of the students academically, behaviorally, socially, and emotionally. Many components are considered when developing a class list. The teachers at each grade level, specialists, and building administration begin building class lists for the next year using the following criteria:

- Gender Ratio
- Academic Needs
- Learning Styles
- Classroom Dynamics (behavior, social, emotional, and personality considerations among students)

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A great deal of thought and effort goes into making these class lists. Granting every request would undo the long process that has been carefully put together and jeopardize the integrity of that work. In addition, children need to work in and with a variety of circumstances now and in the future, both in terms of personnel and environment.

If you feel you have some circumstances that you feel you must address, please do the following:

- Make a formal request in writing addressing your child's learning style and the type, not the name, of the teacher that would benefit your child.
- If there has been a request made in a previous year that still applies, such as not placing your child with another particular student, please make sure we are aware of the necessary details again for placement.

The building administration has the final say when developing a class list. We appreciate your understanding of the process, and we look forward to another terrific school year.

Student Use of Telephone

Parents who need to contact or visit with their child during the school day will be asked to leave their messages with the secretaries. Families should make arrangements for after-school pick up prior to each day so as to eliminate the need to use the telephone after school. Permission for students' use of the phone will be determined by staff.

Visitors

Parents or legal guardians are encouraged to visit the school. All visits, including lunch, playground, and classroom visits, need to be arranged with and are at the discretion of the administration. For the safety and security of students, staff and our guests, a~~A~~ll visitors are required to~~will~~ check in~~check in~~ at the main entrance and may be asked to provide identification~~.~~ Office staff will issue a nametag to inform ~~assure~~ other building staff that permission has been given and that the visitor has checked in at~~by the~~ the office.

- Children not enrolled at Westmont/Springfield may visit the school during lunch period when accompanied by an adult.
- We know that children often have additional important people in their lives that may want to visit school. If someone besides a parent or legal guardian is planning to visit the school (grandparent, older sibling, adopted grandparent, etc.), parents or legal guardians must call prior to the guest arriving at school to give them permission for a visit and ensure that the visit can be accommodated. Please include the guest's name, the relationship, and the anticipated time frame. When they check-in at the office, they will be asked to provide identification.
- Visitors are encouraged to limit personal items brought into the building. Extra belongings can be hard to store or have with you.

When visiting the school, we hope you have a wonderful time interacting with your student, learning more about their school day, or helping them make memories. Some students are not allowed to be photographed. Please refrain from taking photos unless permission has been given by school personnel. When communicating with other people's children, interactions need to be positive. Any concerns need to be directed to school personnel. ~~Interacting with other children in a negative manner is prohibited.~~ We want ~~all~~ visits to be a positive experience for all.~~; so please avoid negative interactions with other children while on school property.~~¶

Weather Emergencies

The decision to close schools or have a late start due to extreme weather is made as early as possible by the Superintendent of Schools. All weather-related announcements concerning the

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cancellation of school, late starts, early dismissals, as well as emergency closings are made on local television and radio stations. Notification will also be sent out to parents who are registered to receive School Messenger Alerts. Every attempt will be made to avoid closing schools once classes are in session. Parents will be asked to complete an emergency plan for their child to follow if emergency closings during the school day should occur. The ultimate decision as to whether a child will attend school rests with the parents.

After three days of school cancellation for snow/severe weather or any other reason, students will be expected to participate in school remotely from home through eLearning or other schoolwork as communicated by the school's principal.

When a late start is called, the school will utilize the following schedule and buses will run accordingly if at all possible.

Weather or Emergency Late Start Schedule

Westmont Elementary	**Springfield Elementary**
Monday-Friday: ● 10:00 Students enter the building ● 10:10 Tardy bell rings ● 3:05 K-1st Grade~~indergarten~~ dismisses ● 3:10 2nd~~1st~~-6th Grade dismisses	Monday-Friday: ● 10:10 Students enter the building ● 10:20 Tardy bell rings ● 3:20 K-6th Grade dismisses
Breakfast Served: ● Monday 9:45-10:05 ● Tuesday-Friday 9:45-10:05	Breakfast Served: ● Monday 9:45-10:15 ● Tuesday-Friday 9:45-10:15

Supervision will be on duty at 9:45 on when a late start is needed due to weather or emergency-related late starts. Families needing to drop off students prior to 9:45, please see Kids Care for drop-in options.

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DISTRICT and FEDERAL REGULATIONS/NOTICES

Accreditation
All elementary schools in SPCS (Springfield and Westmont) are fully accredited by the Nebraska State Department of Education. In addition, the schools are also Nebraska Framework accredited. This accreditation process assures that the schools' programs and operations are reviewed on an annual basis and will continually strive to improve the quality of education.

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

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 administration (or appropriate school official) a written request that identifies the record(s) they wish to inspect.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the SPCS to amend a record that they believe is inaccurate or misleading. They should write the school administration, clearly identify the part of the record they want to be 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 by the superintendent or designee 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 interest. 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 a therapist; or a parent or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting in 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 SPCS 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 SPCS, District 46, Sarpy County, Nebraska, to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

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

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Upon request, the SPCS may disclose directory information about former students.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 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, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII 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 school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§ 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 § 99.34. (§ 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 State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 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 PII 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. (§§ 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. (§ 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 § 99.38. (§ 99.31(a)(5))

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

- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))

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

- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))

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

- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))

Asbestos Notification
IEA, Inc. has been retained by the SPCS to review and prepare an asbestos management plan identifying the presence of asbestos, if any, within any of the school district buildings. The intent of these inspections is to comply with the requirements of the Environmental Protection Agency's (EPA's) Asbestos Hazard Emergency Response Act (AHERA). The district will conduct periodic surveillance of all asbestos materials on an annual basis. The periodic surveillance has been conducted to provide a continuous assessment to assure safety conscious management of any asbestos materials in all buildings. The detailed plan and updated information for each building, or for the entire district, is open to public review and is located in the office of each building. If you have any questions, please contact the Superintendent at (402) 592-1300.

Consent/Opt-Out for Specific Activities
The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires SPCS to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):
1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

The SPCS will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

Directory Information
The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that SPCS, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, SPCS may disclose appropriately designated "directory information" without written consent, unless you have

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advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the SPCS to include this type of information from your child's education records in certain school publications. Examples 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.

Directory information, which is information that 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. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. **[Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).]**

If you do not want SPCS to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by September 1. SPCS has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date & Place of Birth
- Major field of study
- Date of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Entrance Age

The Nebraska legislature passed LB 1006 during the spring 2011, which revises the age requirements for students entering kindergarten starting with the 2012-2013 school year. To be eligible for enrollment in kindergarten, a child must have reached his or her fifth birthday on or before July 31st.

Students who turn five after July 31st and before October 16th of the current school year are eligible to request early entrance into kindergarten, provided that the child's parent or legal guardian requests admission under one of the following:

1. The parent/guardian provides a written statement that the child attend kindergarten in another public school in the current school year or that the family anticipates

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relocation to another school district where kindergarten admission will be allowed within the current school year;
2. The child demonstrates that he/she is capable of carrying out the work of the kindergarten curriculum through appropriate assessment procedures and entrance guidelines approved by the school board.

A student admitted for early kindergarten entrance should demonstrate an advanced level of comprehension; have extensive speaking vocabularies; and advanced listening/memory skills or numerical ability. A student should also demonstrate a social competence commensurate with the expectations of the kindergarten curriculum.

As part of the process of determining your child's eligibility for early entrance into kindergarten, a battery of assessments will be administered by trained personnel to gather information concerning your child's general knowledge, reasoning skills, adaptive skills, and visual motor skills.

Evaluation components will include:

Wechsler Individual Achievement Test-Third Edition (WIAT-III)

- A norm-referenced, standardized, diagnostic tool which measures a child's basic academic skills including phonemic awareness and early number concepts
- Child must score at or above the 95th percentile/standard score of 125 or greater in all areas assessed

Wechsler Preschool and Primary Scale of Intelligence-Fourth Edition (WPPSI-IV)

- A norm-referenced, standardized, diagnostic tool which provides an overall score or estimate of a child's "ability" to learn
- Child must score at or above the 95th percentile/standard score of 125 or greater

Behavior Assessment System for Children-Third Edition (BASC-3)

- A norm-referenced, standardized, rating scale completed by a child's parent, and, if applicable, a preschool teacher
- Child must score within the average range on all subscales

Administrative Procedures

Parents/guardians seeking early kindergarten entrance for their child must submit the completed consent form, a copy of the child's birth certificate, and a $25 assessment fee for the achievement portion of the test by July 15th. The remaining $75 fee will be collected if/when cognitive and behavioral evaluations are conducted, $50 and $25 respectively. Evaluations will be completed prior to the first day of the upcoming school year. Results will be shared with parents/guardians, and a decision will be made by the district to accept or decline the early entrance application based upon assessment results.

An evaluation report documenting results and the eligibility decision shall be written by the school psychologist. This report will be provided to the parents/guardians and become part of the child's school records.

There is no provision in this policy and administrative procedures for a reevaluation, retest, or appeal of the decision of the evaluator(s).

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Title IX and the Rehabilitation Act Compliance
It is the policy of SPCS to comply with the Title IX guidelines that, no person in the United States shall, on the basis of sex, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.

SPCS complies with the Rehabilitation Act of 1973 which states, no qualified individual with disabilities, shall, solely by reason of her or his disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Use of School Facilities
Permission for the use of school facilities and equipment must be obtained from the administration. An application for use of the school facilities form must be completed and submitted to the building administration for approval. This contract must be signed for acceptance of responsibility for use of school facilities and liability in case of injury or damage to school property. Proof of liability insurance and associated building use fees must be provided at the time of application. The school's daily educational and athletic programs shall always have priority, in terms of granting permission.

Withdrawals
Pupils moving from this school district are to report to their teacher before checking out. Parents should give the school advance notice, when possible, of an imminent transfer. Children are to return all school district property and pay all bills before leaving. Parents are asked to sign a Release/Request for Records form that permits the new school to receive the student's academic records. After all obligations have been met, records will be sent upon request. Parents are also required to sign a School Withdrawal form.

Nondiscrimination Statement
In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.
Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.
To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:
http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information
requested in the form. To request a copy of the complaint form, call (866) 632 -9992. Submit your completed form or letter to USDA by:
1. Mail: U.S. Department of Agriculture
   Office of the Assistant Secretary for Civil Rights I 400 Independence Avenue, SW
   Washington, D.C. 20250-941 0

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

This institution is an equal opportunity provider.

Zero Lunch Balance Protocol

Step 1: Every day the child is told by the cashier if they have a zero or negative balance. They are also told to bring money the next day.
Step 2: E-mails and letters are sent to parents with a balance below $5.00.
Step 3: Once a week negative balance letters go out to each school to be sent home with the child.
Step 4: A list of negative balance accounts are sent to each school weekly. If the child's ~~family~~ balance is -15.00 or more a call from the school office is made to each family. At this time, the question is asked if the family is in need of a free or reduced lunch application.
Step 5: After the family has been contacted at least 3 times by phone from the school office, the school administration will be asked to get involved if the balance is more than -30.00.
When a family is negative the students will be allowed to buy one breakfast and one lunch a day. No extras will be allowed to be purchased.

Board Responsibilities

The Board of Education may establish written policies governing student conduct in its schools. The Board may also extend Emergency Exclusion days beyond the five prescribed by LB503. The building administrators, additionally, may establish building rules and regulations consistent and within the framework of Board policies.

Prohibited Student Conduct

The following student conduct shall constitute grounds for short-term suspension (up to 5 days) long term (up to 20 days) and expulsion, subject to due process of the law as established by Nebraska Legislative Bill 503.

1) The use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes substantial ~~constitutes a substantial~~ interference with school purposes.
2) Willfully causing or attempting to cause damage to private or school property.
3) Stealing or attempting to steal private or school property.
4) Causing or attempting to cause physical injury to a school employee or to any student. (Snowball throwing is included.)
5) Threatening or intimidating any student with the intent of obtaining money or anything of value from a student.
6) Possessing, handling, or transmitting any object that is generally considered a weapon.
7) Engaging in the unlawful possession, selling, using, or dispensing of alcoholic beverages, smoking, chewing tobacco, narcotics, drugs, or controlled substances.
8) Truancy or failure to attend assigned classes or activities.
9) The repeated violation of any school rule which interferes with the purpose of the school.
10) Insubordination; is defined as the willful refusal of a reasonable request or the voicing of disrespect to those in authority.
11) The use of profanity or obscene language, or the possession and/or distribution of obscene printed material while on school premises.

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12) Engaging in any other activity forbidden by the laws of the State of Nebraska which constitutes a danger to other students or interferes with the school program.

Emergency Exclusion

A student may be excluded by an Emergency Clause from school for a period up to 5 days for the following reasons, but this time may be extended by Board Policy:

1) Dangerous communicable disease.
2) Creating a danger to self or others.
3) Disrupting others opportunities to learn.

Terms Defined

1) Short Term Suspension - Excluded from attendance in school up to 5 days.
2) Long Term Suspension – Excluded from attendance in school from 6 to 19 days.
3) Expulsion – Excluded from attendance in all schools for a period not to exceed the remainder of the semester in which it took effect.
4) Mandatory Reassignment - The involuntary transfer of a student to another school within the district for disciplinary action.

DRAFT: Changes Marked

2022-2023 SPCS School Calendar

Springfield Platteview Community Schools
2022-2023

10	New Teacher Workshop
11	All Certified Staff Report
16	All Classified Staff Report
17	First Day of Classes

AUGUST 2022

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2023

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

2-3	Winter Break No School
4	Teacher Work Day No School
5	1st Day of 2nd Semester
16	Martin Luther King Day No School

5	Labor Day - No School
30	Teacher In-Service No School

SEPTEMBER 2022

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

FEBRUARY 2023

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

15-16	Early Dismissal 1:25 PT Conferences
17	Comp Day - No School
20	President's Day No School

14	End of 1st Quarter
19-20	Early Dismissal 1:25 PT Conferences
21	Comp Day - No School

OCTOBER 2022

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MARCH 2023

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10	End of 3rd Quarter
13-17	Spring Break-No School

23-25	Thanksgiving Break No School

NOVEMBER 2022

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

APRIL 2023

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

7,10	No School
28	Teacher In-Service No School

16,19	Early Dismissal 1:25
19	***NO LATE START*** ***Non-Monday Start time***
20	Early Dismissal 11:25 1/2 Teacher Contract Day End of 1st Semester
21-30	Winter Break No School

DECEMBER 2022

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	**19**	20	21	22	23	24
25	26	27	28	29	30	31

MAY 2023

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	**22**	23	24	25	26	27
28	29	30	31			

17	Last Day for Seniors
21	Commencement
22	***NO LATE START*** ***Non-Monday start time***
22-23	Early Dismissal 1:25
24	Early Dismissal 11:25 Last Day for Students
25	Teacher Work Day

	Color Code
	New Teacher Workshop
	No School
	Early Dismissal
	1 Hour Late Start
	Teacher Work Day/InService
	Regular School Day

1st Qtr	41 Student Days 46 Teacher Days
2nd Qtr	43 Student Days 43 Teacher Days
3rd Qtr	44 Student Days 45 Teacher Days
4th Qtr	45 Student Days 47 Teacher Days
TOTAL	173 Student Days 181 Teacher Days

2022-2023 Pre-school Calendar
Will be added once finalized

2022-2023 Student Fees
Will be added once finalized
SPCS Board Policy 5416

Supply List:
The supply lists vary slightly between the schools. We will add the individual list at the building level before sending it out to parents.

DRAFT: Changes Marked

DRAFT: Changes Marked

PHS Extracurricular Interest Survey Summary 2022

2022-23 Grade	***Total Survey Responses***	***Male***	***Female***
7th grade	65	35	30
8th grade	42	20	22
9th grade	33	19	14
10th grade	19	9	10
11th grade	27	9	18
12th grade	24	6	18
Total 7-12	210	98	112

1. Although we had a lot of students complete the survey, it is never 100% accurate due to low response in some of the upper grades. My recommendation moving forward would be to conduct the survey in classrooms with teachers stressing the importance of gathering the information.
2. Despite the numbers shortfall in some grades we can still gain some insight into areas or programs.
    a. There is a definite interest in bowling, and this would serve a different population of students. 16 high school students indicating interest is a lot.
    b. The interest would show a higher level of interest in debate moving forward.
    c. Girls' Golf, Softball, Speech, Volleyball, and Wrestling (both genders) have some recruitment work to do; however Jim has grown the program from 2-3 to 6-8 annually.
    d. Journalism numbers ticked up from usual.
    e. The numbers for HS football, baseball, and boys' basketball are underrepresented in the survey.
3. In terms of tennis:
    a. There appears to be more sustained interest in girls' tennis at the HS level than what we were hearing - some are expressing frustration with driving so far to Bellevue East HS to practice and some not pleased with the tennis relationship.
    b. The interest from the boys surprised me. You can start building a case that at some point PHS can offer their own tennis programs.

22-23 Grade	Gender	Band	Baseball	Basketball	Bowling	Cheerleading	Choir	Cross Country	Dance	Debate	Football	Golf	Soccer	Softball	Swimming & Diving	Tennis	Journalism	Play Production	Speech	Track & Field	Volleyball	Wrestling
7th	Female	6	0	10	5	5	9	6	8	4	3	4	10	5	6	3	3	8	3	16	17	1
	Male	13	10	22	12	1	6	8	0	6	20	10	9	0	9	6	3	2	3	17	3	8
8th	Female	4	0	12	3	4	6	3	0	3	0	0	9	3	3	2	2	6	1	13	16	1
	Male	7	10	11	9	2	1	6	0	5	16	2	7	0	2	2	2	2	3	20	2	3
9th	Female	4	0	6	3	0	7	3	2	5	0	3	2	4	2	2	4	6	3	7	5	0
	Male	3	6	7	3	0	0	2	0	3	9	4	4	0	3	1	0	1	1	6	1	7
10th	Female	3	0	2	2	0	2	2	2	3	0	1	2	4	3	5	1	4	0	3	2	1
	Male	2	4	3	2	0	0	2	0	1	4	3	2	0	1	1	1	2	2	7	1	0
11th	Female	2	1	6	4	7	6	2	1	2	3	4	3	4	2	2	4	6	1	5	5	0
	Male	7	5	4	9	0	1	3	0	0	3	2	2	0	1	1	1	2	1	5	1	3
12th	Female	8	0	1	7	4	7	1	0	2	0	0	4	1	3	2	5	6	1	5	1	2
	Male	1	4	3	2	0	0	0	0	0	4	2	1	0	1	0	0	0	1	6	1	3
Total 7-8	Female	10	0	22	8	9	15	9	8	7	3	4	19	8	9	5	5	14	4	29	33	0
	Male	20	20	33	21	3	7	14	0	11	36	12	16	0	11	8	5	4	6	37	5	11
Total 9-12	Female	17	1	15	16	11	22	8	5	12	3	8	11	13	10	11	14	22	5	20	13	3
	Male	13	19	17	16	0	1	7	0	4	20	11	9	0	6	3	2	5	5	24	4	13

Springfield Platteview COMMUNITY SCHOOLS
Connecting Passion with Potential

Future Planning
June, 2022

6/18/22	Board Retreat
6/24/22	Foundation Golf Tournament
7/18/22	Site Committee 6:00pm Finance Committee 6:30pm Regular Board Meeting 7:00pm
8/8/22	Policy Committee 6:00pm Finance Committee 6:30pm Regular Board Meeting 7:00pm
8/10/22	New Teachers Report
8/11/22	All Certified Staff Report
8/16/22	All Classified Staff Report
8/17/22	1st Day of Classes

* No Work Session in June
* No Work Session in July