

BOX BUTTE COUNTY SCHOOL DISTRICT #07-0010

HEMINGFORD PUBLIC SCHOOLS

BOARD OF EDUCATION MEETING AGENDA

Monday, June 14, 2021

South Campus

The Board of Education of School District 07-0010 will meet on Monday, June 14, 2021 in the South Campus as duly advertised in the Hemingford Ledger.

- I. Pledge of Allegiance
- II. NOTICES
- III. Call Meeting to Order
 - III.A. ROLL CALL
 - III.B. Excuse Absent Board Member(s)
- IV. Approval of Agenda
- V. Regular Meeting Agenda
 - V.A. Public Participation (MAXIMUM OF 30 MINUTES ALLOTTED FOR THIS PORTION)
 - V.B. Correspondence
 - V.C. Consent Agenda
 - Approve minutes for May 10, 2021 meeting
 - Approve Treasurer's Report
 - Approve School Activity Fund Report
 - Approve Receipts Summary Report
 - V.D. Payment of Claims
 - V.E. Teacher Evaluation
 - V.F. 2021-2022 Handbook
 - V.G. Day School/Treatment
- VI. Discussion/Possible Action Items
- VII. Administration Reports
- VIII. Superintendent Report
- IX. Report from Board Committee
- X. VIIA. Policy Review
- XI. Items For Next Board Meeting
- XII. Adjournment
- XIII. Posting:

Hemingford Ledger

Posted: 6/10/2021

BOX BUTTE COUNTY SCHOOL DISTRICT 07-0010
HEMINGFORD PUBLIC SCHOOLS
HEMINGFORD, NEBRASKA
April 12, 2021

A regular meeting of the Board of Education of School District 07-0010 was called to order at 7:00 PM in the Hemingford High School Library by Ansley. Notice of the meeting was given in advance through the Hemingford Ledger. Board members were notified in advance of the meeting.

Members Present: Ansley, Cullan, Horstman, Randolph, Schumacher, Turek
Absent:

Motion by Schumaker to approve the agenda as presented. Second by Turek. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

Motion by Randolph to approve the Consent Agenda. Second by Horstman. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

Motion by Cullan to approve claims for \$47,461.85 be approved. Second by Turek. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

Motion by Cullan to approve Policy 1005.12 – title I Parent and Family Member Engagement as presented – waive second reading. Second by Schumacher. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

Motion by Randolph to approve Policy 1005.01 – Public Comments as presented – waive second reading. Second by Turek. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

Motion by Turek to approve the contract for Sara Arneson to serve as the K-12 Music Teacher starting with the 2021-2022 school year. Second by Schumacher. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

Motion by Randolph to approve Superintendent Isom to be the signor for matters dealing with Bank of the West. Second by Ansley. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

Moton by Horstman approve the contract with Samantha Miller as school nurse starting with the 2021-2022 school year. Second by Randolph. Roll Call: Ansley-Aye; Cullan-Aye; Horstman-Aye; Randolph-Aye; Schumacher-Aye; Turek-Aye—6-0-0—Motion carried

No action on item dealing with window replacement in the K-4 elementary building. We need to get some more detail in the bids.

More discussion was held on random drug testing for extra-curricular activities. Information from legal was shared with the board. Discussion will continue.

PK-6 Elementary Principal - Mr. Arneson

Prodigy Updates: 32,511 questions answered last month with 85% answered correctly. The students are hovering around the mid 80% for correct answers month to month.

NCSAS testing was completed. This year was a pilot.

MAP Growth testing for the Spring Term is wrapping up. We'll hopefully have some great data to look at over the summer to see how the year went.

Moving four classrooms this month to accommodate a student. We're at 202 students for K-6 next year.

7-12 Principal - Mr. Kliver

- • All seniors have satisfied requirements for graduation this year. We will have 25 graduates this year.
- • Spring sports are wrapping up in the next few weeks. Track districts are Thursday, May 13th, in Sutherland. Golf districts are Monday, May 17th, in Bridgeport. Good luck to all the athletes participating in those two events.
- • Honors Day is Friday, May 14th, starting at 10 am in the Big Gym.
- • Graduation is Saturday, May 15th, starting at 2 pm in the Big Gym.
- • Impact Testing and Sports Physicals are Wednesday, May 12th. BBGH is offering these services free of charge once again this year.
- • Enrollment for next year in the JH/HS is 161.

Mandy Plog;

Presented a list of Paras for the 2020-2021 School Year

Superintendent Isom shared information on the following bills—LB 364; LB154; LB 396; LB 452

No report from board committees

Policy Review – Policies 1005.05 to 1007.00

The meeting was adjourned at 8:15 PM by Ansley.

Mary Curtis
Board Clerk

Blanche Randolph
Board Secretary

Next regular meeting is scheduled for June 14, 2021 at 7 PM in the High School Library.

SELECTED Data

Current Cash Balance Report

Date: 05/01/21 thru 05/31/21

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ATHLETICS					
1010 Athletics	16,699.18	0.00	0.00	0.00	16,699.18
1020 Athletic Club / Concession Stand	12,508.71	0.00	0.00	0.00	12,508.71
1030 Cheerleaders	3,309.46	0.00	0.00	0.00	3,309.46
1040 Volleyball	-1,174.80	0.00	0.00	0.00	-1,174.80
1050 CC Fundraiser	778.40	0.00	0.00	0.00	778.40
A ATHLETICS Totals:	32,120.95	0.00	0.00	0.00	32,120.95
B CLUBS AND ORGANIZATIONS					
3010 DC Trip-World Stride	-128.13	0.00	0.00	0.00	-128.13
3020 Dramatics	-3,603.19	0.00	0.00	0.00	-3,603.19
3030 FFA	16,251.65	0.00	0.00	0.00	16,251.65
3035 SHOP MATERIALS	1,830.00	0.00	0.00	0.00	1,830.00
3040 FCCLA	1,457.96	0.00	0.00	0.00	1,457.96
3050 Honor Society	-1,949.05	0.00	0.00	0.00	-1,949.05
3060 Football	12,245.49	0.00	0.00	0.00	12,245.49
3070 Music	4,747.86	0.00	0.00	0.00	4,747.86
3080 Scholarships	0.00	0.00	0.00	0.00	0.00
3090 StuCo - Middle School	4,351.94	0.00	0.00	0.00	4,351.94
3100 Student Council	3,236.60	0.00	0.00	0.00	3,236.60
3110 Health Professions Club	989.17	0.00	0.00	0.00	989.17
3120 Yearbook	18,468.02	0.00	0.00	0.00	18,468.02
3200 Science	266.96	0.00	0.00	0.00	266.96
B CLUBS AND ORGANIZATIONS Totals:	58,165.28	0.00	0.00	0.00	58,165.28
C MISCELLANEOUS					
4010 Courtesy Fund	1,228.37	0.00	0.00	0.00	1,228.37
4020 Elementary Teachers	10,920.41	0.00	542.25	0.00	10,378.16
4025 High School Teachers	6,013.79	0.00	135.00	0.00	5,878.79
4040 Miscellaneous / Student Stuff	2,793.85	0.00	0.00	0.00	2,793.85
4045 Bookfair	1,617.98	0.00	0.00	0.00	1,617.98
4050 Art	926.90	0.00	0.00	0.00	926.90
C MISCELLANEOUS Totals:	23,501.30	0.00	677.25	0.00	22,824.05
D CLASSES					
2021 Class of 2021 - Seniors	2,012.42	0.00	0.00	0.00	2,012.42
2022 Class of 2022 - Juniors	4,493.23	0.00	0.00	0.00	4,493.23
2023 Class of 2023 - Sophomores	2,361.28	0.00	0.00	0.00	2,361.28
2024 Class of 2024 - Freshman	738.06	0.00	0.00	0.00	738.06
2025 Class of 2025 -- 8th Grade	539.00	0.00	0.00	0.00	539.00
2026 Class of 2026 - 7th Grade	469.00	0.00	0.00	0.00	469.00
D CLASSES Totals:	10,612.99	0.00	0.00	0.00	10,612.99
Report Totals:	124,400.52	0.00	677.25	0.00	123,723.27

FINANCIAL REPORT
HEMINGFORD SCHOOLS
6/14/21

GENERAL FUND

BALANCE	5/15/2021		\$	25,593.16	
	INTEREST	\$	18.79		
	ST of NE	\$	101,247.00		
			\$	101,265.79	
BALANCE				\$ 126,858.95	15-May-21
	TAX RECEIPTS	June			
	BOX BUTTE	\$	279,083.34		
	DAWES	\$	-		
	SHERIDAN	\$			
			\$	279,083.34	
			\$	93,690.60	
	BILLS				
	PAYROLL		\$	452,854.72	\$ 452,854.72
	TOTAL EXPENSE		\$	546,545.32	
FUNDS AVAILABLE			6/14/2021	\$ 986,497.99	

BUILDING FUND

	5/15/2021		BALANCE	\$	1,222,414.19	15-May-21
TAX RECEIPTS	JUNE					
BOX BUTTE	\$	25,729.53				
DAWES	\$	-				
SHERIDAN	\$	-				
			\$	124,750.07		
INTEREST			\$	162.93		
			\$	-		
BILLS						
			BALANCE	\$	1,210,555.67	14-Jun-21
CD'S			INTEREST TO DATE			
18 MONTH	\$	120,000.00	\$	1,427.84	\$	121,427.84
24 MONTH	\$	150,000.00	\$	2,324.06	\$	152,324.06
30 MONTH	\$	150,000.00	\$	2,324.06	\$	152,324.06
				TOTAL CD'S	\$	426,075.96
NLAF						
BALANCE	\$	401,244.20				
INTEREST	\$	5.28				
				TOTAL NLAF	\$	401,249.48
FUNDS AVAILABLE	6/10/2021			\$	2,037,881.11	

Hilltop	\$	16,136.58
Wood	\$	29,541.55
Jpratt	\$	1,900.00

	\$	-
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Payable Journal (Preliminary)

Fiscal Year: 2021

Vendor ID	Vendor Name					Accrued	
Inv Number	Inv Date	PO Number	PO Date	Description		Encumber	Payable
Line	Account Number		Description				
Ready For Posting							
New Payables							
ADAMAUTO Adamson Automotive							
Various	05/11/2021		05/11/2021	Vehicle Maintenance			
1	01-2-02710-490-000			Tires & Parts		0.00	6,191.90
				Total Invoice:		0.00	6,191.90
				Total Vendor:		0.00	6,191.90
B&CSTEEL B & C Steel Corp.							
0012	05/11/2021		05/11/2021	Voag Supplies			
1	01-2-01150-610-001			Voag Supplies		0.00	598.49
				Total Invoice:		0.00	598.49
				Total Vendor:		0.00	598.49
BLICKART Blick Art Materials							
varsiuous	05/11/2021		05/11/2021	Art Supplies			
1	01-2-01140-610-002			Art Supplies		0.00	2,263.51
				Total Invoice:		0.00	2,263.51
				Total Vendor:		0.00	2,263.51
BLOELUMB Bloedorn's Lumber Co.							
14621	05/11/2021		05/11/2021	supplies			
1	01-2-02620-610-000			Maint, Bldg, Grounds Supplies		0.00	1,028.04
				Total Invoice:		0.00	1,028.04
				Total Vendor:		0.00	1,028.04
BRIGGLISA Lisa Briggs, OT, LLC							
h040121	05/11/2021		05/11/2021	OT			
1	01-2-01200-569-000			Contracted Services - Misc		0.00	1,831.00
				Total Invoice:		0.00	1,831.00
				Total Vendor:		0.00	1,831.00
BUDSPEST Bud's Pest Control							
3721	05/11/2021		05/11/2021	BugSpray			
1	01-2-02610-340-000			Secured Services		0.00	100.00
				Total Invoice:		0.00	100.00
				Total Vendor:		0.00	100.00
CAPIBUSI Capital Business							
292238993	05/11/2021		05/11/2021	Copier Lease			
1	01-2-02230-443-000			Copier Contracts		0.00	389.73

Payable Journal (Preliminary)

Fiscal Year: 2021

Vendor ID	Vendor Name	Inv Number	Inv Date	PO Number	PO Date	Description	Accrued	Payable
Line	Account Number					Description	Encumber	
Total Invoice:							0.00	389.73
Total Vendor:							0.00	389.73
CHADMOTO	Chadron Motor Co. Inc.							
HEMISC		05/11/2021	05/11/2021			Parts		
1	01-2-02710-490-000					Tires & Parts	0.00	478.85
Total Invoice:							0.00	478.85
Total Vendor:							0.00	478.85
COACMAST	Coach Masters							
1674/1675		05/11/2021	05/11/2021			Parts		
1	01-2-02710-490-000					Tires & Parts	0.00	104.18
Total Invoice:							0.00	104.18
Total Vendor:							0.00	104.18
CPI	CPI							
1115866		05/11/2021	05/11/2021			Sped		
1	01-2-01200-569-000					Contracted Services - Misc	0.00	150.00
Total Invoice:							0.00	150.00
Total Vendor:							0.00	150.00
CULLWATE	Culligan Water							
397855		05/11/2021	05/11/2021			SoftwaterMainte		
1	01-2-02610-340-000					Secured Services	0.00	164.67
Total Invoice:							0.00	164.67
Total Vendor:							0.00	164.67
DALESTIRE	Dale's Tire & Retreading							
1-1887		05/11/2021	05/11/2021			Transportation		
1	01-2-02710-490-000					Tires & Parts	0.00	990.75
Total Invoice:							0.00	990.75
Total Vendor:							0.00	990.75
DASSTACC	DAS State Accounting -							
1271517		05/11/2021	05/11/2021			Internet Fee		
1	01-2-02230-643-001					Web/Cloud HS	0.00	232.49
Total Invoice:							0.00	232.49
Total Vendor:							0.00	232.49
ELANFINA	Cardmember Services							

Payable Journal (Preliminary)

Fiscal Year: 2021

Vendor ID	Vendor Name	Inv Number	Inv Date	PO Number	PO Date	Description	Accrued	
		Line	Account Number			Description	Encumber	Payable
4798170038030358			05/11/2021		05/11/2021	Supplies/Travel		
		1	01-2-01100-610-001			General Supplies HS	0.00	5,923.81
						Total Invoice:	0.00	5,923.81
						Total Vendor:	0.00	5,923.81
ESU10	Educational Service Unit							
080883			05/11/2021		05/11/2021	Conference		
		1	01-2-01200-116-002			Sped OT/PT - Nurse - EL	0.00	35.00
						Total Invoice:	0.00	35.00
						Total Vendor:	0.00	35.00
FIREICE	Fire and Ice Mechanical							
8406			05/11/2021		05/11/2021	Maintenance		
		1	01-2-02620-431-000			Repairmen & Building Upkeep	0.00	159.76
						Total Invoice:	0.00	159.76
						Total Vendor:	0.00	159.76
GNMSS	Greater NE Med-Surgery							
58840080001H			05/11/2021		05/11/2021	Health Exam Transportation		
		1	01-2-02710-290-000			Other Benefits (Health Exams)	0.00	218.00
						Total Invoice:	0.00	218.00
						Total Vendor:	0.00	218.00
GOLDWEST	Golden West							
382517			05/11/2021		05/11/2021	Internet Fee		
		1	01-2-02230-443-000			Copier Contracts	0.00	1,315.00
						Total Invoice:	0.00	1,315.00
						Total Vendor:	0.00	1,315.00
H&HSAN	H & H Sanitation							
39584			05/11/2021		05/11/2021	RollOff		
		1	01-2-02620-431-000			Repairmen & Building Upkeep	0.00	489.69
						Total Invoice:	0.00	489.69
						Total Vendor:	0.00	489.69
HEMICOOP	Hemingford Co-Op							
3084873328			05/11/2021		05/11/2021	Telephone Service		
		1	01-2-02510-382-000			Telephone Service	0.00	2,641.71
						Total Invoice:	0.00	2,641.71

Payable Journal (Preliminary)

Fiscal Year: 2021

Vendor ID	Vendor Name	Inv Number	Inv Date	PO Number	PO Date	Description	Accrued	Payable
Line	Account Number					Description	Encumber	
Total Vendor:							0.00	2,641.71
HEMIMUNI Hemingford Municipal								
various		05/11/2021		05/11/2021		Utility Service		
1	01-2-02610-340-000					Secured Services	0.00	6,306.25
Total Invoice:							0.00	6,306.25
Total Vendor:							0.00	6,306.25
HERTLIND Lindsey Herting								
NEBTOPSS		05/11/2021		05/11/2021		Social Studies		
1	01-2-01100-610-001					General Supplies HS	0.00	25.00
Total Invoice:							0.00	25.00
Total Vendor:							0.00	25.00
IDEALINE Ideal Linen Supply								
730970		05/11/2021		05/11/2021		Supplies		
1	01-2-02610-610-000					Supplies	0.00	188.80
Total Invoice:							0.00	188.80
Total Vendor:							0.00	188.80
JACKREFR Jacks Refrigeration								
Various		05/11/2021		05/11/2021		Supplies		
1	01-2-02620-431-000					Repairmen & Building Upkeep	0.00	6,797.00
Total Invoice:							0.00	6,797.00
Total Vendor:							0.00	6,797.00
JWPEPP JW Pepper & Son, Inc								
141519		05/11/2021		05/11/2021		Music		
1	01-2-01130-580-001					Music Fees & Travel	0.00	218.96
Total Invoice:							0.00	218.96
Total Vendor:							0.00	218.96
KIMBMIDW Kimball Midwest								
8760483		05/11/2021		05/11/2021		Supplies		
1	01-2-02620-610-000					Maint, Bldg, Grounds Supplies	0.00	53.72
Total Invoice:							0.00	53.72
Total Vendor:							0.00	53.72
KSBSCHO KSB School Law, PC,								
9962		05/11/2021		05/11/2021		Legal		
1	01-2-02330-317-000					Legal Services	0.00	56.00

Payable Journal (Preliminary)

Fiscal Year: 2021

Vendor ID	Vendor Name	Inv Number	Inv Date	PO Number	PO Date	Description	Accrued	Payable
Line	Account Number						Encumber	
Total Invoice:							0.00	56.00
Total Vendor:							0.00	56.00
MIDWTECH	Midwest Technology							
2120644		05/11/2021		05/11/2021		supplies		
1	01-2-02620-610-000					Maint, Bldg, Grounds Supplies	0.00	37.81
Total Invoice:							0.00	37.81
Total Vendor:							0.00	37.81
NASB	NASB							
various		05/11/2021		05/11/2021		Fees		
1	01-2-02330-317-000					Legal Services	0.00	2,251.50
Total Invoice:							0.00	2,251.50
Total Vendor:							0.00	2,251.50
NATLARTS	National Art & School							
9654		05/11/2021		05/11/2021		Supplies		
1	01-2-01100-610-002					General Supplies EL	0.00	313.11
Total Invoice:							0.00	313.11
Total Vendor:							0.00	313.11
NCECBVI	NCECBVI							
559		05/11/2021		05/11/2021		Sped Services		
1	01-2-01200-569-000					Contracted Services - Misc	0.00	4,200.00
Total Invoice:							0.00	4,200.00
Total Vendor:							0.00	4,200.00
NCSA	Ne Council Of School							
various		05/11/2021		05/11/2021		dues		
1	01-2-02310-810-000					Dues & Fees - Board	0.00	2,275.00
Total Invoice:							0.00	2,275.00
Total Vendor:							0.00	2,275.00
NEBRLIBR	Nebraska Library							
30558		05/11/2021		05/11/2021		Library		
1	01-2-02220-610-001					Supplies - Library	0.00	550.00
Total Invoice:							0.00	550.00
Total Vendor:							0.00	550.00
NORTPIPE	Northwest Pipe Fittings,							

Payable Journal (Preliminary)

Fiscal Year: 2021

Vendor ID	Vendor Name	Inv Number	Inv Date	PO Number	PO Date	Description	Accrued	Payable
Line	Account Number					Description	Encumber	
36817			05/11/2021		05/11/2021	Suppliecs		
1	01-2-02620-610-000					Maint, Bldg, Grounds Supplies	0.00	357.16
						Total Invoice:	0.00	357.16
						Total Vendor:	0.00	357.16
NWEA	NWEA							
53907			05/11/2021		05/11/2021	Fees		
1	01-2-01100-610-002					General Supplies EL	0.00	888.00
						Total Invoice:	0.00	888.00
						Total Vendor:	0.00	888.00
ONESOUR	Once Source Background							
759620210430			05/11/2021		05/11/2021	Background Check		
1	01-2-02310-540-000					Advertising & Printing	0.00	29.00
						Total Invoice:	0.00	29.00
						Total Vendor:	0.00	29.00
PAPER101	Paper 101							
197195			05/11/2021		05/11/2021	Paper Buy		
1	01-2-01100-610-001					General Supplies HS	0.00	4,778.36
						Total Invoice:	0.00	4,778.36
						Total Vendor:	0.00	4,778.36
PARADI	Paradise							
28037			05/11/2021		05/11/2021	Carwash		
1	01-2-02710-490-000					Tires & Parts	0.00	10.00
						Total Invoice:	0.00	10.00
						Total Vendor:	0.00	10.00
PHILLIPS	Phillips F & T, Inc.							
80668			05/11/2021		05/11/2021	fuel		
1	01-2-02710-626-000					Gas & Oil	0.00	169.34
						Total Invoice:	0.00	169.34
						Total Vendor:	0.00	169.34
PYRAART	Pyramid School Products							
142709			05/11/2021		05/11/2021	Supplies		
1	01-2-01100-610-002					General Supplies EL	0.00	854.31
						Total Invoice:	0.00	854.31

Payable Journal (Preliminary)

Fiscal Year: 2021

Vendor ID	Vendor Name	Inv Number	Inv Date	PO Number	PO Date	Description	Accrued	Payable
Line	Account Number					Description	Encumber	
Total Vendor:							0.00	854.31
QUICMEDI QuickCare Medical								
4020113		05/11/2021		05/11/2021		Health Exam		
1	01-2-02710-000-000					Pupil Transportation	0.00	125.00
Total Invoice:							0.00	125.00
Total Vendor:							0.00	125.00
QUILLCOR Quill Corporation								
various		05/11/2021		05/11/2021		846469		
1	01-2-02510-610-000					Supplies	0.00	477.56
Total Invoice:							0.00	477.56
Total Vendor:							0.00	477.56
RASMIRRI Rasmussen Mechanical								
0008197		05/11/2021		05/11/2021		supplies		
1	01-2-02620-431-000					Repairmen & Building Upkeep	0.00	1,725.00
Total Invoice:							0.00	1,725.00
Total Vendor:							0.00	1,725.00
ROCKYMOUN Rocky Mountain Air								
19776		05/11/2021		05/11/2021		Supplies		
1	01-2-02620-431-000					Repairmen & Building Upkeep	0.00	614.11
Total Invoice:							0.00	614.11
Total Vendor:							0.00	614.11
SCHOSPE1 School								
20812\274103		05/11/2021		05/11/2021		supplies		
1	01-2-01120-000-001					Science Department	0.00	89.00
Total Invoice:							0.00	89.00
Total Vendor:							0.00	89.00
SCOTELEC Scott Electric								
2568148		05/11/2021		05/11/2021		Supplies		
1	01-2-01100-610-001					General Supplies HS	0.00	93.00
Total Invoice:							0.00	93.00
Total Vendor:							0.00	93.00
SOARPEDI Soar Pediatric Therapy,								
1754		05/11/2021		05/11/2021		PT		
1	01-2-01200-569-000					Contracted Services - Misc	0.00	1,760.85

Payable Journal (Preliminary)

Fiscal Year: 2021

Vendor ID	Vendor Name	Inv Number	Inv Date	PO Number	PO Date	Description	Accrued	Payable
Line	Account Number					Description	Encumber	
Total Invoice:							0.00	1,760.85
Total Vendor:							0.00	1,760.85
STARHERA Star Herald								
1041036		05/11/2021		05/11/2021		Adv		
1	01-2-02310-540-000					Advertising & Printing	0.00	931.60
Total Invoice:							0.00	931.60
Total Vendor:							0.00	931.60
STBRIGIT St. Bridget's Catholic								
Fee		05/11/2021		05/11/2021		Yearly		
1	01-2-01100-610-001					General Supplies HS	0.00	10,800.00
Total Invoice:							0.00	10,800.00
Total Vendor:							0.00	10,800.00
SWIFREA SwiftReach Networks								
33986		05/11/2021		05/11/2021		Fee		
1	01-2-01100-610-001					General Supplies HS	0.00	562.50
Total Invoice:							0.00	562.50
Total Vendor:							0.00	562.50
SYNCHBANK Synchrony Bank/Amazon								
6045781700068512		05/11/2021		05/11/2021		Supplies		
1	01-2-02220-610-001					Supplies - Library	0.00	346.03
Total Invoice:							0.00	346.03
Total Vendor:							0.00	346.03
TODDBODY Todd's Body Shop								
38676		05/11/2021		05/11/2021		Repairs		
1	01-2-02710-490-000					Tires & Parts	0.00	375.71
Total Invoice:							0.00	375.71
Total Vendor:							0.00	375.71
TROXL Troxell Communications								
various		05/11/2021		05/11/2021		computers		
1	01-2-02230-650-001					Computer Hardware - HS	0.00	15,208.07
Total Invoice:							0.00	15,208.07
Total Vendor:							0.00	15,208.07
TWENCENT 21st Century Equipment								

Payable Journal (Preliminary)

Fiscal Year: 2021

Vendor ID	Vendor Name	Inv Number	Inv Date	PO Number	PO Date	Description	Accrued	Payable
Line	Account Number			Description			Encumber	
HEMIN004		05/11/2021		05/11/2021		Supplies		
1	01-2-02620-610-000					Maint, Bldg, Grounds Supplies	0.00	124.12
Total Invoice:							0.00	124.12
Total Vendor:							0.00	124.12
UNL	University of Nebraska -							
100		05/11/2021		05/11/2021		Fee		
1	01-2-01200-810-002					Sped Dues & Fees - EL	0.00	65.00
Total Invoice:							0.00	65.00
Total Vendor:							0.00	65.00
USPOSTOF	U.S. Postal Service							
217		05/11/2021		05/11/2021		Box Fee		
1	01-2-02510-531-000					Postage	0.00	212.00
Total Invoice:							0.00	212.00
Total Vendor:							0.00	212.00
WESTCO	Westco							
3392757		05/11/2021		05/11/2021		Fuel		
1	01-2-02710-626-000					Gas & Oil	0.00	4,445.15
Total Invoice:							0.00	4,445.15
Total Vendor:							0.00	4,445.15
WPCI	WPCI							
various		05/11/2021		05/11/2021		healthexam		
1	01-2-02710-290-000					Other Benefits (Health Exams)	0.00	70.00
Total Invoice:							0.00	70.00
Total Vendor:							0.00	70.00
Total Distribution For New Payables:							0.00	93,690.60
Journal Total:							0.00	93,690.60
Fund Summary								
01 - GENERAL FUND							0.00	93,690.60
Payroll Summary								
Accrued Fund Summary								



Hemingford Public Schools

Teacher Evaluation Process

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Hemingford Public Schools Teacher Evaluation Process

Hemingford Public Schools is committed to maximizing the professional growth of teachers and views evaluation as a continuous, collaborative process designed to improve instruction and the performance of students. Evaluation of certificated employees on their skills, abilities, and competence shall be an ongoing process supervised by the building principals and conducted by approved evaluators.

The Hemingford Public Schools Teacher Evaluation Process and rubrics are based on the *Danielson Framework for Teaching Clusters*. The clusters provide a description of the skills demonstrated by accomplished teachers in promoting high levels of student performance—skills based on foundational knowledge and dispositions are grounded in a deep understanding of the nature of human learning. The clusters are an outgrowth of *The Framework for Teaching* (the FfT), which has been validated through empirical studies as predictive of student learning as measured by state assessments. Evaluation of Hemingford teachers shall be based upon:

- formal pre-arranged classroom observation(s) for an entire instructional period
- informal (pre-arranged or random) classroom observation(s) less than an instructional period
- day-to-day observation of a teacher’s classroom management
- instruction preparation, plan, and delivery
- personal and professional conduct

Terms and Definitions for Teacher Evaluation	
Term	Definition
Instructional Framework	The district’s instructional framework serves as a guide to teaching practice and forms the basis for the analysis of such practice in the evaluation process. For purposes of gathering data on teaching practices the district shall use the Charlotte Danielson’s Framework for Teaching.
Levels of Performance	The overall performance level of the educator is categorized in one of four levels of performance: Unsatisfactory, Basic, Proficient, or Distinguished. Evaluators will assign an overall performance rating based on the evaluative criteria as part of the summative evaluation. The overall rating is based on the evaluator’s judgment following a thorough review of the evidence collected in the evaluation process. A rating of “Unsatisfactory” on any component requires the development of a Deficiency Notice and Plan of Assistance.

Annual Notice	Under NDE Rule 10, Accreditation of Schools, annual written notice of the district’s evaluation policy and procedures must be provided to educators covered by the district’s evaluation policy.
Formal Observations	Formal Observations of a teacher’s performance shall include (1) advance notice to the educator of the approximate time and date of the observation; (2) a pre-observation conference with the evaluator; (3) observation for a full instructional period; (4) a post-observation conference with the evaluator, and (5) a written report summarizing strengths and suggestions for improvement.
Formal Observation Definition	This observation of a teacher in the classroom should be a minimum of an entire instructional period. An “entire instructional” period shall be that period of time of teacher-pupil contact for the purpose of teaching a lesson from the statement of the objective to closure of the lesson. A formal observation is pre-arranged according to a mutual date/time, include a pre/post observation conference, and any documentation is shared with the teacher in writing.
Formal Observation – Teacher Post-Observation Conference Definitions	<p>The evaluator and teacher meet to discuss the strengths and weaknesses of the teacher’s performance during the observed lesson. The post- observation conference provides an opportunity for the evaluator and teacher to have a reflective discussion about the lesson and effective teaching. A post-observation conference should include performance concerns, if there are any.</p> <p>The Teacher Post-Observation Conference Questions Template will be used after an observation. The questions are provided as a guide to encourage the teacher to reflect on the lesson and to consider changes needed for more effective teaching. The teacher will complete the Teacher Post-Observation Conference Questions Template prior to the conference. These questions and responses will provide the basis for the post-observation discussion.</p> <p>The HPS District Observation and Evaluation Template will be used by the evaluator for comments and observed evidence gathered during the observation.</p>
Instructional Walk-through Observations	Walk-through observations are brief classroom or work space visits, generally five to ten minutes in duration, for the purpose of monitoring the learning environment. Evaluators are encouraged to conduct numerous instructional walk-through observations for each certificated staff member per year. The date of each walk-through observation should be documented. Evaluators will focus on identified Essential Classroom Practices when conducting instructional walk-throughs.
Self-Evaluation	All teachers will self-evaluate using the Self-evaluation Form before the end of first semester for each school year. The completed document form will be discussed during the second semester of each school year.

Student Learning Objectives (SLO)	A Student Learning Objective, or SLO, is an academic goal set for an educator's students at the start of a year or course. It represents the most important learning that is aligned to State or National Standards, as well as any other school and district priorities. The goals must be specific, measurable, and based on available prior student learning data. This baseline data may come from a variety of sources such as pre-tests/pre-assessments and/or a student's prior academic history. The Student Learning Objectives (SLO) is due to the evaluator by October 1.
Individual Professional Development Plan (IPDP)	On an annual basis, teachers shall develop and implement an Individual Professional Development Plan based on the results of the employee's most recent summative evaluation. The Individual Professional Development Plan (IPDP) enables each educator to analyze individual development needs, set specific annual goals and target opportunities to meet these identified goals. This achievement of our professional goals will, ultimately, benefit your students, school and our learning organization. The Individual Professional Development Plan (IPDP) is due to the evaluator by September 1.
Peer Observation (Teachers only)	All teachers will annually complete a peer observation during their planning period and complete the Peer Observation Template. The date of the Peer Observation will be submitted to the evaluator by March 1. (to be implemented at a later date)
Mid- Year Conference (All teachers every year)	Teacher meets with the evaluator to review the following items scheduled between January 1- March 1: <ul style="list-style-type: none"> ● Student Learning Objectives ● Individual Professional Development Plan ● Self-Evaluation (using the Self-evaluation Template)
Deficiency Notification and Plan of Assistance	A Deficiency Notification and Plan of Assistance is required for Teachers who receive a rating of "Unsatisfactory" on any component of a summative evaluation. Components may include Teacher Pre-Observation Conferences, Classroom Observations, Teacher Post-Observation Conferences, Student Learning Objectives, Summative Evaluation and Individual Professional Development Plans.
Summative Evaluation and Conference	The summative evaluation conference shall be completed by dates determined by the District Evaluation Timeline for Probationary (non-tenured) and Permanent (tenured staff). Throughout the year, the teacher and the evaluator have collected evidence and artifacts reflecting the teacher's performance on all criteria. All evidence is submitted to the evaluator prior to the summative evaluation as indicated on the District Evaluation Timeline. The evaluator has responsibility for completing the summative evaluation document and then discussing its contents with the teacher during a summative evaluation conference. As a reminder, the evaluator can use notes taken regarding artifacts/evidence observed at the pre or post-conference. The HPS District Observation and Evaluation Template includes the key questions, indicators, and sources of

	evidence for the <i>Danielson Framework for Teaching Clusters</i> . The right column can be used to document the observations that demonstrate these elements.
Required Evidence of Professional Growth (Nebraska Statute – 79-830)	All teachers will annually complete the Required Evidence of Professional Growth form. Activities must be aligned with staff member’s professional responsibilities. Non-compliance with this requirement will be documented through the evaluation process and included in their personnel file. The Required Evidence of Professional Growth is due to the evaluator by May 1.

Evaluation Schedule – Probationary Teachers

- Probationary: Years 1 through 3 in HPS
- .5 FTE will remain on Probationary Status for six years. (79-825 Revised Statutes)
- Frequency of Evaluation for Probationary Teachers:
 - Teachers in the probationary stage of employment in the school district (generally the first three years of employment in the district) have a one-year evaluation cycle. The evaluation cycle includes a first semester and second semester summative evaluation. Each semester’s evaluation process must include at least one formal observation of classroom or work performance for a full instructional period in accordance with state law. The sequence of formative and summative evaluations is described below.

Evaluation Schedule – Probationary Teachers				
<i>Probationary Phase: Years 1 through 3 of the evaluation cycle</i>				
Timeline	Activity for Professional Improvement	Task or Document	Responsibility of:	
			Administrator	Teacher
Before September 1		Teacher must submit their Individual Professional Development Plan		✓
Before September 15	Annual Evaluation Training	Each teacher will participate in annual evaluation training. All evaluation documents will be placed in the staff handbook and will be available to all staff on the HPS Google Staff Shared Drive.	✓	✓
Before October 1	October Documentation	Teacher completes the following items: <ul style="list-style-type: none"> ● Student Learning Objectives ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template) 		✓
Before December 1	Submit Evidence	Teacher submits evidence (pre-observation form, lesson plans, etc.) to administrator for Summative Evaluation		✓
Before December 1	Formal Pre-Arranged Observation	This observation of a teacher in the classroom should be a minimum of an entire instructional period. An “entire instructional” period shall be that period of time of teacher-pupil contact for the purpose of teaching a lesson from the statement of the objective to closure of the lesson. The formal observation will be pre-arranged according to a mutual	✓	✓

		date/time, include a pre/post observation conference, and any documentation is shared with the teacher in writing.		
On or Before End of 1st Semester	Summative Evaluation and Conference	The evaluator has responsibility for completing the summative evaluation document and then discussing its contents with the teacher during a summative evaluation conference.	✓	✓
By the end of January	Mid-Year Conference	Teacher meets with the evaluator to review the following items scheduled between January 1- March 1: <ul style="list-style-type: none"> ● Individual Professional Development Plan ● Self-Evaluation (using the Self-evaluation Template) 	✓	✓
Before March 1	Second Semester Self-evaluation Reflection	Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template.) The completed document form will be discussed during the End of Year Conferences.		✓
Before March 1	Submit Evidence	Teacher submits evidence to the administrator for Summative Evaluation.		✓
On or Before April 15	Formal Pre-Arranged Observation	This observation of a teacher in the classroom should be a minimum of an entire instructional period. An “entire instructional” period shall be that period of time of teacher-pupil contact for the purpose of teaching a lesson from the statement of the objective to closure of the lesson. The formal observation will be pre-arranged according to a mutual date/time, include a pre/post observation conference, and any documentation is shared with the teacher in writing.	✓	✓
By May 1	SLO	Completed SLO turned into evaluator.		✓
Between May 1-15	End of Year Conference	Teacher meets with principal to review the following items: <ul style="list-style-type: none"> ● Review Individual Professional Development Plan ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template. 	✓	✓

Evaluation Schedule – Permanent (Tenured) Teachers

The evaluation cycle for permanent (tenured) teachers is three years with a classroom observation for an entire instructional period and a summative evaluation in the Summative Year (Year 3) of the cycle. The sequence of the evaluations is described below.

An evaluator can move a teacher back to the Summative Phase at any time.

Evaluation Schedule – Permanent (Tenured) Teachers

Formative Phase: Years 1 & 2 of the evaluation cycle

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of: Administrator Teacher
----------	---------------------------------------	------------------	--

Before September 1		Teacher must submit their Individual Professional Development Plan		✓
Before September 15	Annual Evaluation Training	Each teacher will participate in annual evaluation training. All evaluation documents will be placed in the staff handbook and will be available to all staff on the HPS Google Staff Shared Drive.	✓	✓
Before October 1	October Documentation	Teacher completes the following items: <ul style="list-style-type: none"> ● Student Learning Objectives ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template. 		✓
October 1-31	October Teacher/Principal Conference	Teacher meets with evaluator to review the following items: <ul style="list-style-type: none"> ● Student Learning Objectives (Progress Check) ● Individual Professional Development Plan ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template. 	✓	✓
January 1 and March 1	Second Semester Self-evaluation Reflection	Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template. The completed document form will be discussed during the End of Year Conferences.		✓
March 1 - March 31	Mid-Year Conference	Teacher meets with the evaluator to review the following items: <ul style="list-style-type: none"> ● Student Learning Objectives (Progress Check) ● Individual Professional Development Plan ● Self-Evaluation (using the Self-evaluation Template) 	✓	✓
Between May 1-15	End of Year Conference	Teacher meets with principal to review the following items: <ul style="list-style-type: none"> ● Review Student Learning Objectives ● Review Individual Professional Development Plan ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template. 	✓	✓

Evaluation Schedule – Permanent (Tenured) Teachers

Summative Phase: Year 3 of the evaluation cycle

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of:	
			Administrator	Teacher

Before September 1		Teacher must submit their Individual Professional Development Plan		✓
Before September 15	Annual Evaluation Training	Each teacher will participate in annual evaluation training. All evaluation documents will be placed in the staff handbook and will be available to all staff on the HPS Google Staff Shared Drive.	✓	✓
Before October 1	October Documentation	Teacher completes the following items: <ul style="list-style-type: none"> ● Student Learning Objectives ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template or appropriate specialist evaluation template. 		✓
October 1-31	October Teacher/Principal Conference	Teacher meets with evaluator to review the following items: <ul style="list-style-type: none"> ● Student Learning Objectives (Progress Check) ● Individual Professional Development Plan ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template 	✓	✓
January 1 - March 1	Mid-Year Conference	Teacher meets with the evaluator to review the following items: <ul style="list-style-type: none"> ● Student Learning Objectives ● Individual Professional Development Plan ● Self-Evaluation (using the Self-evaluation Template) 	✓	✓
Before March 1	Second Semester Self-evaluation Reflection	Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template. The completed document form will be discussed during the End of Year Conferences.		✓
Before Evaluation	Submit Evidence	Teacher submits evidence (pre-observation form, lesson plans, etc.) to the administrator for Summative Evaluation.		✓
On or Before April 15	Formal Pre-Arranged Observation	This observation of a teacher in the classroom should be a minimum of an entire instructional period. An “entire instructional” period shall be that period of time of teacher-pupil contact for the purpose of teaching a lesson from the statement of the objective to closure of the lesson. The formal observation will be pre-arranged according to a mutual date/time, include a	✓	✓

		pre/post observation conference, and any documentation is shared with the teacher in writing.		
Between May 1-15	End of Year Conference	Teacher meets with principal to review the following items: <ul style="list-style-type: none"> ● Review Student Learning Objectives ● Review Individual Professional Development Plan ● Self-Evaluation (using the HPS District Observation, Summative Evaluation and Self-evaluation Template. 	✓	✓

Teacher Pre-Observation Conference and Lesson Plan Template

Teacher Name: [Click here to enter text.](#)

Date [Click here to enter text.](#)

Evaluator Name: [Click here to enter text.](#)

Date [Click here to enter text.](#)

Cluster 1: Clarity of Instructional Purpose and Accuracy of Content
Please explain the following instructional elements as they relate to the lesson to be observed:
What are your learning outcomes for this lesson? What do you want the students to understand?

Click here to enter text.

How does this lesson relate to the District Curriculum, i.e. Learning Guide?

Click here to enter text.

What materials are being used to present the curriculum? (instructional resources including classroom, community, and supplemental student resources)

Click here to enter text.

What will the students do to demonstrate comprehension of the curriculum? (Explain the learning activities within the lesson.)

Click here to enter text.

What is the grouping strategy of the activities? (whole group, partners, teams...)

Click here to enter text.

Cluster 2: Safe, Respectful, Supportive, and Challenging Learning Environment

How will you ensure students feel safe, respected, supported, and challenged during the lesson?

Click here to enter text.

Cluster 3: Classroom Management

Classroom procedures that maximize instructional time:

Describe the transitions in the lesson:

Click here to enter text.

Explain distribution and collection of materials and supplies:

Click here to enter text.

Non-instructional duties (attendance, restroom, permission forms, etc.):

Click here to enter text.

Behavior Expectations:

- Are they clearly communicated to everyone?
- Are the expectations posted in your classroom?
- What are the results of student misbehavior in your classroom?

Click here to enter text.

Cluster 4: Student Intellectual Engagement

What teaching/learning activities will be observed? What teaching methods?

Click here to enter text.

What questions will you ask in order for students to explore the content and engage in discussion of the curriculum?

Click here to enter text.

Cluster 5: Successful Learning By All Students

How will you ensure that all students are engaged, responsive, and “drawn in” to the conversation?

Click here to enter text.

How will the structure of the lesson be explained to students so they know what is expected of them as learners?

Click here to enter text.

Educator Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Teacher Post-Observation Conference Questions Template

Teacher Name: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know? (Cluster 5)

[Click here to enter text.](#)

2. What evidence do you have of student learning? What do those samples reveal about those students' levels of engagement and understanding and learning? (Cluster 4)

Click here to enter text.

3. How did your classroom procedures (routines, transitions, student movement, and configuration) enhance or detract from the lesson? What, if anything, would you do differently? (Cluster 3)

Click here to enter text.

4. Did you adjust your lesson plan? If so, how and why? (Cluster 1)

Click here to enter text.

5. Comment on different aspects of your instructional delivery (i.e. activities, grouping of students, materials and resources). To what extent were they effective? (Cluster 5)

Click here to enter text.

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently? (Cluster 5)

Click here to enter text.

7. How did your instructional delivery (directions and procedures, explanation of content, modeling, examples) impact students' engagement? (Cluster 4)

Click here to enter text.

8. What did you learn from informal assessment during the lesson? How did the results impact your instruction and/or student learning? (Cluster 5)

Click here to enter text.

9. What impact did student behavior have on engagement and learning? (Cluster 3)

Click here to enter text.

10. To what extent did the interactions between teacher and students, and among students, demonstrate a safe, respectful, supportive, and challenging learning environment? (Cluster 2)

Click here to enter text.

Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Signature of the staff member does not indicate agreement with statements made within this form. Signature indicates that the staff member has been observed, informed of the observation and has been given a copy of any information to be placed in their file with respect to this observation. It is the responsibility of the teacher to submit a written statement indicating his/her disagreement with statements made within this summary.

HPS District Observation, Summative Evaluation and Self-evaluation Template

Educator Name: [Click here to enter text.](#)

Subject(s): [Click here to enter text.](#)

Grade Level(s): [Click here to enter text.](#)

Evaluator Name: [Click here to enter text.](#)

Observation #1 Date: [Click here to enter text.](#)

Time: [Click here to enter text.](#)

Observation #2 Date: [Click here to enter text.](#)

Time: [Click here to enter text.](#)

Observation #3 Date: [Click here to enter text.](#)

Time: [Click here to enter text.](#)

Observation #4 Date: [Click here to enter text.](#)

Time: [Click here to enter text.](#)

Summative Evaluation Date: [Click here to enter text.](#)

	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Cluster 1: Clarity Of Instructional Purpose And Accuracy of Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key Questions:

- To what extent does the teacher demonstrate depth of important content knowledge and conduct the class with a clear and ambitious purpose, reflective of the standards for the discipline and appropriate to the students' levels of knowledge and skill?
- To what degree are the elements of a lesson (the sequence of topics, instructional strategies, and materials and resources) well designed and executed, and aligned with the purpose of the lesson? To what extent are they designed to engage students in high-level learning in the discipline?
- To what extent did the teacher make adaptations to the lesson?
- To what extent did the teacher use formative assessment to check for student understanding?

Indicators:

- Clarity of instructional outcomes, reflecting not only knowledge of content and of standards and practices, but also suitability for the students in the class (1a, 1b, 1c)
- Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning and group work, analysis (1c)
- Planned resources and activities aligned to the instructional purpose (1d, 1e)
- Expectations for learning, accuracy of content, clarity of explanations, and use of academic language (3a)
- Activities and assignments, questions and student discussion, all aligned to the instructional purpose (3b, 3c)

Sources of Evidence:

- Planning documents: learning outcomes, instructional activities
- Observation:
 - Statements to students about purpose, conversation with students

Observations and Comments:

<ul style="list-style-type: none"> ○ Accuracy of content ○ Alignment of questions, activities, and assignments to purpose ○ Reflection: success in facilitating the lesson’s objectives? 	
---	--

Cluster 2: Safe, Respectful, Supportive And Challenging Learning Environment	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
	□	□	□	□

Key Questions:

- To what extent do the interactions between teacher and students, and among students, demonstrate genuine caring and a safe, respectful, supportive, and also challenging learning environment?
- Do teachers convey high expectations for student learning and encourage hard work and perseverance?
- Is the environment safe for risk taking?
- Do students take pride in their work and demonstrate a commitment to mastering challenging content?

Indicators:

- Language of caring and respect between teacher and students and among students,
- and teacher’s awareness of students’ interests in and beyond school (2a)
- High levels of cognitive energy (2b)
- A safe environment for student risk taking (2a)
- High expectations for students’ capabilities for learning (2b)
- Productive student engagement in small group work (2c)
- Students persevere, even in the face of challenges (2b)

Sources of Evidence:

- Observation:
 - Interactions of students and teacher

Observations and Comments:

<ul style="list-style-type: none"> ○ Student perseverance and pride ● Student surveys 	
---	--

	Unsatisfactory	Basic	Proficient	Distinguished
Cluster 3: Classroom Management	□	□	□	□

Key Questions:

- Is the classroom well run and organized?
- Are classroom routines and procedures clear and carried out efficiently by both teacher and students with little loss of instructional time?
- To what extent do students themselves take an active role in their smooth operation?
- Are directions for activities clearly explained so that there is no confusion?
- Do students not only understand and comply with standards of conduct but also play an active part in setting the tone for maintaining those standards?
How does the physical environment support the learning activities?

<p>Indicators:</p> <ul style="list-style-type: none"> ● Efficient procedures for non-instructional activities: taking roll, distributing and collecting materials, making transitions, etc. (2c) ● Clear guidelines for student work when it is unsupervised, e.g., in small groups (2c) ● Evidence of clear standards of conduct, understood by the students, monitored by the teacher, corrected successfully (when necessary) by teacher or students, or both (2d) ● Physical environment supportive of learning activities (2e) ● Productive contribution to the class by volunteers and paraprofessionals (2c) <p>Sources of Evidence:</p> <ul style="list-style-type: none"> ● Observation: <ul style="list-style-type: none"> ○ Routines 	<p>Observations and Comments:</p>
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<ul style="list-style-type: none"> ○ Student conduct ○ Physical environment 	
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	<u>Unsatisfactory</u>	<u>Basic</u>	<u>Proficient</u>	<u>Distinguished</u>
Cluster 4: Student Intellectual Engagement	□	□	□	□

Key Questions:

- To what extent are students intellectually engaged in a classroom of high intellectual energy?
- What is the nature of what students are doing?
- Are they being challenged to think and make connections through both the instructional activities and the questions explored?
- Do the teacher’s explanations of content correctly model academic language and invite intellectual work by students?
- Are students asked to explain their thinking, to construct logical arguments citing evidence, and to question the thinking of others?
- Are the instructional strategies used by the teacher suitable to the discipline, and to what extent do they promote student agency in the learning of challenging content?

Indicators:

- The content is seen as worthwhile, important, and interesting (2b)
- Content is presented in a manner that engages students in thinking and reasoning (3a)
- Learning tasks require students to engage intellectually, to *think*; some may involve productive struggle (3c)
- Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind (3b)
- The lesson has a recognizable structure, with time for reflection and closure (3c)
- Students explain their thinking and question the thinking of others (3b)

Sources of Evidence:

Observations and Comments:

<ul style="list-style-type: none"> ● Planning documents ● Observation: <ul style="list-style-type: none"> ○ The nature of the work students are doing ○ The quality of teacher presentation of content ○ The nature of student discourse and class discussion ○ Student worksheets or activities ○ Samples of student work 	
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Cluster 5: Successful Learning By All Students	Unsatisfactory	Basic	Proficient	Distinguished
	□	□	□	□

<p>Key Questions:</p> <ul style="list-style-type: none"> ● To what extent does the teacher ensure learning by all students? ● Does the teacher monitor student understanding through specifically designed questions or instructional techniques? ● To what extent do students monitor their own learning and provide respectful feedback to classmates? ● Does the teacher make modifications in presentations or learning activities where necessary, taking into account the degree of student learning? ● Has he or she sought out other resources (including parents) to support students' learning? ● In reflection, is the teacher aware of the success of the lesson in reaching students?

<p>Indicators:</p> <ul style="list-style-type: none"> ● Both summative and formative assessments, aligned to learning outcomes, have been planned (1f) ● The teacher monitors student learning during the lesson (individuals and groups) through a variety of means (3d) ● Students receive specific feedback on their work from the teacher, the activities themselves, or other students (3d) ● If necessary, the teacher modifies the lesson to ensure that students “get it,” drawing on other resources as needed (1d, 3e) 	<p>Observations and Comments:</p>
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<ul style="list-style-type: none"> ● The teacher’s records permit detailed analysis of learning by individuals and groups of students (4b) ● The teacher enlists, as appropriate, the engagement of families in student learning (4c) ● In reflection, the teacher assumes responsibility for student learning (4a) <p>Sources of Evidence:</p> <ul style="list-style-type: none"> ● Planning documents for formative and summative assessments ● Observation: monitoring, feedback, adjustment ● Reflection: comments on learning of individuals ● Artifacts documenting both record keeping and communication with families 	
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Cluster 6: Professionalism	Unsatisfactory	Basic	Proficient	Distinguished
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Key Questions:</p> <ul style="list-style-type: none"> ● To what extent does the teacher engage with the professional community (within the school and beyond) and demonstrate a commitment to ongoing professional learning? ● Does the teacher collaborate productively with colleagues and contribute to the life of the school? ● Does the teacher engage in professional learning and take a leadership role in the school to promote the welfare of students?

<p>Indicators:</p> <ul style="list-style-type: none"> ● Collaboration with colleagues for joint planning, and school/district and community initiatives (4d) ● Active engagement in workshops, courses, and activities to improve practice (1d, 4e) 	<p>Observations and Comments:</p>
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<p>Integrity and honesty in dealing with colleagues and parents on behalf of students (4f)</p> <p>Sources of Evidence:</p> <ul style="list-style-type: none"> ● Artifacts documenting <ul style="list-style-type: none"> ○ Contributions to professional culture ○ Engagement with professional learning ○ Participation in other professional activities 	
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Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Signature of the staff member does not indicate agreement with statements made within this form. Signature indicates that the staff member has been observed, informed of the observation and has been given a copy of any information to be placed in their file with respect to this observation. It is the responsibility of the teacher to submit a written statement indicating his/her disagreement with statements made within this summary.

Rubric for Cluster 1: Clarity Of Instructional Purpose And Accuracy of Content			
Unsatisfactory	Basic	Proficient	Distinguished

<p>The instructional purpose and learning tasks are unclear; the information presented is inaccurate or inappropriate and unsuitable to the students, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>The teacher's plans indicate weak content knowledge.</i> • <i>The teacher does not try to ascertain varied skill and ability levels among students in the class to use in planning.</i> • <i>Learning outcomes, as stated by the teacher, are poorly aligned to the learning standards and either lack clarity or are stated as activities. They are unsuitable for a number of students in the class.</i> • <i>At no time during the lesson does the teacher convey to the students what they will be learning.</i> • <i>The teacher makes a serious error of content or academic language that will affect students' understanding of the lesson.</i> • <i>Students indicate through body language or verbal exchanges that they don't understand the content being presented.</i> • <i>Students appear confused about the learning task.</i> • <i>Planned learning tasks, materials, and question sequences are of low cognitive challenge, are unrelated to the lesson's stated purpose, or are not suitable for many students.</i> 	<p>The instructional purpose and learning tasks are somewhat clear; the information presented is primarily accurate and partially appropriate to the students, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>The teacher's plans reflect rudimentary understanding of the discipline.</i> • <i>The teacher is aware that there are different skill and ability levels in the class but does not use this information in planning.</i> • <i>Learning outcomes, as stated by the teacher, are a combination of outcomes and activities or lack clarity; they are only partially aligned to the learning standards. They are unsuitable for some students in the class.</i> • <i>The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.</i> • <i>The teacher makes no serious content errors but may possibly make minor ones, including imprecise use of academic language.</i> • <i>The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.</i> • <i>The teacher finds it necessary to clarify the learning task so that students can complete it.</i> • <i>Planned learning tasks, materials, and question sequences are of moderate cognitive challenge or are only partially related to the lesson's stated purpose, or both. They are unsuitable for some students.</i> 	<p>The instructional purpose and learning tasks are clear, the information presented is accurate and suitable to the students, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>The teacher can identify important concepts of the discipline and their relationships to one another.</i> • <i>The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed using formative assessment materials and practices.</i> • <i>The teacher has identified broad skill groups of students within the class and uses this information in planning.</i> • <i>Learning outcomes, as stated by the teacher, are written in the form of student learning and are aligned to the learning standards. They are suitable for the groups of students in the class.</i> • <i>The teacher states clearly, at some point during the lesson, what the students are learning.</i> • <i>The teacher makes no content errors and models the correct use of academic language.</i> • <i>The teacher's explanation of content is clear and invites student participation and thinking.</i> • <i>Students engage with the learning task, indicating that they understand what they are to do; if modeling the process to be followed in the task is appropriate, the teacher does so.</i> • <i>Planned learning tasks, materials, and question sequences support the lesson's purpose; they are well sequenced, provide cognitive challenge, and are suitable for most students in the class.</i> 	<p>The purpose and learning tasks of the lesson are very clear, through some combination of the following, in addition to elements listed under "Proficient":</p> <ul style="list-style-type: none"> • <i>The teacher cites intra- and inter-disciplinary content relationships.</i> • <i>The teacher is aware of the proficiency level of each student in the class and incorporates this understanding into plans.</i> • <i>The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed using formative assessment materials and practices.</i> • <i>The teacher states clearly, at some point during the lesson, what the students are learning, and invites students to connect this learning with the longer sweep of curriculum outcomes.</i> • <i>The teacher explains content clearly, using metaphors and analogies or inviting student predictions to bring content to life.</i> • <i>The teacher's carefully-crafted questions enable students to extend the lesson objectives for deeper understanding.</i> • <i>Planned learning tasks and materials permit advanced students to extend the lesson's purpose and provide students who need it most with more time, attention, and supports.</i> <ul style="list-style-type: none"> • <i>Students have the opportunity for reflection and closure on the content being learned, especially its relation to the unit or broader purposes.</i> • <i>The teacher is able to explain fully and specifically how planned learning tasks, materials, and question sequences are well suited for the particular goals and topics of the lesson, unit, or longer-term work, and to the students in the class.</i>
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Rubric for Cluster 2: Safe, Respectful, Supportive And Challenging Learning Environment

Unsatisfactory	Basic	Proficient	Distinguished
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<p>Interactions between teacher and students and among students are characterized by negativity, lack of support, low expectations, and low levels of student perseverance, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>The teacher uses disrespectful talk toward students; student body language indicates feelings of hurt or insecurity.</i> • <i>The teacher does not address disrespectful interactions among students, or the teacher’s attempts to respond to disrespectful behavior are not successful.</i> • <i>The teacher displays no familiarity with, or caring about, individual students’ interests or personalities.</i> • <i>The teacher conveys, to at least some students, that the work is too challenging for them.</i> • <i>Students exhibit little or no pride in their work; they abandon their efforts in the face of difficulty.</i> • <i>Students participate in only routine responses and tasks.</i> • <i>Students receive no support from their classmates.</i> • <i>Students show no sign of active collaboration, answers are copies or one student dominates group work.</i> 	<p>Interactions between teacher and students and among students are a mix of high and low support, moderate expectations, and modest levels of student perseverance, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</i> • <i>The teacher attempts to respond to disrespectful behavior among students, with uneven results.</i> • <i>The teacher attempts to make connections with individual students, but student reactions indicate that the efforts are only partially successful.</i> • <i>The teacher conveys only modest expectations for student abilities.</i> • <i>The teacher encourages students to persevere with challenging work; but only some do so, or they do so in a desultory manner.</i> • <i>Few students offer their ideas on questions that seem to entail intellectual risk.</i> • <i>Students offer assistance to classmates in a supportive manner when prompted by the teacher.</i> • <i>Group work is sometimes collaborative, sometimes not. Teacher makes intermittent attempts to support group processes.</i> 	<p>The classroom is characterized by interactions that are both supportive and challenging, with student perseverance in challenging work, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>Talk between teacher and students and among students is uniformly respectful, with little to no intervention needed by the teacher to correct disrespectful talk among students.</i> • <i>The teacher makes connections with individual students.</i> • <i>The teacher demonstrates a high regard for student abilities.</i> • <i>Student work and conduct during a lesson indicate commitment to high quality; students persevere in understanding challenging content.</i> • <i>Students participate willingly and appear confident in offering their ideas in front of classmates.</i> • <i>Students spontaneously offer assistance to classmates in a supportive manner.</i> • <i>Students are productively engaged collaboratively with a partner or during small-group work.</i> 	<p>Classroom interactions indicate high levels of caring and respect, and student assumption of responsibility for the culture of civility, mutual support for work of high quality, and perseverance in achieving that quality, through some combination of the following, in addition to elements listed under “Proficient”:</p> <ul style="list-style-type: none"> • <i>Talk between teacher and students and among students is uniformly respectful, with no intervention needed by the teacher to correct disrespectful talk among students.</i> • <i>The teacher demonstrates knowledge and caring about the lives of students beyond school.</i> • <i>Student questions and comments indicate a desire for deep understanding of the content.</i> • <i>Students take initiative in improving the quality of their work.</i> • <i>Students volunteer ideas, even when these ideas might seem to be unpopular among classmates.</i> • <i>Students recognize and express appreciation for the efforts of their classmates.</i> • <i>Group work is productive; groups take shared ownership of, and pride in, the products of their work. All members contribute to the group’s work.</i>
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Rubric for Cluster 3: Classroom Management

Unsatisfactory	Basic	Proficient	Distinguished
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<p>The classroom environment is disorganized and chaotic, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>Classroom procedures for transitions and other non-instructional duties are either absent or inefficient, resulting in the loss of much instructional time.</i> • <i>Groups not working with the teacher are not involved in productive work.</i> • <i>No standards of conduct appear to have been established, or the teacher does not monitor student behavior, or, when noticing student misbehavior, appears helpless to do anything about it.</i> • <i>There are physical hazards in the classroom, endangering student safety.</i> • <i>Volunteers and paraprofessionals have no defined role and may be idle much of the time.</i> 	<p>The classroom environment is a little rough, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>Procedures for transitions, materials, and other non-instructional duties seem to have been established, but their operation is rough or inconsistent, resulting in some loss of instructional time.</i> • <i>Small groups are only intermittently engaged while not working directly with the teacher.</i> • <i>Standards of conduct appear to have been set, but the teacher’s attempts to maintain order meet with uneven success, or the teacher’s response to student misbehavior is inconsistent: sometimes very harsh, other times lenient.</i> • <i>The physical environment is not an impediment to learning but does not enhance it.</i> • <i>Volunteers and paraprofessionals participate but require frequent supervision or their work is not well integrated with classroom activities.</i> 	<p>The classroom functions smoothly and efficiently, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>Efficient procedures have been established for non-instructional activities, such as distribution and collection of materials and supplies, transitions to other grouping patterns, etc. resulting in minimal to no loss of instructional time. Students carry out procedures with little or no teacher direction.</i> • <i>All students are productively engaged during small-group work, a fact indicating established procedures.</i> • <i>The teacher regularly monitors student behavior; student behavior is generally appropriate. When needed, the teacher’s response to misbehavior is effective.</i> • <i>The classroom is arranged to support the instructional goals and learning activities.</i> • <i>Volunteers and paraprofessionals work with minimal supervision in synch with classroom goals.</i> 	<p>The classroom functions seamlessly through some combination of the following, in addition to elements listed under “Proficient”:</p> <ul style="list-style-type: none"> • <i>Students take the initiative with their classmates to ensure non-instructional routines run smoothly.</i> • <i>Students ensure productive small-group work by, for example, assigning roles.</i> • <i>The teacher’s monitoring of student behavior is seamless and preventive, accomplished through nonverbal means; student behavior is entirely appropriate.</i> • <i>Productive classroom norms are well established, and students as well as the teacher act to maintain them.</i> • <i>Students take the initiative to contribute to and adjust the physical environment so it supports learning for all students.</i> • <i>Volunteers and paraprofessionals take initiative in their work in the class, a fact indicating clear roles and training.</i>
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<p align="center">Rubric for Cluster 4: Student Intellectual Engagement</p>			
<p align="center">Unsatisfactory</p>	<p align="center">Basic</p>	<p align="center">Proficient</p>	<p align="center">Distinguished</p>

<p>The level of intellectual engagement on the part of students is low, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>The teacher conveys no energy for the importance of the learning goals and assignments.</i> • <i>Content is presented in a didactic manner, with no invitation for students to think.</i> • <i>Learning tasks require only recall or have a single correct response or method; students are not invited to stretch their thinking.</i> • <i>The teacher's questions are rapid-fire and convergent, with a single correct answer, and do not invite student thinking.</i> • <i>All discussion is between the teacher and individual students; students are not invited to speak directly to one another.</i> • <i>The teacher does not ask students to explain their thinking.</i> • <i>Few students are involved in the activities and discussions.</i> • <i>The lesson has no recognizable structure; it's a random series of events.</i> 	<p>The level of intellectual engagement on the part of students is modest, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>The teacher displays little energy for the lesson's purpose or assignments.</i> • <i>The teacher's explanation of concepts includes perfunctory invitations for student thinking.</i> • <i>Learning tasks are so highly scaffolded that the result is a single pathway to completion.</i> • <i>The teacher's questions are a mix of those with a single correct answer and methodology and other questions inviting student thinking.</i> • <i>The teacher attempts to provide time for students to formulate their ideas; some make productive use of this time.</i> • <i>The teacher invites students to respond directly to one another's ideas, but few students do so.</i> • <i>The teacher asks students to explain their reasoning and cite specific evidence, but only some students attempt to do so.</i> • <i>About half the students are involved in activities and discussions.</i> • <i>The lesson has a recognizable structure, although parts of it may be rushed, while others drag.</i> 	<p>The classroom is a cognitively busy place, with students encouraged to use their minds, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>The teacher exhibits energy for the topic and conveys its importance.</i> • <i>The teacher's explanation of concepts invites student intellectual engagement.</i> • <i>Learning tasks, some of which are "group-worthy," demand higher-order thinking, inviting students to take initiative, and may involve productive struggle.</i> • <i>Many of the teacher's questions are open-ended, or have multiple correct answers, inviting students to think. (When low-level questions are used, they provide scaffolding for new learning.)</i> • <i>Wait time is used productively; students engage in thoughtful reflection during discussion.</i> • <i>Students direct their comments to one another during full class discussions; there is lively discussion during small-group work.</i> • <i>Students are asked to explain their thinking, citing specific reasons; most do so.</i> • <i>Virtually all students are involved in the activities and discussions.</i> • <i>The lesson has a clear structure, with time for students to engage in thoughtful participation in discussions and learning tasks.</i> 	<p>The classroom is a cognitively vibrant place, with students encouraged to use their minds, through some combination of the following, in addition to elements listed under "Proficient":</p> <ul style="list-style-type: none"> • <i>Students appear to relish challenging tasks and push their classmates with extended questions.</i> • <i>Students initiate higher-order questions.</i> • <i>Students extend the discussion, enriching it.</i> • <i>Students invite comments from their classmates during a discussion and push their classmates with extended questions in both small group and whole class contexts.</i> • <i>Students modify a learning task to make it more meaningful or relevant to their needs.</i> • <i>Students themselves ensure that all their classmates are involved in the activities and discussions.</i> • <i>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</i> • <i>Students build on each other's ideas and make conjectures/connections aimed at either deeper conceptual understanding or at connecting procedures to underlying concepts.</i>
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Rubric for Cluster 5: Successful Learning By All Students

Unsatisfactory	Basic	Proficient	Distinguished
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<p>The teacher makes no attempt to ensure the learning of all students, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>Summative assessments are poorly aligned with the learning outcomes.</i> • <i>No formative assessments have been designed for use during the lesson.</i> • <i>The teacher makes no effort to determine whether students understand the content of the lesson or ignores indications of student boredom or lack of understanding.</i> • <i>Feedback to students is only global, such as, "Good job, everyone."</i> • <i>The teacher makes no attempt to adjust the lesson, even when such action is clearly needed.</i> • <i>The teacher conveys to students that when they have difficulty learning it is their fault.</i> • <i>Record-keeping systems are in disarray.</i> • <i>Families are unaware of their children's progress.</i> • <i>In reflecting on the lesson, the teacher cites the extent to which students were busy or were well behaved, with no comments about the extent to which they achieved the intended outcomes.</i> 	<p>The teacher makes sporadic or inconsistent attempts to ensure the learning of all students, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>Only some of the instructional outcomes are addressed in summative assessments.</i> • <i>Plans refer to the use of formative assessments but with no specificity.</i> • <i>The teacher requests global indications of student understanding, such as, "Any questions?"</i> • <i>Feedback to students is neither specific nor oriented toward future improvement of work.</i> • <i>The teacher's efforts to modify the lesson are only partially successful.</i> • <i>The teacher conveys to students a sense of responsibility for their learning but also uncertainty about how to assist them.</i> • <i>The teacher maintains school-required record-keeping systems but does little else to inform families about student progress.</i> • <i>The teacher communicates sporadically with families regarding student learning.</i> • <i>In reflecting on the lesson, the teacher cites only limited evidence of student attainment of the instructional goals with an emphasis on other factors, such as whether students were busy or were well behaved.</i> 	<p>The teacher makes genuine attempts to ensure the learning of all students, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>All the learning outcomes have a method for summative assessment, differentiated, as needed, for students with different learning goals.</i> • <i>Plans include specific formative assessments for use during instruction.</i> • <i>The teacher monitors student learning through a variety of means, including using specifically formulated questions, differentiated as needed, to elicit evidence of student understanding.</i> • <i>Feedback includes specific and timely guidance on how students can improve their learning.</i> • <i>The teacher makes productive changes to the lesson plan in response to evidence of student difficulties.</i> • <i>The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</i> • <i>The teacher maintains a coherent record-keeping system on student learning and regularly sends home information about student progress.</i> • <i>The teacher communicates regularly with families regarding student learning.</i> • <i>In reflecting on the lesson, the teacher cites specific examples of student attainment of the instructional goals.</i> 	<p>The teacher indicates a deep commitment to the learning of all students, through some combination of the following, in addition to elements listed under "Proficient":</p> <ul style="list-style-type: none"> • <i>The teacher constantly "takes the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student learning.</i> • <i>The teacher's plan for summative and formative assessment explicitly provides information to students about their progress in real time.</i> • <i>Students monitor their own learning, either on their own initiative or as a result of tasks set by the teacher.</i> • <i>When appropriate, students use assessment information to guide their next steps.</i> • <i>High-quality feedback comes from many sources, including other students; it is specific and focused on improvement.</i> • <i>The teacher actively encourages two-way communication with families regarding student learning.</i> • <i>In reflecting on the lesson, the teacher has specific ideas about how the lesson could be improved. The teacher cites student assessment data that will be taken into account in future planning.</i>
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Rubric for Cluster 6: Professionalism

Unsatisfactory	Basic	Proficient	Distinguished
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<p>The teacher makes no attempt to continue with professional learning or engage with the professional community to advance the interests of students, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>The teacher's relationships with colleagues are characterized by negativity and lack of trust.</i> • <i>The teacher avoids involvement both in school activities and in district and community projects.</i> • <i>The teacher ignores or avoids opportunities to participate in activities for professional learning.</i> • <i>The teacher declines to participate in team and departmental decision making, except when required by superiors.</i> • <i>The teacher does not prioritize the needs of students and operates in a self-serving manner.</i> • <i>The teacher ignores school and district regulations.</i> 	<p>The teacher makes sporadic or inconsistent attempts to continue with professional learning or engage with the professional community to advance the interests of students, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>The teacher has cordial relationships with colleagues and is trusted by them.</i> • <i>When asked, the teacher participates in school activities as well as district and community projects.</i> • <i>The teacher participates in professional activities when they are required or provided by the district.</i> • <i>The teacher participates minimally in team and departmental decision making.</i> • <i>The teacher notices the needs of students but is inconsistent in addressing them.</i> • <i>The teacher minimally complies with school and district regulations.</i> 	<p>The teacher makes genuine attempts to continue with professional learning and to engage with the professional community to advance the interests of students, through some combination of the following:</p> <ul style="list-style-type: none"> • <i>The teacher has supportive, collaborative, and trusting relationships with colleagues and is known for having high standards of integrity.</i> • <i>The teacher frequently volunteers to participate in school events and in school, district, and community projects.</i> • <i>The teacher seeks opportunities for continued professional development.</i> • <i>The teacher actively participates in team and departmental decision making.</i> • <i>The teacher actively addresses student needs and actively works to provide opportunities for student success.</i> • <i>The teacher completely complies with the spirit, as well as the letter, of school and district regulations.</i> 	<p>The teacher indicates, through various actions and statements, a deep commitment to continuing professional learning and engagement with the professional community to advance the interests of students, through some combination of the following, in addition to elements listed under "Proficient":</p> <ul style="list-style-type: none"> • <i>The teacher takes initiative and a leadership role in organizing collaborative projects.</i> • <i>The teacher regularly contributes to, and leads, significant district and community projects.</i> • <i>The teacher takes a leadership role in finding opportunities for continued professional development and in contributing to professional organizations.</i> • <i>The teacher takes a leadership role in team and departmental decision making, and enjoys the trust of colleagues in terms of honesty, integrity, and confidentiality.</i> • <i>The teacher makes a concerted effort to ensure opportunities are available for all students to be successful, even when these efforts challenge school or district policies.</i> • <i>The teacher makes material suggestions for the improvement of school and district regulations.</i>
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Deficiency Notification and Plan of Assistance Template

Teacher Name: [Click here to enter text.](#)

Date(s) Observed: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

1. Component(s) rated as “Unsatisfactory”

[Click here to enter text.](#)

2. Performance deficiencies leading to the “Unsatisfactory” rating

[Click here to enter text.](#)

3. Guidelines from evaluator for improvement

[Click here to enter text.](#)

4. Criteria used to assess the correction of deficiencies

[Click here to enter text.](#)

5. Suggested resources to assist improvement

Click here to enter text.

6. Members of assistance team (if applicable)

Click here to enter text.

7. Timeline for correction of deficiencies

Click here to enter text.

8. Dates of review/evaluation

Next summative evaluation on or before:

Click here to enter text.

Timeline for improvement has been met satisfactorily?

Yes: _____

No: _____

Timeline for improvement is still being addressed?

Yes: _____

No: _____

My signature verifies that this Plan of Assistance has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing regarding this plan within seven (7) days of receipt.

Teacher Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____



Student Learning Objectives (SLO) Template (Year 2 or 3 Implementation)

Teacher Name: [Click here to enter text.](#)

Content Area: [Click here to enter text.](#)

Course: [Click here to enter text.](#)

Grade Level: [Click here to enter text.](#)

Academic Year: [Click here to enter text.](#)

1. Baseline and Trend Data

What information is being used to inform the creation of the SLO and establish the amount of growth that should take place?

[Click here to enter text.](#)

2. Student Population

Which students will be included in this SLO? Include course, grade level, and number of students.

[Click here to enter text.](#)

3. Interval of Instruction

What is the duration of the course that the SLO will cover? Include beginning and end dates.

[Click here to enter text.](#)

4. Standards and Content

What content will the SLO target? To what related standards is the SLO aligned?

Click here to enter text.

5. Assessment (s)

What assessment will be used to measure student growth for this SLO?

Click here to enter text.

6. Growth Targets

Considering all available data and content requirements, what great target (s) can students be expected to reach?

Click here to enter text.

7. Rationale for Growth Target (s)

What is your rationale for setting the above target (s) for student growth within the interval of instruction?

Click here to enter text.

Teacher Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____



Individual Professional Development Plan (IDPD) Template (Year 1 Implementation)

Teacher Name: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Date of Summative Evaluation: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Teacher/Administrative Identified Growth Area (s):

[Click here to enter text.](#)

Professional Development Goal 1:

[Click here to enter text.](#)

Strategies/Action Steps:

[Click here to enter text.](#)

Support/Resources Requested:

Click here to enter text.

Measures of Progress:

Click here to enter text.

Timeline for Goal Completion:

Click here to enter text.

Professional Development Goal 2:

Click here to enter text.

Strategies/Action Steps:

Click here to enter text.

Support/Resources Requested:

Click here to enter text.

Measures of Progress:

Click here to enter text.

Timeline for Goal Completion:

Click here to enter text.

Teacher Signature: _____

Date: _____

EVALUATOR SECTION

Plan Approval

Evaluator's Signature: _____

Date: _____

Plan Completion

Evaluator's Signature: _____

Date: _____



Peer Observation Template (To be implemented later)

Observer: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Teacher visited: [Click here to enter text.](#)

Subject: [Click here to enter text.](#)

1. How is the classroom prepared for the lesson? How did it enhance/hinder the lesson?

[Click here to enter text.](#)

2. What method (s) of instruction – lecture, inquiry, exposition, demonstration, discovery, discussion – were used? Did they seem effective?

[Click here to enter text.](#)

3. Did the students seem involved in the lesson? How did the teacher establish and maintain that involvement?

Click here to enter text.

4. How did the teacher handle interruptions or digressions during the lesson?

Click here to enter text.

5. What teaching tools or technology were used? How do they enhance/hinder the lesson?

Click here to enter text.

6. How would you describe the teacher's manner towards the students?

Click here to enter text.

7. What methods were used for checking understanding or assessing student learning?

Click here to enter text.

8. What impressed you the most about the lesson?

Click here to enter text.

9. What suggestion (s) do you have to improve the lesson? (Please provide at least one)

Click here to enter text.

10. Other thoughts or comments:

Click here to enter text.

Hemingford Public Schools Professional Growth Criteria

Hemingford will be using a three year professional growth cycle.

Need to discuss how many points to accumulate over the three year cycle.

Need a discussion about what can be done to earn points and how many points each are worth.

4130.00 PROFESSIONAL GROWTH OF CERTIFICATED PERSONNEL OF THE HEMINGFORD PUBLIC SCHOOL DISTRICT

The Hemingford Public School District maintains that each certificated staff member shall improve professionally and personally through staff development activities. Those activities sponsored and recognized by the Hemingford Public School District are designed to help each individual become a more effective and efficient staff member of the total educational program. To assist each certificated staff member in this endeavor, the Board shall require evidence of professional growth every six years.

Professional Growth Period: The professional growth period for the Hemingford Public School District is a three (3) year period during which certificated staff members are required to give evidence of professional growth. A certificated permanent staff member, upon employment on September 1, begins his/her initial three year period and concludes such period three years later on August 31. The beginning of the fourth year commences the second three year period.

Professional Growth Points: All permanent certificated staff members will be required to reach a total of thirty (30) professional growth points during each professional growth period. Each activity of professional growth has its own criteria for acceptance. It is the responsibility of each permanent certificated staff member to make an application for professional growth and to show that the activity(s) was completed. Implementation of any changes in professional growth requirements shall be in such a manner as to cause no penalty to those staff members who are currently working on professional growth requirements for their present professional growth period. All professional growth activities earned pursuant to these provisions shall be accepted by the Board as evidence of professional growth.

Applicability to the Salary Schedule: Credit hours earned to complete the professional growth requirement shall be applicable for movement on the salary schedule if such hours meet existing criteria for salary advancement as set forth in the negotiated agreement and/or Board policy.

Procedure for Applying for Growth Credit: Application for professional growth activities and college credit shall be made on forms available at the Office of the Principal. Application shall be initiated by the person requesting acceptance of the professional growth activity(s). A separate application shall be submitted for each activity that requests professional growth. It is required that applicants request preliminary approval for

professional growth points prior to participation in the professional growth activity. The application shall be returned to the Office of the Principal upon completion of the professional growth activity.

Professional Growth Committee: The professional growth committee, established to review and approve applications for professional growth, shall consist of the Superintendent of Schools, each building principal, and an elementary school teacher and high school teacher appointed by the Hemingford Public School District Education Association.

Review of Professional Growth Status: Records of professional growth activities shall be maintained in the employee's personnel file. At the end of each school year, each employee shall be notified, in writing, of the total accumulated professional growth points and the expiration date of the professional growth period.

Classification of Activities: Listed below are the activities for which professional growth points may be obtained, the number of points which can be awarded in one calendar year and the total number of points that can be earned within the professional growth period for each professional growth activity. The required number of thirty (30) professional growth points may be earned in one year or over the three year period. Points earned during one growth period may not be carried over into the ensuing professional growth period, even though the points earned by the individual may be in excess of the required number.

1. College or Formal Class work:

- | | | |
|----|------------------------------------|--------------------------------|
| a. | College credit | 5 points per credit hour |
| b. | Auditing college courses | 4 points per credit hour |
| c. | Technical Community College credit | 5 points per credit hour |
| d. | Adult education class | 1 point for each 5 clock hours |

2. Professional Work Done Under Direction of the Hemingford Public School District:

- | | | |
|----|---|--|
| a. | School Improvement committee work | 3 points each year your are involved |
| b. | Workshop presenter, e.g.
Conference in-service, State Fair,
NSEA Convention, etc. | 5 points (max 15 points per three year period) |
| c. | Building in-service presentation or
demonstration | 5 points |
| d. | Attending workshops held outside the
regular school year, e.g.,
Career Tech Conference held in June | 5 points |
| e. | Attending workshops held
during the school year | 2 points per workshop |

- f. HAL coordinator 2 points per year
 - g. HAL committee 1 point per year
3. Professional Publications:
- Writings that are published. 1 to 10 points
 - Writings are to be presented to the Professional Growth Committee for evaluation and assignment of points
4. Teaching:
- a. College teaching 5 points per credit hour (max 10 points per three year period)
 - b. Adult education classes 5 points per credit hour (max 10 points per three year period)
 - c. Supervising student teachers max 10 points per three year period
 - (1) six weeks = 2 points
 - (2) eight weeks = 4 points
 - (3) fifteen weeks = 8 points
 - (4) eighteen weeks = 10 points
5. Educational Travel:
- a. Sponsored tour under the direction of accredited college for which credit is given 5 points per credit hour
 - b. Tours are subject to prior approval by the Committee 1 to 5 points depending upon prior approval (max 10 points)
6. Professional memberships 1 point per membership per year (max 10 points per three year period)

The professional growth committee reserves the right to consider and recommend to the administration, Board and Hemingford Public School District Education Association, other professional growth activities not covered in the aforementioned activities.

APPLICATION FOR PROFESSIONAL GROWTH POINTS

Category: 1 2 3 4 5 6 (Please Circle)
Subcategory: a b c d e f g (Please Circle)

Date Submitted: _____

Date(s) of Activity: _____ Number of Clock Hours _____

Name/Type of Activity: _____

Description of Activity: _____

This Activity is sponsored or offered by: _____

If this Activity was completed for credit or audited, please complete the following:

Course	Credit	Audit	Credit Hours	Semester	Quarter
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

I verify the above information is true and that I have accurately described the completion of such professional growth activities:

Signature of Applicant

_____ The above request has been denied because: _____

_____ The above activity is approved for _____ professional growth points.

Chairperson Prof. Growth Committee

Building Principal

Date

Evidence of Professional Growth

All certificated staff will annually complete the Required Evidence of Professional Growth form. Activities must be aligned with staff member's professional responsibilities. Non-compliance with this requirement will be documented through the evaluation process and included in personnel file. The HPS Professional Growth Application/Verification form is due to Building Principal or designee by **March 1.**

Professional Growth Activities

Professional Growth Activities shall refer to the kinds of professional work or activities herein listed which contribute to professional growth.

Point System for Professional Growth Activities

Evidence of completed professional growth activities **totaling 10 points must be recorded on the Required Evidence of Professional Growth form annually.** During an annual conference, the staff member and principal/supervisor will review the activities recorded for the year.

Formal Classwork

1. College Credit earned from accredited institutions— 10 points per semester hour. Applicant must submit a statement from the registrar showing that credit has been earned. This may be in the form of a transcript for credit notice. This statement will be placed in the personnel files after recognition by the building principal.

Participating in Workshops, Trainings or Institutes

1. Curriculum Workshops offered or approved by the district — one point for every two hours attended.
2. Specific Building In-service Workshops — five clock hours of time equal two points professional growth credit under this classification is given for participation in specific building in-service workshops organized and conducted at the request or suggestion of individual building principals and approved by the District.

Conducting Training

1. Conduct training approved by administrator – one point for every one hour of training provided.

Supervising Student Teachers

1. Supervising Student Teachers — points will vary depending upon length of student teacher assignment as described in school board policy. six weeks = 2 points, eight weeks = 4 points, fifteen weeks = 8 points, and eighteen weeks = 10 points.

Professional Publications

1. Publication of any piece of professional writing shall entitle the author to a maximum professional growth credit of 10 points per year.

CERTIFICATED EMPLOYEE EVALUATION

Evaluation of certificated employees on their skills, abilities, and competence shall be an ongoing process supervised by the building principals and conducted by approved evaluators. The goal of the formal evaluation of certificated employees, other than administrators, but including extracurricular employees, shall be to improve the education program, to maintain certificated employees who meet or exceed the board's standards of performance, to clarify the certificated employee's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the board, and to develop a working relationship between the administrators and other employees.

The formal evaluation criteria shall be in writing. The formal evaluation shall provide an opportunity for the evaluator and the certificated employee to discuss the past semester's performance and the future areas of growth. The formal evaluation shall be completed by the evaluator, signed by the certificated employee and filed in the certificated employee's personnel file. This policy supports, and does not preclude, the ongoing informal evaluation of the certificated employee's skills, abilities and competence.

The Superintendent will create an administrative regulation describing the procedure to be used for evaluations and including the evaluation instrument. At a minimum this will provide for evaluation of instructional performance, classroom organization and management, professional conduct, and personal conduct. It will provide for a written description of all noted deficiencies, specific means for the correction of the noted deficiencies and an adequate timeline for implementing the concrete suggestions for improvement. The teacher will be allowed to offer a written response. The regulation will also specify what training will be provided by the district for evaluators.

It shall be the responsibility of the principal to ensure certificated employees are evaluated **formally once every three years** ~~at least annually~~. The evaluation shall include at least one classroom observation for one period.

New and **probationary** certificated employees shall be evaluated at least once each semester **in their first three years**. This evaluation procedure will include at least one classroom observation for one period each semester.

The requirements stated in the Negotiated Contract between employees in the certified collective bargaining unit and the board regarding evaluation of such employees shall be followed.

Legal Reference: Neb. Statute 79-828
 NDE Rule 10-007.06

Cross Reference: 408.05 Certificated Employee Reduction-In-Force

Approved _____ Reviewed _____ Revised _____

Hemingford Public Schools Professional Growth Criteria

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Examples of Criteria

1. College or Formal Class work:
 - a. College credit 5 points (hours) per credit hour
 - b. Auditing college courses 4 points per credit hour
 - c. Technical Community College credit 5 points per credit hour
 - d. Adult education class 1 point for each 5 clock hours

2. Professional Work Done Under Direction of the Superior Public School District:
 - a. School Improvement committee work 3 points each year your are involved
 - b. Workshop presenter, e.g. 5 points (max 15 points per three year period)
Conference in-service, State Fair,
NSEA Convention, etc.
 - c. Building in-service presentation or 5 points
demonstration
 - d. Attending workshops held outside the 5 points
regular school year, e.g.,
Career Tech Conference held in June

Each Cycle-Each Teacher must attend a professional activity outside the district.
Visit another school; attend an activity at ESU; state conference in their area; etc.

CERTIFICATED EMPLOYEE EVALUATION

Evaluation of certificated employees on their skills, abilities, and competence shall be an ongoing process supervised by the building principals and conducted by approved evaluators. The goal of the formal evaluation of certificated employees, other than administrators, but including extracurricular employees, shall be to improve the education program, to maintain certificated employees who meet or exceed the board's standards of performance, to clarify the certificated employee's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the board, and to develop a working relationship between the administrators and other employees.

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Legal Reference: Neb. Statute 79-828
 NDE Rule 10-007.06

Cross Reference: 408.05 Certificated Employee Reduction-In-Force

Approved _____ Reviewed _____ Revised _____

Adopted
??????

Hemingford Public Schools 2021-2022 Student/Parent Handbook



**Empowering individuals to be
resourceful, respectful, and
responsible lifelong learners.**

WELCOME

Dear Students and Parents:

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

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

There are several forms at the end of this handbook that you must read, sign, and return no later than August 20, 2021.

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

Sincerely,

Charles Isom
Superintendent

Intent of Handbook

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

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

Notice of Non-Discrimination

This school district does not discriminate on the basis of race, color, religion, national origin, sex, marital status, disability, or age or in admission or access to, or treatment of employment, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Any person having inquiries concerning this school district’s compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact Superintendent Charles Isom in writing at 913 Niobrara Avenue Hemingford, NE 69348 or by telephone at (402) 487-3328. For further assistance, you may also contact Office for Civil Rights (Kansas City Office), U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114-3302, Telephone: 816-268-0550, FAX: 816-823-1404; TDD: 877-521-2172, Email: OCR.KansasCity@ed.gov. Also see the “Anti-Discrimination/Harassment” section below.

Steps To Resolve Concerns

If a parent or a student has concerns about a class or activity, they are asked to contact the following individuals sequentially, in order to resolve that concern.

1. Arrange with the principal to meet with the teacher, sponsor, or coach.
2. Principal
3. Superintendent
4. Board of Education

ARTICLE 1: MISSION AND VISION

Mission Statement:

Empowering individuals to be resourceful, respectful, and responsible lifelong learners.

Vision Statement:

Our vision at Hemingford Public Schools is to cooperatively work with parents and the community to provide a safe and healthy learning environment for all students. We provide and promote opportunities for high academic achievement, capitalizing on student career interests and aptitudes while encouraging student involvement and accomplishments to prepare accountable, responsible, self-disciplined, successful citizens for a changing global society.

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HEMINGFORD PUBLIC SCHOOLS STAFF DIRECTORY 2021-2022

BOARD OF EDUCATION

Justin Ansley	President
Trish Schumacher	Vice President
Blanche Randolph	Secretary
Troy Turek	Member
Rick Horstman	Member
Brett Cullan	Member
Mary Curtis	Board Treasurer

HEMINGFORD ADMINISTRATION

Charles Isom	Superintendent
Daniel Kluver, Sr.	Secondary Principal
Eric Arneson	Elementary Principal
Mandy Plog	Director of Special Education

HEMINGFORD ELEMENTARY TEACHING STAFF

Ammie Frost	Kindergarten
Kerri Heusman	Kindergarten
Sue Benzel	1st Grade
Jennifer Gasseling	1st Grade
Joei Cullan	2nd Grade
Dee Hannaford	2nd Grade
Pamela Huddle	3rd Grade
Whitney Dean	3rd Grade
Michelle Osmotherly	4th Grade
Gina Osentowski	4th Grade
Heather Staudenmaier	5th Grade
Jayne Clark	5th Grade
Danielle Roland	6th Grade
Bridget Johnston	6th Grade
Shari McClure	Pre-K
Lauren Morava	Title I
Emma Hageman	K - 6 Resource
Janelle Huss	5-8 Resource
Josh Dean	Tech Coordinator/K-6 Computer
Morgan Kuhn	K-6 Physical Education
Dawn Pinnt	K-12 Counselor
Sarah Arneson	K-6 Music & Elem Band
Brenda Davies	K-6 Library Aide
Jill Hurtt	K-12 Media Specialist
Samantha Miller	Nurse/Health Education

HEMINGFORD HIGH SCHOOL TEACHING STAFF

Jeff Maddox
Joe Collins
Beth Dahl
Morgan Kuhn
Pete Gomez
Kelly Horn
Janelle Huss
Matthew Wood
Josh Redden
Dawn Pinnt
Lisa Janssen
Gordon Karney
Tamara Bila
Suzanne Neefe
Brad Olson
Ashley Talkington
Sarah Arneson
Jill Hurtt
Jill Hurtt
McKinley Backous
Natalie Wood
Michelle Hoxworth
Samantha Miller
Michelle Kluver
Millie Butler
Todd Westover

Social Studies
Social Studies
Math
10 – 12th Physical Education
Science
7th – 12th Resource
5th- 8th Resource
7th – 12th Physical Education
Computer & Business
K – 12th Counselor/Transitions
Math
Vocational Agriculture Ed
English
Family Consumer Science
Science
Science
Band/Choir
K – 12th Media Specialist
7th – 8th Reading
English
Business/Tech Coordinator
K – 12th Speech Pathology
Nurse/Health Education
Spanish
Art
School-Within-A-School

NON-CERTIFIED STAFF

Mary Curtis
April Hanson
Deb Campbell
Brenda Davies
Tobie Buchheit
Jeannette Hucke
Pat Vogel
Lori Glendy
Kassy Broadway
Shawn Phillips
Shelley Wyland
Dena Paris
Jennifer Hinman
Kristina Kramer
Jake Frost

Business Manager
Secondary Secretary
Elementary Secretary
Elementary Library
Paraprofessional
Paraprofessional

Karla Mapes
Katie Dahl
Hanna Walker
Chad Bell

Paraprofessional
Paraprofessional
Paraprofessional
Brailist

DEPARTMENT HEADS

Jim Miles
Sandy Haas

Maintenance
Lunch Accounts/Trans. Director

CUSTODIANS

????	High School Custodian
Rozie Wax	Elementary Custodian
?????	Gymnasium Custodian
Cindy Jones	Admin./M.S. Custodian

FOOD SERVICE PERSONNEL

Megan Miles	Food Service Manager
Stacey Dillard	Food Service Aide
Debbie Hill	Food Service Aide
????	Food Service Aide

BUS DRIVERS

Sandy Haas	Transportation Director
Brenda Davies	Route & Activities
Jacob Frost	Route & Activities
Bob Haas	Route & Activities
Brad Haas	Route & Activities
Karla Mapes	Route & Activities
Tim Lanik	Route & Activities
Tre Surbeck	Route & Activities
Pat Vogel	Route & Activities
Kim Wills	Route & Activities
Brad Olson	Route & Activities
Pete Gomez	Route & Activities
Dan Anderson	Route & Activities
Gordon Karney	Route & Activities
Becky Hanley	Route
Jennifer Lashley	Special Education Transportation

CLASS SPONSORS

Class of 2022 – Seniors	Millie Butler Matthew Wood
Class of 2023 – Juniors	Pete Gomez Jeff Maddox
Class of 2024 – Sophomores	Beth Dahl Kelly Horn
Class of 2025 – Freshman	Ashley Talkington Lisa Janssen
Class of 2026 – Eighth Grade	Michelle Kluver McKinley Backous
Class of 2027 – Seventh Grade	Gordon Karney Suzanne Neefe

ACTIVITIES

Athletic Club	Todd Westover, Activities Director
Instrumental Music	Sarah Arneson
Health Council/Professions	Samantha Miller
FFA	Gordon Karney
FCCLA	Suzanne Neefe
National Honor Society	Jeff Maddox
One Act Play Co-Director & Three Act Play Director	Tabi Bryner
One Act Play Co-Director & Three Act Play Assistant Director	Michelle Kluver
HS Quiz Bowl	Jill Hurtt
JH Quiz Bowl	Ashley Talkington
School Improvement	Jill Hurtt, Pete Gomez and Lauren Morava
Speech	Michelle Kluver
Student Council	Josh Redden / Tamara Bila
World Stride DC Trip	Joe Collins
Yearbook	Tamara Bila
Cheerleading	McKinley Backous
e-Sports	???

COACHES

Activities Director

Todd Westover

Head Football

Josh Dean

Assistant Football

Taryn Wood

Assistant Football

Matthew Wood

Jr. High Football - 7th

Jamison Wood

Jr. High Football - 8th

Todd Westover

Head Volleyball

Melinda Cullan

Assistant Volleyball

Jaiden Brown

Jr. High Volleyball – 7th

McKinley Backous

Jr. High Volleyball – 8th

Natalie Wood

Head Cross Country

Jayme Clark

Assistant Cross Country

Ammie Frost

J.H. / H.S. Head Wrestling

Todd Westover

H.S. Assistant Wrestling

Scott Delsing

J.H. Assistant Wrestling

Pete Gomez

Head Girls Basketball

Steve Morava

Assistant Girls Basketball

Lisa Janssen

Jr. High Girls Basketball

Lisa Janssen

Jr. High Girls Basketball

Morgan Kuhn

Head Boys Basketball

Brennan Vogel

Assistant Boys Basketball

Joe Collins

Jr. High Boys Basketball

Joe Collins

Jr. High Boys Basketball

Matthew Wood

Head Track

Josh Dean

Assistant/Jr. High Track

Danielle Roland

Assistant/Jr. High Track

Lisa Janssen

Assistant/Jr. High Track

Matthew Wood

Assistant/Jr. High Track

Jayme Clark

Golf

Joe Collins

Emma Hageman

Cheerleading

McKinley Backous

ARTICLE 2: SCHOOL DAY

Section 1 Daily Schedule

8:05 to 3:44 Total School Day Monday through Thursday

8:05 to 2:00 Total School day on Friday

Students are expected to depart the school grounds promptly after school has been dismissed, unless under direct supervision of a staff member.

Elementary Arrival and Departure for Monday through Thursday

7:45 Breakfast Begins —there is **no supervision before this time.**

8:00 Entrance Bell Rings

8:10 School Begins

11:05 to 11:35 Lunch period for grades 4-6

12:00 to 12:40 Lunch period for grades K-3

3:40 Dismissal bell for all students

Elementary Arrival and Departure for Friday

7:45 Breakfast Begins —there is **no supervision before this time.**

8:00 Entrance Bell Rings

8:10 School Begins

11:05 to 11:35 Lunch period for grades 4-6

12:15 to 12:55 Lunch period for grades K-3

1:55 Dismissal bell for all students

High School Arrival and Departure for Monday through Thursday

7:45-8:00 (15 minutes) **Morning SST**

8:05-8:56 (51 minutes) Period 1

8:59-9:50 (51 minutes) Period 2

9:53-10:44 (51 minutes) Period 3

10:47-11:38 (51 minutes) Period 4

11:38-12:08 (30 minutes) Junior High Lunch

11:41-12:32 (51 minutes) High School Period 5

12:11-1:02 (51 minutes) Junior High Period 5

12:32-1:02 (30 minutes) High School Lunch

1:05-1:56 (51 minutes) Period 6

1:59-2:50 (51 minutes) Period 7

2:53-3:44 (51 minutes) Period 8 **3:39 Bus Rider Dismissal**

3:45-4:00 (15 minutes) **Afternoon SST**

High School Arrival and Departure for Friday

7:45-8:00 (15 minutes) **Morning SST**

8:05-8:43 (38 minutes) Period 1

8:46-9:24 (38 minutes) Period 2

9:27-10:05 (38 minutes) Period 3

10:08-10:46 (38 minutes) Period 4

10:49-11:27 (38 minutes) Period 5

11:27-11:57 (30 minutes) Junior High Lunch

11:30-12:08 (38 minutes) High School Period 6

12:00-12:38	(38 minutes)	Junior High Period 6	
12:08-12:38	(30 minutes)	High School Lunch	
12:41-1:19	(38 minutes)	Period 7	
1:22-2:00	(38 minutes)	Period 8	1:55 Bus Riders Dismissal

Section 2 Building Hours

The building is open every day from 7:30 to 4:00 every day that school is in session. Teachers will be on duty from 7:45 to 4:00 Monday thru Thursday and 7:45 to 2:15 on Fridays, unless otherwise determined by administration. The school secretary is available daily from 7:30 to 4:00.

Section 3 Severe Weather and School Cancellations **Ref: SB Policy: 905.08**

The Superintendent of schools is authorized by the Board of Education to close public schools in case of severe weather. The Superintendent will notify parents through the appropriate means and also notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio stations, (KCOW AM 1400, KQ 106 & 97.5 FM, KPNY 102 FM, KMOR 92.9 FM), our website (www.hemingfordschools.org), and Mobius website (www.bbc.net). If schools are closed due to severe weather conditions, all after-school activities will be canceled.

Parents should assume that school is open and a regular schedule is being followed if there is no announcement concerning the school district. Please do not call the school or individual staff members to find out whether school is being canceled. Parents who do not believe it is safe to transport their students to school may keep their students home after contacting the district office.

Emergency Conditions. Hemingford Public Schools has a procedure which, when activated, includes the evacuation of the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for an Emergency Exit system, Tornado Warning System, and Critical Incident Response.

Section 4 Open-Closed Campus **Ref: SB Policy: 602.03**

All K-6 students are required to remain on campus during the school day, unless other arrangements have been made by parents/guardians. Campus is open for all 7 - 12 students during lunch. Students who violate school policies and rules during open lunch will have those privileges revoked. If students plan on driving during open lunch, they must get permission from the principal to do so. **The school does not provide supervision for any student that leaves school grounds at any time during the open campus lunch period.**

ARTICLE 3 USE OF BUILDING AND GROUNDS

Section 1 Entering and Leaving School Grounds **Ref: SB Policy: 903.07**

Beginning of School: Students should not be on school grounds prior to 7:30 a.m. During fair weather conditions the first bell will ring at 8:00 a.m. allowing students to enter the building and to proceed to their lockers and classrooms. During bad weather the entrance will be open by 7:30 a.m. for students to enter the building. Students are to stay in their designated area and are not to go to any other part of the building.

During the School Day: Students are to remain on campus unless excused in accordance with school policies. Upon return to school during the day, except for students who are permitted to leave for open campus lunch (Grades 7-12), students are to report to the school office.

End of School: Our regular school day ends at 3:45 p.m. Monday thru Thursday and 2:00 p.m. on Fridays. The Elementary will end their day at 3:40 p.m. Monday thru Thursday and 1:55 p.m. on Fridays. Club meetings and other school activity practices begin at 4:00 p.m. Monday through Thursday and 2:00 p.m. on Fridays. It is important that students who are involved in any of these activities report to the designated area on time. All other students must clear the building as soon as possible.

Traffic And Parking Procedures: Driving and parking on or near school property (Fair Board Land, streets near the school) are privileges granted by the board to persons who have reasons to be in the schools or on school property. The Superintendent shall authorize parking areas and post notices on district property designated for staff, student, visitor parking and parking for persons with disabilities and other classifications of parking areas as may be necessary.

Any vehicle not parked in authorized areas may be cited or towed away and stored. All charges for towing and storing will be the responsibility of the owner or operator of the vehicle.

Any person failing to abide by the district's parking regulations may be further prohibited from bringing any vehicle on school property.

Building principals will establish regulations as necessary for the use and control of staff and student parking areas around their buildings. Such regulations will be made available to staff, students and parents.

Cross Reference: 801.12 Student Transportation in Private Vehicles

Administrative Guidelines – Parking Regulations

- Areas painted yellow—No Parking for Staff and Students during school hours
- All other school parking areas—OPEN Parking for Staff and Students

Guidelines added on March 14, 2016

Section 2 Visitors

Ref: SB Policy: 903.02

All visitors including parents/guardians must report to the office, upon entering, to sign in, in order to receive a visitor's pass. Please sign in/out at the office upon entering/exiting the school.

Section 3 Care of School Property

Ref: SB Policy: 504.07

1. Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. If students decide to not lock their lockers, the school does not assume any responsibility for these lost or destroyed items. Locks are available in the office for student use.
2. Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item. School policies regarding destruction of school property will apply.
3. School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued. Students must pay all fines before they can receive school publications and final grades.

Section 4 Police Questioning and Apprehension

Police or other law enforcement officers may be called to the school at the request of school administration, or may initiate contact with the school in connection with a criminal investigation. The school district shall inform parents when law enforcement officers seek access to their student prior to the student being questioned unless

the officers are investigating charges that the student has been the victim of abuse or neglect. Members of the school district staff will comply with board policy regarding police questioning of students.

Section 5 Searches of Lockers and Other Types of Searches

Ref: SB Policy: 504.09

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

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

1. School officials may conduct a search if there is reasonable suspicion to believe that the search will uncover evidence of a crime or a school rule violation. The search must be conducted in a reasonable manner under the circumstances.
2. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon shall be confiscated and delivered to law enforcement officials as soon as practicable.
3. Items which 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.

Sniffer (Drug) Dogs

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

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

Section 6 Cell Phones and Other Electronic Devices

Ref: SB Policy 504.12

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

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

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

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

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

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

Section 7 Bicycles/Skateboards/Rollerskates/Rollerblades/Scooters

Bicycles and scooters must be parked in an orderly manner. All bicycles and scooters should be equipped with locks and licenses. All other items of this type of transportation must be removed upon entrance to school grounds. The school is not responsible for damage or theft of parts while these items are on school property.

Section 8 Student Valuables/ Personal Items

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

Section 9 Lost and Found

Students who find lost articles are asked to take them to the office, where the articles can be claimed by the owner. It is recommended that articles of clothing and lunch boxes be clearly marked with the student's full name. If articles are lost at school, report that loss to office personnel. Unclaimed articles will be donated to a local charity or otherwise disposed of at the conclusion of each semester.

Section 10 Accidents

Ref: SB Policy: 905.06

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school shall be reported immediately to the school nurse or administration.

Section 11 Laboratory Safety Glasses

Ref: SB Policy: 905.09

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

Ref: SB Policy: 508.06

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 or on school bulletin boards.

Section 13 Bulletins and Announcements

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

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

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

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

Section 14 Jr./Sr. High School Dances

These dances are open to students grades seven through twelve and their dates. No students younger than grade seven and no person 21 years of age or older shall be permitted to attend these dances. Students must register and provide a birth date for out of town/out of school dates with the office one week prior to the date of the dance. **The school eligibility rule applies to dances (handbook page 60).**

Section 15 Homecoming Dance

The homecoming dance is open to Hemingford High School freshmen, sophomores, juniors, seniors and their dates. No students below grade nine and no person 21 years of age or older shall be permitted to attend the homecoming dance. Students must register and provide a birth date for out of town/out of school dates with the office one week prior to the date of the dance. **The school eligibility rule applies (page 60).** Parents of Homecoming candidates will be asked to help chaperone.

Section 16 Prom Dance and Banquet

The prom banquet will be open to Hemingford High School juniors, seniors, and staff members by invitation only. Sophomores will be selected by the junior class to act as servers for this banquet.

The prom dance will be open to Hemingford High School sophomores, juniors, seniors, and their dates. No students below grade nine and no person 21 years of age or older shall be permitted to attend the prom dance and prom activities. Students must register and provide a birth date for out of town/out of school dates with the office one week prior to the date of the dance. **The school eligibility rule applies (page 60).**

Section 17 Clubs and Organizations

All school clubs and organizations must be considered for their contribution to the improvement to the moral, social and educational experience of the student body. All such clubs shall be under the directions and supervision of regular school personnel or an approved sponsor and in conformity with laws of the state and policies of the Board of Education.

Activities, including those held by a group for its members only, must be scheduled on the school calendar through an administrator and placed on the calendar in the high school office.

All funds are to be controlled through the activity account of the school. Sponsors should supervise the activity of the treasurer and countersign all requests for disbursements. "No bills shall be paid from cash and receipts shall be given and received for all cash transactions."

The school may be used Sunday if prior approval is secured from the superintendent or the principal and if an approved adult sponsors the use at all times. Such activity will not be to raise money, nor will it conflict with church or church-sponsored activities.

Wednesday nights are observed as church nights in our community and every effort is made to release students in time to participate in these activities. Any exceptions must be cleared in advance through the administration.

Club activities are governed by the Student Activity Handbook. Students who are involved in extracurricular activities may face consequences related to the activity in addition to the consequences discussed in this handbook.

Section 18 Copyright and Fair Use Policy

Ref: SB Policy: 606.08

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

Section 19 Threat Assessment and Response

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

1. Obligation to Report threatening Statements or Behaviors.

All staff and students must report any threatening statements or behavior to a member of the administration. Staff and students must make such a report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

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

2. Threat Assessment Investigation and Response

All reports of violent, threatening, stalking, or other behavior or statements which could be interpreted as posing a threat to school safety will immediately be forwarded to the superintendent. Upon receipt of an initial report of any threat, the superintendent will take steps to verify the information, make an initial assessment, and document any decision involving further action. This investigation may include interviews with the person who made the statement(s) or engaged in the behavior of concern, interviews with teachers and other staff members who may have information about the individual of concern, interviews with the target(s) of the threatening statements or behavior, interviews of family members, physical searches of the individual of concern's person, possessions, and home (as allowed by law and in cooperation with law enforcement), and any other investigatory methods that the superintendent determines to be reasonable and useful.

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

3. Communication with the Public about Reported Threats

To the extent possible, the team will keep members of the school community informed about possible threats and about the team's response to those threats. This communication may include oral announcements, written communication sent home with students, and communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence if that individual is a minor.

ARTICLE 4 ATTENDANCE

Section 1 Attendance Policy

Ref: SB Policy: 503.03

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 which will result in regular and punctual student attendance.

The responsibility for the attendance of the child in school is fixed by law, upon the parents. It will be the duty of the school to inform parents of non-attendance and report the continuous non-attendance (excess of 5 days per quarter) to the county attorney. The superintendent of schools is the official truant officer.

Parents give the reasons for absences. However, by law, only authorized school authorities can excuse students from school.

Absences From School - Definitions. An absence from school will be reported as:

(a) a justifiable absence or (b) an unexcused absence.

1. Justifiable Absences. Absences should be cleared through the Principal's office in advance whenever possible. An absence or tardy, even by parental approval, may not be excused. All absences, except for illness and/or death in the family, require advance approval. An absence for any of the following reasons will be excused, provided the required procedures have been followed:

- (A) Attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents),
- (B) Illness which causes a student to be absent from school,
- (C) Doctor or dental appointment which require student to be absent from school,
- (D) Court appearances that are required by a court order and the student is not responsible for needing to be in court,
- (E) School sponsored activities which require students to be absent from school,
- (F) Family trips in which student accompanies parent(s)/legal guardian(s),
- (G) Other absences which have received prior approval from the Principal.

The Principal has the discretion to deny approval for the latter two reasons, depending on circumstances such as the student's number of other absences, the student's academic status, the 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. Parents should make every attempt to schedule medical and other appointments after school hours when possible.

2. Unexcused Absences: An absence which is not excused is unexcused. If a student's absence is unexcused the student may receive zeros for any class work missed during the absence, and may be required to make-up work and the time missed.

A student who engages in unexcused absences may be considered truant as per state law, Neb.Rev.Stat. § 79-201. Truancy is a violation of school rules. The consequence of such action may include suspension from classes and the student may be required to make up the time missed.

Absence Procedure. When it is necessary for a student to be absent for any reason, the parent or guardian of the student must call the school office by 9:00 a.m. to state the reasons for the absence. If the office receives no telephone call, we will then try to contact the home to insure that the student is accounted for. **Appointment cards may be requested to verify an absence.** Students not accounted for will be considered truant resulting in zeros for the time missed. When a student returns from an absence, he/she shall report to the office to check in.

Section 3 Homework Policy

Two days will be allowed to make up work for each day missed if the absence is excused, unexpected or beyond the control of the student. Students are responsible for communicating with their teachers regarding this and all absences. *Example: If a student misses Monday, the work is due by the end of the day on Wednesday. If a student misses Monday and Tuesday, all work is due by the end of the day on Thursday. If the student misses Monday, Tuesday, and Wednesday, all work is due by the end of the day on Friday.*

When the student **knows** he/she is going to be absent or the absence is **prearranged (family trips, surgeries, etc.)**, all effort should be made to complete and turn in all assignments he/she will miss prior to the date of the absence or in a reasonable amount of time pre-arranged with the teacher. This may or may not be the same as

the above absence window. Students are responsible for communicating with their teachers and making these arrangements during their absence.

If the student does not complete the work in the required amount of time, he/she will not be given credit for the assignments that are not completed and turned in to the teacher. The student and or the student's parent/guardian may request that a list of the homework be completed by the teacher and put in the office to be picked up by the parent/guardian, so the student can do the work at home. If this is not possible, the student and teacher will make arrangements for the student to make up the work within the required time.

For unexcused absences/truancy, the student will not receive credit for missed work in these class periods.

Section 4 Ten Day Rule

Ref: SB Policy: 503.04

Students who are absent from school **ten days (excused or unexcused)** during any semester will have their attendance reviewed. After ten absences, the principal will contact the parent/guardian, to determine the status of consequences for further absences. Contact with the parent or student may be made, once a student misses six (6) days, expressing our concern regarding the student's attendance and also as a reminder of this policy. Following an eighth (8th) absence from school, the principal may request a conference with the student, and parent. The purpose of this conference will be to discuss the concern about the student's attendance and any barriers preventing the student from attending school regularly.

Attendance Officer

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

Section 5 Tardiness Anytime During the School Day

Ref: SB Policy: 503.03

Punctuality is required on a daily basis. Preliminary instruction, assessment, attendance, lunch count, etc. takes place at the beginning of class. Students not in attendance may lose the opportunity for this instruction. Tardiness may result in a student making up time after school, at lunch and/or charged with an absence, or having in-school suspension. Students and parents will be notified of excessive tardiness. Students will serve detentions or suspensions based on the severity of the excess of tardies.

Section 6 Leaving School

Ref: SB Policy: 503.05

Permission to leave the school grounds must be obtained from the principal as well as the parent/guardian. The student shall be required to contact a parent/guardian to gain permission. This permission must be obtained in advance of the time a student finds it necessary to leave.

Section 7 Attendance is Required to Participate in Activities

Ref: SB Policy: 503.03

Students must attend school the immediate preceding ½ day (4 class periods) of any scheduled school activity in order to participate in the activity. Students will not participate if they are truant from school at any time during the day. This includes school activities and dances. Failure to attend on that day will result in a student being withheld from participation in the activity. The principal retains the right to grant participation should exceptional circumstances prevail. Students must be present for a ½ day Friday to participate in Saturday activities. (Pg. 42)

Section 8 Students Picked Up From School Early**Ref: SB Policy: 503.05**

If reasons arise that require you to remove your child from school early, please call or stop in at the office. Students should be picked up from the office so that they can be checked out with the building secretary. Students will not wait outside to be picked up.

Parents that would like their child to walk home, or to a doctor's office, dentist, etc. must provide written permission prior to the time the student will leave, before that student will be allowed to leave the school grounds.

Section 9 Entrance Age**Ref: SB Policy: 502.03**

Kindergarten children are eligible for enrollment if they are five years of age on or before July 31st of the current school year. Exceptions can be made according to the Board of Education's policy on early enrollment.

First grade children are eligible for enrollment if they are six years of age on or before July 31st of the current school year or have completed kindergarten in another school district. Exceptions can be made for age or physical reasons approved by the administration.

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

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

Discontinuing Enrollment – 5 Year Old Students. The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request and to the superintendent using the form **which is attached to this policy.** The school district may request written verification or documentation that the person signing the form has legal or actual charge or control of the student. The school district shall discontinue the enrollment of any student who satisfies these requirements. Any student whose enrollment is discontinued under this subsection shall not be eligible to reenroll in this school district until the beginning of the following school year unless otherwise required by law.

Discontinuing Enrollment – 16 and 17 Year Old Students. Only children who are at least 16 years of age may be disenrolled from the district. The person seeking to discontinue the child's enrollment shall submit a signed, written request that demonstrates that the student meets the district's legal criteria allowing for disenrollment to the superintendent using the applicable district form. The district will follow the procedures outlined on the attached form in considering requests to disenroll.

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

Section 10 Pregnant and Parenting Students

Students who are pregnant or parenting are encouraged to continue participating in the district's educational and extracurricular programs. Students who anticipate deviations from their regular school experience or accrue absences due to pregnancy or parenting should notify their building principal as early as possible to discuss

their educational programming. The building principal will work with the student to develop a plan to assist the student in participating in district curriculum and extra-curricular activities.

ARTICLE 5 SCHOLASTIC ACHIEVEMENT

Section 1 Grading System and Class Rank

Grading System

Kindergarten-Third grade uses the following grading system:

	1--Beginning	2--Progressing	3--Proficient	4--Advanced
K and 1st	Does not meet district standards	Working towards district standards	Meets district standards	Above district standards
2nd and 3rd	Student rarely demonstrates an understanding of the concepts and the application of skills and strategies.	Student occasionally demonstrates an understanding of the concepts and the application of skills and strategies.	Student usually demonstrates an understanding of the concepts and the application of skills and strategies.	Student consistently demonstrates an understanding of the concepts and the application of skills and strategies.

Fourth grade - Seniors will use the letter grading system as follows:

A+ = 99-100	A = 95-98	A- = 94	Excellent
B+ = 93	B = 88-92	B- = 87	Good
C+ = 86	C = 78-85	C- = 77	Satisfactory
D+ = 76	D = 71-75	D- = 70	Needs Improvement
F = Below 70			Failing – No Credit

Each teacher should define for students the grading procedures to be used in their classes.

Class Rank

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

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

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

Section 2 Promotion, Retention**Ref: SB Policy: 611.02**

The professional staff at Hemingford Public Schools will place students at the grade level and in the courses best suited to them academically, socially and emotionally. Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program.

Section 3 Progress Reports**Ref: SB Policy: 611.01**

Regular first, second, third and fourth quarter progress reports shall be sent home to each student's parents or guardians. These reports will be approved by the principal and will be designed to report to parents the progress of the student in each subject area. This report is intended for parents and teacher to work together to improve the progress of the student before the end of the nine-week grading period. Weekly progress may be checked via PowerSchool for grades 4-12.

Section 4 Report Cards**Ref: SB Policy: 611.01**

Report cards are issued at the end of each quarter, or nine-week sessions. This report card shall contain an accurate and complete report of the student's grades and attendance record.

Section 5 Testing**Ref: SB Policy: 610.02**

Hemingford Elementary students participate in the following assessments to fulfill State and Federal testing requirements:

Kindergarten: NWEA: MAP GrowthFirst Grade: NWEA: MAP GrowthSecond Grade: NWEA: MAP GrowthThird Grade: State reading, math, and NWEA: MAP GrowthFourth Grade: State reading, math, and NWEA: MAP Growth, NAEP (when needed)Fifth Grade: State reading, math, and science, and NWEA: MAP GrowthSixth Grade: State reading, math, and NWEA: MAP Growth7th –11th grade students: NWEA: MAP Growth7th grade: State reading, math8th grade: State reading, math and science, NAEP (when needed) NWEA: MAP Growth10th grade: ASVAB, NWEA: MAP Growth11th grade: Spring ACT for state testing, NWEA: MAP Growth

These tests will be given on scheduled days during the school year.

Section 6 Parent-Teacher Conferences**Ref: SB Policy: 611.04**

Parent-teacher conferences will be held at the end of the 1st quarter and 3rd quarter in the teacher's classroom. Conferences with teachers, at any time, are possible by calling the school office and making arrangements with one or more teachers as needed.

Section 7 Distance Learning Courses/Online Courses

Hemingford Public School offers students classes over the distance learning system. We are part of a consortium with approximately 20 other institutions. Therefore, the students are required to follow not only the rules of Hemingford Schools, but also the rules of the consortium. When a student registers to take a distance learning class, he/she and his/her parents will be required to sign the appropriate documents that outline expectations as well as the consequences for not following the expectations. Online courses are available to students with counselor and principal recommendations. Parents or students are responsible for payment of the online course before credit is given.

Section 8 Honor Roll (Grades 4 – 12 only)

The Honor Roll will consist of two separate lists. The Distinguished List will include the names of those students who have earned all "A's". The Honor List will include the names of those students who have earned all "A's" and "B's" and have earned an average of 90% and above. These lists will be produced at the conclusion of each grade period and semester. These lists will be published in the newsletter and the local paper.

Section 9 Graduation Requirements

Ref: SB Policy: 611.07

Grade 9-12

- A minimum of 260 academic hours are required for high school graduation
- 200 hours are specifically required with
 - 40 in English
 - 40 in Science
 - 40 in Social Studies
 - 30 in Mathematics
 - 30 in Career Technical Education
 - 10 in Physical Education/Health
 - 10 in Fine Arts

Pre-college students should check additional requirements often prescribed by the college of their choice, especially prior the junior and senior years.

Courses from an approved agency may be taken when the student has an actual need to take a course in order to meet graduation requirements and deadlines. Courses must be taken under the direction of an administrator, counselor, or teacher as the supervisor if the student wishes to count this credit toward a high school diploma. It must be stressed that these courses are not the easiest method of receiving credit and payment is the responsibility of the student.

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

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

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

Section 10 Participation in Graduation Ceremony

Ref: SB Policy: 611.09

Students who have not successfully completed all graduation requirements as established by the Board of Education as of the date set for graduation shall not be allowed to participate in the graduation ceremony. If special circumstances are involved, the student may appeal to the Board of Education for an exemption to this policy. Any appeal must come before the Board of Education at least by the Board of Education's regular

monthly meeting in April. The high school principal shall certify to the superintendent of schools and the Board of Education, in advance of the ceremony, those students who are eligible to participate. Students who fulfill graduation requirements through a course or other means at a later date are welcome to attend the next graduation ceremony with full recognition.

Section 11 Graduation Ceremony Expenses

The graduation class will assume the responsibility of providing caps and gowns and the cost of individual flowers for parents and/or grandparents as long as there is an equitable distribution of the flowers. The cost of providing flowers for the gymnasium will be the responsibility of the school district.

Section 12 GED Diploma and Endorsement

GED diplomas will not be endorsed by Hemingford High School until one year after the student's regular class has graduated. Such a diploma must be requested from the Board of Education through the high school principal at least one month before its presentation. The individual must see that verification of scores is provided by the adult education center where the student took the test and verification of eligibility must be made by the appropriate state agency.

Section 13 Students Records and Parental Rights

Ref: SB Policy: 507.01

Students 18 years of age or older, or parents of students under the age of 18 may schedule a conference with an administrator to evaluate the file upon request.

Requests for transcripts must be made in writing to the principal. Parents must sign the request for students under 18, but for those who are 18 or over, only that individual can make the request (The office may send transcripts to an educational institution with a verbal request but all other requests must be made in writing). This is in compliance with guidelines established by the Federal Privacy Act. Questions concerning the complete FERPA rules and regulations may be directed to the building principal.

If a student is not supposed to have contact with his/her parents, the school must be notified in writing by the appropriate authorities.

ARTICLE 6 SUPPORT SERVICES

Section 1 Special Education Identification and Placement Procedures Ref: SB Policy: 612.04

The Hemingford Public Schools offers a special education program for students with disabilities. The board of education believes all children regardless of handicap condition have a right to equal education opportunities. The board of education has adopted procedure and policy for the operation of a special education program. Parents/students may contact the director of special education for further information.

Section 2 Guidance Services

Ref: SB Policy: 508.09

The Hemingford Public Schools employs guidance counselor(s) for the purpose of assisting with the District's testing program and to assist with scheduling 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.

Section 3 Health Services

Health Screenings:

Ref: SB Policy: 508.01

Health screenings are performed per Nebraska Department of Health and Human Services schedule. The purpose of the screening is to identify those students needing further evaluation or assistance in the area screened. A health screening is not diagnostic. Parents/guardians will be notified of the screening result if the student is found to need further evaluation. The cost of such evaluation is the parent/guardian's responsibility. A child is not required to submit to a school health screening if his or her parent/guardian provides the school with a statement signed by a healthcare provider indicating that child has undergone such required screenings within the last six months preceding the school's health screening.

Contagious and Infectious Diseases/Conditions:

Ref: SB Policy: 508.03

HPS follows the Nebraska Department of Health and Human Services regulations for control of communicable disease. These regulations include: incubation period, symptoms of illness, infection period and minimum isolation periods/control measures. Diseases/Conditions included in these regulations are: chicken pox, pink eye, common cold, diphtheria, pinworm/threadworm/seatworm, fifth disease, hand/foot/mouth, hepatitis A, herpes simplex, impetigo, influenza, measles, meningitis (bacterial and viral), MRSA, mumps, head lice, pertussis/whooping cough, polio, ringworm, rubella, scabies, shingles, strep infection, and tuberculosis. If your child is diagnosed with one of the above diseases or conditions, contact the school nurse for an exclusion timeframe and/or if a healthcare provider note is needed to return to school.

A student with a temperature of over 100-degrees will be sent home. It is strongly recommended that a student does not return until fever free for 24 hours without the use of fever-reducing medications (Tylenol, ibuprofen). Alternatively, a student may return with a healthcare provider note. A student who vomits will be sent home. It is strongly recommended that students remain out of school for 24 hours.

Physical Education Limitations:

Ref: SB Policy: 604.06

If a student is not to participate for more than one day in physical education due to a health condition, please provide the school with a note from your healthcare provider. Students with physical limitations such as asthma, diabetes, seizures, or other illness/health concerns need their record updated annually. CONTACT THE SCHOOL NURSE IMMEDIATELY AT 308-487-7425.

Medications:

Ref: SB Policy: 508.02

Whenever possible, parents should arrange medication schedules to eliminate the need for giving medication during school hours. It is recognized that for effective treatment of chronic and/or acute illness, medication might need to be administered during school hours. A student who is required to take medication during the regular school day must comply with medication administration policy. The policy has been developed for the safety of the students receiving the medication and for the safety of all students.

Medications will be administered by the school nurse or other school staff member meeting the minimum competency standards for the Medication Aide Act, the requirements of Title 92, Nebraska Administrative Code, Chapter 59, (promulgated by the Nebraska Department of Education and entitled *Methods of Competency Assessment of School Staff Who Administer Medication*), and all state and federal regulations. To avoid disruption of education, with doctor's approval, the most beneficial time to administer medication at school is during lunch. The prescription label should indicate this. The student has a responsibility to remember to report to the office at medication time. Some medications may not need to be given during school hours. In order for school personnel to administer prescription medication to a student, it is necessary to have a health care provider's authorization and written order and a parent/guardian's authorization. Medication must be brought to school in the original labeled prescription bottle by parent/guardian with a proper label including child's name, healthcare provider's name, drug name, and instructions for use (time, dosage, duration). The

authorization must be renewed on an annual basis and/or if the prescription changes. Loose capsules, tablets, unidentified or non-labeled medication will not be accepted for administration. Medication will not be administered without the above authorization and information.

HPS will not be held liable in cases of choking, allergic reaction, side effects, and/or any health risks related to medication. If medication is not brought to school by an adult, HPS will not be responsible for lost or stolen medication. Medications must be picked up by an adult on the last day of school or they will be disposed of. A record of the medication administration is kept on each student receiving medication. Medication will be kept in a secured area. Students may carry and self-administer inhalers, epi-pens, insulin, and other medication if appropriate paperwork has been completed. If your child has a prescription medication in the office, it will be sent with staff on field trips.

Health office is stocked with first aid medication (such as Neosporin, hydrocortisone, saline eye drops, insect sting swabs, topical cooling gel, etc.) At HPS, cough drops are given as needed and students may self-carry/self-administer. If your student cannot have such products, then contact the school nurse. At HPS, over the counter medication (Tylenol, Ibuprofen, tums, etc.) can be given and will be provided if the parent signs and returns the permission form. Other forms of over the counter medications can be administered by the school nurse if the parent provides written permission/direction and provides the medication. Medications will not be provided out of range of directions stated on the bottle regardless of parent direction. The school nurse reserves the right to refuse to administer any over the counter medication per discretion.

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

Procedures for Students Who Become Ill or Injured at School:

Ref: SB Policy: 508.03

An ill or injured student may not leave school until permission of parent or emergency contact has been received. HPS has an Emergency Response Team and staff who are CPR/First Aid/AED certified and Asthma trained. Basic first aid will be administered to a student, if more extensive care is needed, then the parent/guardian or emergency contact will be notified. If it is perceived that a student is in an emergency medical situation, an ambulance will be called to the scene and parent/guardian or emergency contact will be notified. If a student is transported to the hospital, then a healthcare provider note releasing them to return to school is required. The student may not return to school on the same day.

Physical Examination:

Ref: SB Policy: 508.01

Physical examination by a physician, physician assistant or advanced practice registered nurse within the six months prior to the entrance of a child into Early Childhood Education, beginner grade, or Kindergarten, and 7th grade, or in the case of transfer from out of state to any grade, is required. The parent/guardian has the right to submit a written statement refusing such examination.

Sports Physicals:

Ref: SB Policy: 506.10

Each student participating in interscholastic athletics is required to have a complete physical examination, to be given on or after May 1st of each year.

Vision Evaluation:

Ref: SB Policy: 508.01

An evaluation of vision for all children is required by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist within 6 months prior to entrance of a child into the beginner grade or

Kindergarten, or in the case of transfer from out of state to any grade. This evaluation must consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity. The parent/guardian has the right to submit a written statement refusing such an evaluation.

Immunizations:

Ref: SB Policy: 508.01

The State of Nebraska has immunization requirements for children entering school. Students will not be able to enter school until the school has written proof of their immunization status. To attend school, students in the State of Nebraska are required to be immunized per current requirements from the Nebraska Department of Health and Human Services. All students K-12 must be immunized for diphtheria, poliomyelitis, measles, rubella, varicella, mumps and hepatitis B. The Tdap (tetanus, diphtheria, acellular pertussis) vaccination is required for incoming 7th graders. Dates of immunizations are required. Students with a history of varicella disease (chicken pox) must provide evidence of immunity in form of a signature of the parent with date of illness, signature of healthcare provider with date of illness, laboratory evidence of varicella immunity or a clinical diagnosis of shingles.

Students who do not receive immunizations for health reasons must have a statement signed by a healthcare provider stating that, in their opinion, the specified immunization (s) required would be injurious to the health and well-being of the student or any member of the student's family or household. Students who are exempted from the immunization requirement may be excluded from school in the event of an outbreak of any contagious disease in the school population.

A student may be provisionally enrolled in a school if he/she has begun the immunizations against the specified disease prior to enrollment and continues the necessary immunizations as rapidly as is medically feasible. In addition, a student may also be provisionally enrolled if he/she is the child of an officer or enlisted person, or the child of the spouse of such officer or enlisted person on active duty in any branch of military services of the United States.

For further information on immunizations, contact the school nurse or refer to the Nebraska Department of Health and Human Services Control of Communicable Disease regulations.

Asthma/Anaphylaxis:

Ref: SB Policy: 508.12

All schools in Nebraska are required to be prepared to respond to life-threatening asthma and anaphylaxis (severe allergic reactions) emergencies while school is in session. The protocol, *Emergency Response to Life-Threatening Asthma or Systemic Allergic Reactions (anaphylaxis)*, directs school staff members to identify signs and symptoms of a breathing emergency and respond by calling 911, administering Epi-Pen (auto-injectable epinephrine) followed by nebulized albuterol.

Epinephrine is a medication that is used to bring quick relief by improving breathing and lung function. Albuterol is another medication that is used to bring breathing relief. The nebulizer is a machine that mixes the albuterol with air to provide a fine mist (aerosol) for breathing in through a mask or mouthpiece.

The protocol steps are designed to provide quick, effective care in order to prevent death from occurring due to severe asthma attack or anaphylaxis. Staff members have been trained to recognize signs and symptoms of a life-threatening breathing emergency and there is a group of staff members who have been taught to properly administer the medications.

If you know that your child has asthma or a known allergy, it is **critically important** that you communicate this information to the school nurse. For each student with a known allergic condition or asthma, you must provide the school with (1) written medical documentation (Asthma/Allergy Action Plan), (2) medications, as directed

by a healthcare provider. In the event that your student experiences a life threatening asthma attack or systemic allergic reaction, we will defer to the specific documentations and medications that you have provided. If you do not have medical documentation and instructions on file with the school for your student, we will defer to the regulatory protocol as described above.

This protocol is in effect for the school day hours (8:00 am-3:44 pm). Emergency medication remains on school grounds. If your child has an Epi-Pen or inhaler in the health office, it will be sent with school staff on field trips. If your child participates in after school activities (sports, clubs, etc.), complete appropriate paperwork for him/her to carry and self-administer medication. In the event of an emergency, 911 will be called.

If you do not want your student to receive the above described emergency medication, contact the school nurse.

Head Lice Administrative Procedures:

Contact the school nurse.

Students found to have live head lice or louse eggs will be permitted to finish the school day. However, students will not be allowed back until treatment has begun.

Birth Certificate Requirements:

Ref: SB Policy: 502.03

State Law requires that a certified copy of a student's birth certificate be used when enrolling a new student in school. If your child is registered with HPS for the first time, you may obtain this document from the Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal from the state that the child was born 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 would 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.

Emergency Health Cards:

Parents must complete an emergency information card for each child enrolled in the district. The card should list the family physician's name, where parents or a responsible adult can be located, and any necessary emergency instructions. Parents must promptly inform the school if this contact information changes during the school year.

The information on these cards is vitally important in those instances when a student becomes ill or is injured. The parents or designated persons will be contacted before a child is sent or taken home. Health information is requested on these cards and is shared with school staff in order to help meet your student's health and safety needs. If you do not want this information shared, contact the school nurse. If your student has severe allergies that require an Epi-Pen and or diet modifications, asthma, diabetes, and/or seizures, contact school health staff for appropriate paperwork to complete. If you student has a significant health condition that you want school staff to be aware of, contact the school nurse.

Section 4 Homebound Instruction

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

Section 5 Student Assistance

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

ARTICLE 7 DRUGS, ALCOHOL and TOBACCO

Section 1 Drug-Free Schools

Ref: SB Policy: 504.15

The District implements regulations and practices which will ensure compliance with the Federal 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 the principles of effectiveness as required by law to respond to such harmful effects.

Education and Prevention:

This District promotes comprehensive, age appropriate, developmentally based drug and alcohol education and prevention programs, which will include in the curriculum the teaching of both proper and incorrect use of drugs and alcohol for all students in all grades of this School District. Further, this District will have proper in-service orientation and training for all employed staff.

Drug and Alcohol Use and Prevention

By this handbook, 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 age appropriate, developmentally based drug and alcohol education and prevention programs for all students of the schools. It shall be the policy of the District to require instruction at such grade level concerning the adverse effects resulting from the use of illicit drugs and alcohol. Such instruction shall be designed by affected classroom teachers or as otherwise directed by the Board to be appropriate to the age of the student exposed to such instruction. One of the primary objectives shall be the prevention of illicit drug and alcohol use by students. It shall further be the policy of the District to encourage the use of outside resource personnel such as law enforcement officers, medical personnel, and experts on the subject of drug and alcohol abuse, so that its economic, social, educational, and physiological consequences may be made known to the students of the District.

It shall further be the policy of the District, through the instruction earlier herein referred to, as well as by information and consistent enforcement of the Board's policy pertaining to student conduct as it relates to the use of illicit drugs and the unlawful possession and use of alcohol, that drug and alcohol abuse is wrong and is harmful both to the student and the District, and its educational programs.

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs

All students shall be provided information concerning available drug and alcohol counseling, rehabilitation, and re-entry programs within sixty miles of the administrative offices of the District or, where no such services are found, within the State of Nebraska. Information concerning such resources shall be presented to all of the students of the District upon request by the Guidance Counselor.

In the event of disciplinary proceedings against any student for any District policy pertaining to the prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol, appropriate school personnel shall confer with any such student and his or her parents or guardian concerning available drug and alcohol counseling, rehabilitation, and re-entry programs that appropriate school personnel shall consider to be of benefit to any such student and his or her parent or parents or guardian.

Standards of Student Conduct Pertaining to the Unlawful Possession, Use, or Distribution of Illicit Drugs or Alcohol on School Premises or as a Part of Any of the School's Activities

(In addition to standards of student conduct elsewhere adopted by board policy or administrative regulation to absolutely prohibit the unlawful possession, use, or distribution of illicit drugs or alcohol on school premises or as a part of any of the school's activities.) This shall include such unlawful possession, use, or distribution of illicit drugs and alcohol by any student of the District during regular school hours or after school hours, at school sponsored activities on school premises, at school sponsored activities off school premises or when being transported in vehicles dispatched by the school.

Conduct prohibited at places and activities as hereinabove described shall include, but not be limited to, the following:

1. Possession of any controlled substance, possession of which is prohibited by law.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession of alcohol on school premises or as a part of any of the school's activities.
4. Use of any illicit drug.
5. Distribution of any illicit drug.
6. Use of any drug in an unlawful fashion.
7. Distribution of any drug or controlled substance when such distribution is unlawful.
8. The possession, use, or distribution of alcohol.

It shall further be the policy of the district that 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 short term suspension, long term suspension, expulsion, and referral to appropriate authorities for criminal prosecution.

Drugs and Alcohol Prohibited - Standards of Conduct for Students:

The manufacture, possession, selling, dispensing, use or being under the influence of alcohol or any alcoholic beverage or alcoholic liquor on school grounds, or during an educational function or event off school grounds is prohibited.

The possession, selling, dispensing, use or being under the influence of any controlled substance or drug, including but not limited to marijuana, any narcotic drug, any hallucinogen, any stimulant, or any depressant on school grounds, or during an educational function or event off school grounds is prohibited.

The possession, selling, dispensing, use or being under the influence of any usable 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 on school grounds or during an educational function or event off school grounds, is prohibited.

The possession, selling, dispensing or use of any look-alike drug or look-alike controlled substance when such activity constitutes a substantial interference with school purposes on school grounds or during an educational function or event off school grounds, is prohibited.

Any prescription or non-prescription drug, medicine, vitamin or other chemical may not be taken unless authorized as stated in the next section on AUTHORIZED USE.

Authorized Use:

Any student whose parent or guardian requests that he or she be given any prescription or non-prescription medicine, drug, or vitamin shall provide signed permission by parent or physician.

ARTICLE 8 STUDENT RIGHTS, CONDUCT, RULES and REGULATIONS

Section 1 Student Conduct and Discipline Policies

Ref: SB Policy: 504.03 / 505.03

The common goal of students, parents, faculty and administration of Hemingford Public Schools is to maintain a school atmosphere which is conducive to learning. In order to achieve this, Hemingford Public Schools will continue to review and distribute a set of reasonable and fair rules and policies. Violations of the Hemingford Public School's rules and policies will result in disciplinary action.

Part 1 Forms of School Discipline

In-School-Suspension (ISS):

Ref: SB Policy: 505.01

Students may be excluded by the Principal or the Principal's designee, from normal participation in class activities. Students will be placed in a designated location for the school day to perform classroom assignments. School will have a closed campus for individuals placed on ISS. There will be zero tolerance for behavior problems from students placed in in-school suspension. Students not completing their In-School Suspension will face further disciplinary action.

Suspension:

Ref: SB Policy: 505.03

Short-Term Out-of-School Suspension

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

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

The following process will apply to short-term suspensions:

1. The Principal shall make a reasonable investigation of the facts and circumstances. Short-term suspension shall be imposed only after a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.

2. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what he/she is accused of having done, an explanation of the evidence the authorities have, and an opportunity to explain his/her version of the facts.
3. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal will send a written statement to the student and the student's parent or guardian, describing the student's conduct, misconduct, or violation of the rule or standard and the reasons for the action taken. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal ordering the short-term suspension before or at the time the student returns to school. The Principal shall determine who, in addition to the parent or guardian, is to attend the conference.
4. Students who are short-term suspended will be given the opportunity to complete classwork, including but not limited to examinations, under the following conditions: within one school day of the suspension.

Long-Term Out-of-School Suspension

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

Expulsion:

Ref: SB Policy: 505.04

Students may be expelled for violations of board policy, failure to refrain from the conduct for which they may be subject to suspension, school rules or the law. In addition, a student who is determined to have brought a firearm to school, or to have possessed a firearm at school, shall be expelled from school for a period of not less than one year. The Superintendent may modify such one-year expulsion requirements on a case-by-case basis, provided that such modification is in writing. The term "to school" or "at school" means on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event.

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

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

3. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect, and as a condition of such suspended action, the student may be assigned to a school, class, or program and to such other consequences which the school district deems appropriate. In lieu of other authorized educational programs to which the student may be assigned, such school, class, or program may be offered as a community-centered classroom and may include experiences for the student as an observer or aide in governmental functions, as an on-the-job trainee, and as a participant in specialized tutorial experiences or individually prescribed educational and counseling programs. Such programs shall include an individualized learning program to enable the student to continue academic work for credit toward graduation. At the conclusion of the designated period: (1) if the student has satisfactorily participated in the school, class, or program to which such student has been assigned the student shall be reinstated and permitted to return to the school of former attendance or to attend other programs offered by the district, and action to expunge the record of the expulsion action may be taken at the discretion of the Superintendent or his or her designee, or (2) if the student's conduct has been unsatisfactory, the expulsion action shall be enforced. The determination of whether the students' participation and conduct has been satisfactory or not shall be made by Principal or the Principal's designee.
4. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

Ref: SB Policy: 504.11
5. 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 a 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.

Other Forms of Student Discipline:

Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need 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 during the day. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures and a failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

Alternative Education Setting:

Students placed on long-term suspension will be provided an alternative education plan. Prior to attending the alternative education setting, the student and parent/guardian will need to meet with an official from the school to go over rules, expectations, and other pertinent information. Upon returning to school at Hemingford Public Schools, the student and parent/guardian will need to meet with the building principal before the student will be allowed to attend classes. Students who choose not to attend the alternative school setting while suspended or expelled from Hemingford Public Schools to make up work missed while excluded from school will not receive credit for the missed assignments.

Part 2 Student Conduct

Ref: SB Policy: 504.03

Students have an opportunity to learn by sharing some of the responsibility for creating a good learning environment. The following additional student conduct rules are established. Failure to comply with such rules is grounds for disciplinary action, up to and including expulsion, as further specified in these rules. These rules govern student conduct 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.

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

Ref: SB Policy: 505.03

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

1. Use of violence, force, coercion, threat, intimidation, or similar conduct in a manner that constitutes a substantial interference with school purposes;

2. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property;
3. Causing or attempting to cause personal injury to a school employee, to a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision;
4. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student;
5. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (*see also board policy on weapons and firearms*);
6. Engaging in the unlawful possession, selling, dispensing, or use of a controlled substance or an imitation controlled substance, as defined in section 28-401, a substance represented to be a controlled substance, or alcoholic liquor as defined in section 53-103.02 or being under the influence of a controlled substance or alcoholic liquor (*note: the term "under the influence" for school purposes has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant*);
7. Public indecency as defined in section 28-806, except that this prohibition shall apply only to students at least twelve years of age but less than nineteen years of age;
8. Engaging in bullying as defined in section 79-2,137 and in these policies;
9. Sexually assaulting or attempting to sexually assault any person if a complaint has been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person, including sexual assaults or attempted sexual assaults that occur off school grounds not at a school function, activity, or event. For purposes of this subdivision, sexual assault means sexual assault in the first degree as defined in section 28-319, sexual assault in the second degree as defined in section 28-320, sexual assault of a child in the second or third degree as defined in section 28-320.01, or sexual assault of a child in the first degree as defined in section 28-319.01, as such sections now provide or may hereafter from time to time be amended;
10. Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes a danger to other students or interferes with school purposes; or
11. A repeated violation of any of the following rules, or a single violation if the conduct amounts to a criminal act, if such violations constitute a substantial interference with school purposes:
 - a. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, sex, national origin, or religion;
 - b. Dressing or grooming in a manner which violates the school district's dress code and/or is dangerous to the student's health and safety, a danger to the health and safety of others, or which is disruptive, distracting or indecent to the extent that it interferes with the learning and educational process;
 - c. Violating school bus rules as set by the school district or district staff;
 - d. Possessing, using, selling, or dispensing tobacco, drug paraphernalia, or a tobacco imitation substance or packaging, regardless of form, including cigarettes, chewing tobacco, and any other form of tobacco or imitation, such as electronic cigarettes, vapor pens, etc.;
 - e. Possessing, using, selling, or dispensing any drug paraphernalia or imitation of a controlled substance regardless of whether the actual substance possessed is a controlled substance by Nebraska law;
 - f. Possession of pornography;

- g. Sexting or the possession of sexting images (a combination of sex and texting - the act of sending sexually explicit messages or photos electronically);
- h. Engaging in initiations, defined as any ritualistic expectations, requirements, or activities placed upon new members of a school organization for the purpose of admission into the organization, even if those activities do not rise to the level of “hazing” as defined below. Initiations are prohibited except by permission of the superintendent;
- i. Engaging in hazing as defined by state law and this policy. Hazing is defined as any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership in any school organization. Under state criminal law, hazing activities include, but are not limited to, whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with the intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act that endangers the physical or mental health or safety of any person. For purposes of school rules, hazing also includes any activity expected of someone joining a group, team, or activity that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate; personal servitude; restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; binge drinking and drinking games; sexual simulation and sexual assault;
- j. Bullying which shall include cyber-bullying, defined as the use of the internet, including but not limited to social networking sites such as Facebook, cell phones or other devices to send, post or text message images and material intended to hurt or embarrass another person. This may include, but is not limited to; continuing to send email to someone who has said they want no further contact with the sender; sending or posting threats, sexual remarks or pejorative labels (i.e., hate speech); ganging up on victims by making them the subject of ridicule in forums, and posting false statements as fact intended to humiliate the victim; disclosure of personal data, such as the victim's real name, address, or school at websites or forums; posing as the identity of the victim for the purpose of publishing material in their name that defames or ridicules them; sending threatening and harassing text, instant messages or emails to the victims; and posting or sending rumors or gossip to instigate others to dislike and gang up on the target;
- k. Violation of the district’s computer acceptable computer use policy are subject to discipline, up to and including expulsion; and
- l. Any other violation of a rule or regulation established by a school district staff member pursuant to authority delegated by the board.

Part 3 Reporting Student Law Violations

- (1) Cases of law violations or suspected law violations by students may 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 shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in

which case the Principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.

- (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 the Hemingford Public Schools 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
 - (g) Child abuse
 - (h) Possession of a firearm
 - (i) A violation of state law that the administration believes cannot be adequately addressed by discipline from the school district

Part 4 Due Process Procedure

Ref: SB Policy: 505.04

Procedures for Long-Term Suspension, Expulsion or Mandatory Reassignment: The following procedures shall be followed with regard to any long-term suspension, expulsion or mandatory reassignment.

1. The Principal shall prepare a written summary of the alleged violation and the evidence supporting the alleged violation with the Superintendent or his or her designee.
2. 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, and a notice of intent to discipline the student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent or his or her designee, 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.
3. The Principal or his or her designee shall serve by registered or certified mail or by personal service the student and the student's parents or guardian with a written notice within two school days of the date of the decision to recommend long-term suspension or expulsion. Said 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 as submitted by the Principal or assistant Principal.
 - (b) The penalties to which the student may be subjected and the penalty which the Principal, or his or her designee has recommended in the charge.
 - (c) A statement explaining the student's right to a hearing upon request on the specified charges.
 - (d) A description of the hearing procedures provided by these policies along with procedures for appealing any decision rendered at the hearing.

- (e) A statement that the administrative representative, legal counsel for school, the student, the student's parents, or the student's representative or guardian 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.
 - (f) A form or a request for hearing to be signed by such parties and delivered to the Principal or his or her designee in person or by registered or certified mail.
4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
 5. In the event that the Principal has not received a request for hearing within five school days following receipt of the written notice, the punishment recommended in the charge by the Principal, or his or her designee shall automatically go into effect.
 6. If a hearing is requested more than five school days following the actual receipt of the written notice, but not more than thirty calendar days after actual receipt, the student shall be entitled to a hearing but the punishment imposed may continue in effect pending final determination.
 7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.
 8. In the event that a hearing is required to be provided, the Superintendent shall appoint a hearing officer.

Hearing Procedure:

1. Hearing Officer. The hearing officer shall be any person designated by the Superintendent. The hearing officer shall be an individual who has had no involvement in the charge, will not be a witness at the hearing and who has not brought the charges against the student. It shall be the duty of the hearing officer to remain impartial throughout all deliberations. The hearing officer shall be available prior to any hearing held pursuant to this policy to answer any questions the administrative representative, the student, the student's parents, or guardian, may have regarding the nature and conduct of the hearing.
2. Administrative Representative. The Principal may appoint an administrative representative to present the facts and evidence. Such administrative representative may be an attorney or may be represented by an attorney, but any such attorney shall not advise the hearing officer or parties who may review the proceedings as their counsel.
3. Notice of Hearing. If a hearing is requested within five school days of receipt of the notice, the hearing officer shall, within two school days after being appointed, give written notice to the administrative representative, and the student, the student's parents or guardian of the time and place for the hearing. The hearing shall be scheduled within a period of five school days after it is requested. No hearing shall be held upon less than two school days' actual notice to the administrative representative, and the student, the student's parents, or guardian, except with the consent of all of the parties.
4. Continuance. Upon a written request of the student or the student's parents or guardian, the hearing officer shall have the discretionary authority to continue from time to time the hearing. In addition, the hearing officer may continue the hearing upon any good cause.
5. Access to Records. The administrative representative, the student, the student's parent or guardian and the legal counsel of the student shall have the right to examine the records and affidavits and the statements of any witnesses in the possession of the Hemingford Public Schools Board of Education at any reasonable time prior to the hearing.

6. Hearing Procedure. The hearing shall be attended by the hearing officer, the student, the student's parents, or guardian, the student's representative if any, and the administrative representative. Witnesses shall be present only when they are giving information at the hearing or with the consent of both parties. The student may be excluded at the discretion of the hearing officer at times when the student's psychological evaluation or emotional problems are being discussed. The student or the student's parents or guardian or both may be represented by legal counsel. The hearing examiner may exclude anyone from the hearing when his/her actions substantially disrupt an orderly hearing. The formal rules of evidence shall not apply at the hearing. The administrative representative shall present to the hearing officer statements, in affidavit form, of any person having information about the student's conduct and the student's records, but not unless such statements and records have been made available to the student, the student's parents, guardian or representative prior to the hearing. The information contained in such records shall be explained and interpreted prior to or at the hearing to the student, parents or guardian, or representative at their request, by appropriate school personnel. The student, the student's parents, guardian, or representative, the administrative representative or the hearing officer may ask witnesses to testify at the hearing. Such testimony shall be under oath and the hearing officer shall be authorized to administer the oath. The student, parent, guardian, or representative, administrative representative, or the hearing officer shall have the right to question any witness giving information at the hearing, the student may testify in his/her own defense in which case he/she shall be subject to cross-examination nor will any conclusion be drawn there from. Any person giving evidence by written statement or in person at a hearing shall be given the same immunity from liability as a person testifying in a court case. A single hearing may be conducted for more than one student if at the discretion of the hearing examiner a single hearing is not likely to result in confusion or prejudice to the interest of any of the students involved. If during the conduct of such a hearing, the hearing examiner concludes that any of such student's interests will be substantially prejudiced by a group hearing, or that confusion is resulting, the hearing examiner may order a separate hearing for each or any of said students.
7. Availability of Witnesses. The hearing officer will have the authority to subpoena any witnesses to the hearing and shall make reasonable efforts to assist in obtaining the attendance of any witnesses requested by the student, student's parents or guardian or their legal representative.
8. Record. The proceedings of the hearing shall be recorded at the expense of the school district.
9. Findings. Within a reasonable time after the conclusion of the hearing, the hearing officer shall prepare and submit to the Superintendent of schools his/her written findings and recommendation as to disposition. This report shall explain, in terms of the needs of both the student and the school board, the reasons for the particular action recommended. Such recommendations may range from no action, through the entire field of counseling, to long-term suspension, expulsion, or mandatory reassignment.
10. Review by Superintendent. The Superintendent of schools shall review the findings and recommendations of the hearing officer and in his/her discretion may also review any of the facts and evidence presented at the hearing and based upon such report and the facts shall determine the sanctions to be imposed. However, the Superintendent may not impose a more severe sanction than that imposed by the hearing officer.
11. Notice of Determination. Written notice of the findings and recommendations of the hearing officer and the determination of the Superintendent of schools shall be made by certified registered mail or by personal delivery to the student, the student's parents or guardian. Upon receipt of such written notice by the student and/or parents and guardian, the determination of the Superintendent shall take immediate effect.

12. Appeal to Board. The student, student's parents or guardian may, within seven school days following the receipt of the Superintendent's decision, submit to the Superintendent of schools a written request for a hearing before the Board of Education.
13. Review by Board of Education. Upon receipt of the request for review of the Superintendent's determination, the Board of Education or a committee of not less than three members shall, within ten school days, hold a hearing on the matter. Such hearing shall be made on the record except that the board may admit new or additional evidence to avoid substantial threat of unfairness. Such new evidence shall be recorded. The Board of Education or committee thereof may withdraw to deliberate privately upon the record and new evidence. Any such deliberation shall be held in the presence only of board members in attendance at the appeal proceeding, but may be held in the presence of legal counsel who has not previously acted as the administrative representative in presenting the school's case before the hearing officer. If any questions arise during such deliberations which require additional evidence, the Board of Education or committee thereof may require the hearing to receive such evidence, subject to the right of all parties to be present. A record of any such new or additional evidence shall be made and shall be considered as a part of the record and based upon the evidence presented at the hearing before the hearing officer, and such new or additional evidence, the Board of Education or the committee shall make a final disposition of the matter. The board may alter the Superintendent's disposition of the case if it finds his/her decision to be too severe, but it may not impose a more severe sanction. A designated method of giving notice by the Board of Education or committee thereof, if required, for any Board review shall be by posting on the schoolhouse door.
14. Final Decision of Board of Education. The final decision of the board shall be delivered to the student and parents or legal guardian of the student by personally delivering the same or by mailing the same by certified or registered mail.

Student Appearance Policy:

Ref: SB Policy: 504.06

Students at Hemingford Public Schools 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 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 or jewelry that is gang related;
- b. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants);
- c. Clothing or jewelry that advertises 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";
- e. Head wear including hats, caps, bandannas, and scarves;
- f. Clothing or jewelry which exhibits nudity, makes sexual references or carries double meanings.
- g. Leggings may be worn but the students' top must reach mid thigh.
- h. Shorts of mid-thigh length, or longer, may be worn during the periods of daylight savings time only for K-6. Grades 7-12 may wear shorts that meet this guideline year-round.

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 or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for

approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

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.

Students wearing inappropriate clothing will be required to change. Time missed from school or class consequently will be required to be made up two-fold. Additional violations will result in further disciplinary action. 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 discipline, up to expulsion.

Harassment and Bullying Policy:

Ref: SB Policy: 504.18

It is the policy of Hemingford Public Schools that "bullying" type behavior is not to be permitted. These guidelines are established to respond specifically to bullying behavior. Students and parents are advised that other response measures are also in place and set forth in Article 8 of this handbook for behavior which is discriminatory or harassing on unlawful grounds (e.g., sexual harassment, harassment of students with disabilities, race harassment, etc.).

- (i) Step One: The first time school personnel become aware of a possible harassment or bullying situation, the accused student will be informed that such a complaint has been filed. At that time a warning will be given regarding this kind of behavior. The consequences for this kind of behavior in the future will be clearly outlined for the student. **If, in the school's opinion, the first occurrence of the harassment behavior is severe, the school may move immediately to any of the four steps or levels in the harassment policy.** In other words, the policy may or may not be used sequentially. Moreover, at any stage the student may be disciplined under the student code by actions which may include expulsion, in the event the conduct is also a violation of other provisions of the student code.
- (ii) Step Two: The second time school personnel become aware of a harassment incident, the student's parents will be notified. A conference will be requested at that time. If it is determined that the student has harassed another student, consequences will be assigned. A student may stay on the second step as long as school authorities feel the consequences are effectively correcting the harassment behaviors. If it is determined that there is no basis for the harassment accusation, no consequences will be assigned. If the school determines that a student is intentionally making a false accusation against another student, an appropriate response will be made. Policy allows that a written warning may be placed in a student's file.
- (iii) Step Three: If the school authorities determine that the student continues to harass another student or the student fails to agree to not harass in the future, the school may assign the student to the Harassment Program level set forth below which the school authorities determine to be appropriate.
- (iv) Step Four: If a student fails to respond positively to the corrective measures of the Harassment Program, the student will be suspended from school for a minimum of five school days, up to expulsion. School authorities will determine the action necessary to insure a safe learning environment for all students.

Harassment and Bullying Program--Levels:

Purpose: All students have the right to attend Hemingford Public Schools free from verbal and physical harassment and bullying. The purpose of the Harassment and Bullying Program is to protect students and staff from those who fail or refuse to comply with school guidelines regarding the treatment of others.

1. Level I: The guidelines for a Level I placement are listed below.
 - a. The length of the assignment will be for a minimum of two weeks.
 - b. The student will report to the office no later than 7:45 a.m. each morning.
 - c. The student will eat on campus at an assigned table.
 - d. All recesses will be taken away.
 - e. The student will report to an assigned room at the end of the day, and remain until 4:00. This will allow all other students to leave the school grounds in safety.
 - f. Bus students will lose the privilege to ride the bus for an appropriate length of time determined by the school.

2. Level II: The guidelines for this level are listed below.
 - a. The length of the assignment will be for a minimum of two weeks.
 - b. The student will report to the office no later than 7:45 a.m. each morning.
 - c. The student will eat on campus at an assigned table.
 - d. All recess will be taken away.
 - e. The student will report to an assigned room at the end of the day, and remain until 3:40.
 - f. The student will remain in class at the end of each period. The student will be under direct teacher supervision during passing time. The teacher will dismiss the student at the end of the passing period. The student will then have three minutes to get to his/her next class.
 - g. Bus students will lose the privilege to ride the bus for an appropriate length of time determined by the school.

3. Level III: This is a long-term assignment. The guidelines are listed below.
 - a. All items listed in Level II will be used, except the length of the assignment will be no less than six weeks, and may remain in effect until the end of the school year and continue into the next, if determined to be appropriate.
 - b. The length of the assignment will be no less than six weeks, and may remain in effect until the end of the school year.

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 be disciplined based on school policy.

Specific Rule Items:

The following conduct may result in disciplinary action, which in repeated violations, may result in discipline up to expulsion.

- a. Students are expected to bring all books and necessary materials to class.
- b. Assignments for all classes are due as assigned by the teacher.
- c. Special classes such as Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to you by that teacher which must be followed.
- d. Students are not to bring items to school that are not required for educational purposes as they may be taken from your locker and will not be allowed in the classroom. These items are

- classified as “nuisance items” and include, but are not limited to: a) personal stereos, b) cell phones, c) beepers, and d) laser pointers e) PDA’s, MP3 or IPOD.
- e. Snow handling is prohibited.
 - f. Students are expected to follow other classroom rules as set by individual teachers.

Playground Rule Items:

It is the intent of Hemingford Public Schools, to create a positive, active environment for students at recess. With this in mind, it is our intent to stop any action on the playground that is potentially dangerous to our students.

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

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

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

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

Exclusion from recess

If a parent wishes a child to stay in from recess due to a cold or recovering from a serious illness or any other just reason, a written note must be submitted each day that this is requested. If a child brings an excessive number of requests, a doctor's excuse may be requested by the teacher or principal.

Library Rule Items (Elementary)

Ref: SB Policy: 507.04R1

It is the goal of the elementary library to encourage students to take pleasure in learning by providing useful and valuable information resources for student research, as well as a wide variety of appealing materials at all levels for reading pleasure.

- a. All elementary classes have the opportunity to come to the library at a scheduled time each week or on a flexible schedule when the need arises.
- b. During these visits students may check out books and magazines for up to two weeks with the opportunity to renew items at least once when the student brings them to the library on the date due.
- c. Reference books in the library are marked with an "R" above the call number. These include a variety of almanacs, encyclopedias, atlases, etc. Because these are needed for reports and

research by a number of students, reference books may be checked out to be used in the **classroom only** for five days and **must not be taken home**.

- d. The grade level, the classroom teacher and the librarian determine the number of items that students may check out. In some cases the librarian or teacher may determine if a student, students, or class is allowed to take library books home.
- e. Students are responsible for all materials they have checked out from the library.
- f. If a book is lost or damaged beyond repair, the student is responsible for paying the replacement cost of the book.
- g. If a book is damaged, but repairable, the student responsible will be charged for the cost of repairing the book. Please send damaged books to the library for repair. Do not mend books at home.
- h. All fines for lost or damaged materials must be paid before the student checks out any additional materials.
- i. In the event a lost book is found after paying for its replacement, a refund may be given if the item is returned in good condition and within the school year the item was lost.

Library Regulations (High School)

Ref: SB Policy: 507.04R1

It is the goal of the high school library to encourage students to take pleasure in learning by providing useful and valuable information resources for student research, as well as a wide variety of appealing materials at all levels for reading pleasure.

Students who use the library during a class should have adequate supervision; teachers are still responsible for their own students while they are in the library. Students are responsible for all materials they have checked out from the library.

General Collection:

May be checked out for three weeks.

May be renewed once.

Sign your first and last name legibly on the checkout sheet at the desk.

A book kept past its due date is overdue. Ten cents a day will be charged until the book is returned up to a maximum fine of \$5.00 per item.

If you are ill when a book is due, you will not be charged a fine if you return it the day you come back to school and present your admit slip to the librarian.

Students with overdue books and/or fines at the end of each 9-week grading period, will be restricted to in-library use only of library materials, until all books are returned and fines paid.

Reserve Books:

Occasionally a book or books from the general collection will be placed on reserve.

Books are placed on reserve to give more students access to a book being used in a class assignment. A reserve book may be checked out overnight.

Books checked out overnight may not be checked out until 3:45 p.m. and must be returned before first period in the morning. If a reserve book is not returned on time, there will be a fine of \$.20 a day fine for each day it is overdue, subject to review by the librarian.

Reference Books:

Reference books are marked with an "R" above the call number. These books are for use in the library, but may be checked out of the library for one class period during the day. They may also be checked out overnight at the end of the day, but must be returned before 1st period the following day. Overdue reference materials will be charged \$.20 a day.

Magazine Collection:

Current issues of magazines may be checked out from the library for one day. Back issues may be checked out for three days. If a magazine is overdue, a fine of \$.10 per day will be charged up to a maximum fine of \$5.00 per item.

Other Resources:

Various CD-ROM resources are available for use on library computers only. Each year special on-line databases are purchased for student research by our school and/or the Nebraska Library Commission. Some of these may also be accessible from home computer access with a special password. Please note these or ask what is available and utilize them whenever possible.

Lost or Damaged Books:

Ref: SB Policy: 505.05

If a book is lost or damaged beyond repair, the person responsible will pay the current replacement cost of the book. If a book is damaged, but repairable, the person responsible will be charged for the cost of repairing the book. Send damaged books to the library for repair. Please do not mend books at home. In the event a lost book is found after paying for its replacement, a refund may be given if the item is returned in good, usable condition and within the school year the item was lost; the maximum overdue fine of \$10.00 will be deducted from the refund.

General Responsibilities of Students Using the Library:

Students may use the library for quiet studying, checking out library materials, working on class assignments, doing school related research and leisure reading. Please be considerate by speaking softly so others are not disturbed and to maintain an atmosphere conducive to learning at all times. Refrain from using the library or library computer lab as a place to socialize with your peers. Remember – No food or drinks in the library. Take responsibility for keeping the library a neat, orderly, and pleasant place to work.

Please Remember to:

Check out all materials taken from the library.

Use your own name to check out materials from the library.

Never check anything out for another person.

Always sign your full name when checking out a book, magazine, etc.

Pick up and discard all scrap paper before leaving the library.

Push your chair back to the table when leaving the library.

Return all borrowed books and magazines in the book drop and newspapers to the rack.

Pay all overdue fines and fines for lost or damaged materials as soon as possible. These must be paid before the student checks out at the end of the school year.

Refrain from cutting up current newspapers and current and saved back issues of magazines.

Please ask if you need help. Through regular library visits, it is our hope that students may develop positive lifelong reading, viewing, and study habits.

Transportation Services

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

Transportation To And From School

Ref: SB Policy: 504.04

Riding a school bus is a privilege that can be restricted by the school administration. Drivers are hired that will watch for the well-being of the entire group. If a student becomes troublesome or disruptive, he/she may be

barred from riding the bus and a parent or guardian must provide their own transportation at their own cost. Bus drivers are school employees and have the same powers of discipline as any other school employee.

Student Conduct on School Transportation:

Ref: SB Policy: 504.04

Safety of pupil passengers is primary, this overrides all other considerations. Violations of these rules will result in a conference with the Principal and the transportation director. Further violations could result in denial of transportation until a satisfactory solution is worked out with the parents of the student. In no case will the students be discharged indiscriminately from buses for misbehavior; they are to be discharged at the regular discharge points only.

Pupils must be well-behaved in all ways and must follow the following rules of conduct on school vehicles:

- a. Under direction of the driver, each student is to be assigned a seat and held responsible for that seat. Students in rear seats may be permitted to move forward to a second assigned seat for added comfort on the part of the route where the passenger load is lightened.
- b. Pupils must be on time; the bus can wait only 30 seconds for those who are tardy.
- c. If the pupil is not going to ride the bus, he/she should contact the driver so he/she will know beforehand.
- d. Unnecessary conversation with the driver is prohibited.
- e. Outside of ordinary conversation, classroom conduct is to be observed by the students. Any pupil who is guilty of unbecoming conduct, using inappropriate language and/or abusing or casting reflections upon the driver or upon other pupils forfeits the right to ride the bus.
- f. Pupils must not throw waste paper or other rubbish on the floor of the bus.
- g. No pupil will at any time, extend arms or head out of the bus window.
- h. Pupils must not get on or off or move about within the bus while it is in motion.
- i. When leaving the bus, pupils crossing a road must look both ways and make sure they can cross safely.
- j. The driver is in full charge of the bus and pupils. Pupils are requested to comply promptly, cheerfully and fully with his/her requests.
- k. If monitors or patrols are on duty, pupils must obey and respect their orders.
- l. Any damage to the bus is to be reported at once to the driver.

Network, Internet and Other Computer Use Rules:

Ref: SB Policy: 606.06

Our school district promotes a digital environment that is safe and collaborative, provides students with the opportunity to be responsible digital citizens, and enriches 21st century real-world digital skills. Please, students and parents/guardians, take the time to review this information that will be referred to as “policy” throughout the following sections. If you have any questions about the **TECHNOLOGY** policy, contact the school district’s technology coordinator.

Computer, Internet, and School Account Use by Students

Students are expected to use computers, the Internet, and school accounts as an educational resource. The following procedures and guidelines govern the use of school computers (including but not limited to school-owned tablets, laptops, desktops), the school’s Internet (including but not limited to local and global computer networks), and school accounts (including but not limited to @gubn.org and Windows accounts).

- I. Student Expectations in the Use of Computers, the Internet, and School Accounts
 - A. Acceptable Use

1. Students may use computers, the Internet, and school accounts to complete school-work assigned by their teachers.
2. Students may use computers, the Internet, and school accounts to gain access to information related to school-related activities, unless doing so would be a violation of the “Unacceptable Use” guidelines.
3. If students are given access to electronic communication (including but not limited to e-mail and Google Docs), all communication must be school-appropriate, directly related to school-work, and not a violation of the “Unacceptable Use” guidelines.
4. Students may store digital files on their computers or in their school accounts if the digital files are school-appropriate, directly related to school-work, and are not a violation of the “Unacceptable Use” guidelines.

B. Unacceptable Use

1. Students shall not use school computers or accounts to gain access to material that is obscene, pornographic, harmful to minors, or otherwise inappropriate for educational uses.
2. Students shall not engage in any illegal or inappropriate activities on school computers or accounts, including the downloading and copying of copyrighted material.
3. Students shall not use email, chat rooms, instant messaging, or other forms of direct electronic communications on school computers for any unauthorized or unlawful purpose or in violation of any school policy or directive. Electronic communication access may be given to students for educational purposes only.
4. Students shall not use school computers or accounts to participate in on-line auctions, on-line gaming, or illegal digital file sharing systems.
5. Students shall not disclose personal information, such as their names, school, addresses, or telephone numbers outside the school network.
6. Students shall not use school computers or accounts for commercial advertising or political advocacy of any kind without the express written permission of the district technology coordinator or district administrator.
7. Students shall not publish web pages that purport to represent the school district or the work of students at the school district without permission from their teacher, district technology coordinator, or district administrator.
8. Students shall not erase, rename, or make unusable anyone else’s digital files, programs, or disks.
9. Students shall not share their passwords with fellow students, school volunteers, or any other individuals, and shall not use, or try to discover, another user’s password.
10. Students shall not copy, change, or transfer any software or documentation provided by the school district, teachers, or another student without permission from the district technology coordinator or district administrator.
11. Students shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer’s memory, file system, or software. Such software is often called, but is not limited to, a bug, virus, worm, or Trojan Horse.

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

II. Enforcement

A. Methods of Enforcement

1. The district has the ability to monitor all Internet communications, Internet usage, and patterns of Internet usage when students are using the district's Internet. Students have no right of privacy to any Internet communications or other electronic files while using the district's Internet, a school device, or school account. The computer system is owned by the school district. As with any school property, any electronic files on the system are subject to search and inspection at any time. Any electronic files deemed inappropriate by the district technology coordinator or district administrator may be removed from a student's school device or school account.
2. The school district uses a technology protection measure that blocks access to some Internet sites that are not in accordance with the policy of the school district. This technology protection measure is active while students are using the district's Internet or when the students are using their school devices. It is impossible for the district to reflect each individual or family's opinions of what constitutes inappropriate material. If a student accesses inappropriate material, the student should immediately notify their teacher, district technology coordinator, or district administrator at school, or their parent/guardian outside of school.
3. Due to the nature of filtering technology, the filter may at times filter pages that are appropriate for students. The district technology coordinator or district administrator may override the technology protection measure for the student to access a site with legitimate educational value that is wrongly blocked.
4. At school, the school district staff will monitor the students use of the Internet through direct supervision, school filtering, or by monitoring Internet use history to ensure enforcement of the policy. Monitoring students using their school accounts or school devices elsewhere (1:1 Take-home Program) is the responsibility of the parent/guardian.

B. Consequences for Violation of this Policy

1. Access to the school's computers and to the Internet is a privilege, not a right. Any violation of school policy and rules may result in:
 - a) Loss of computer, Internet, or account privileges;
 - b) Short-term suspension;
 - c) Long-term suspension or expulsion; and
 - d) Other discipline as school administration deems appropriate.
2. Students who use the school's computers inappropriately may be guilty of a criminal violation and will be prosecuted.

III. Protection of Students

A. Children's Internet Protection Act (CIPA)

1. The school district will comply with the Children's Internet Protection Act (CIPA). With respect to the district's computer network, the district shall use reasonable means to:
 - a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications
 - b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications
 - c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online
 - d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors
 - e) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors

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

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

C. Education About Appropriate Internet Behavior

1. School district staff will educate students about appropriate Internet behavior, either in specific computer usage units or in the general curriculum.
2. Staff will specifically educate students on
 - a) Appropriate interactions with other individuals electronically.
 - b) Cyberbullying awareness and response.
3. The district technology coordinator shall inform staff of this educational obligation and shall keep records of the instruction which occurs in compliance with this policy.
4. It is also the responsibility of the parents/guardians to address their student(s) in regards to appropriate Internet behavior and this policy. Parents/guardians that are inexperienced with this content may seek out advice from websites like <https://www.common sense media.org> or they may contact the district technology coordinator.

Device Information, Care, Responsibilities, and Acknowledgements

Our school district provides different educational technology devices to some of our students. By putting safe devices in the hands of our students, we hope to encourage collaboration, provide students with the opportunity to be responsible digital citizens, and enrich 21st century real-world digital skills. Throughout this handbook, when referring to a device, we are also referring to the device's accessories (i.e., power adapter, headphones, keyboard, mouse, case).

I. Information

A. On-site Devices

1. On-site devices are devices that were purchased by or for our school district and rarely, if ever, leave the school. They include, but are not limited to: desktops, laptops, tablets, cameras, video cameras, microphones, printers.

B. 1:1 Devices

1. 1:1 Take-home Program

- a) 1:1 Take-Home Program devices are assigned to a single student to use at school and home.

2. 1:1 School-only Program

- a) 1:1 School-only Program devices are assigned to a single student to use only at school. These devices must be checked-out and checked-in at school daily.

3. Device Check-out

- a) Student and parent/guardian signatures on the Handbook are required before checking a 1:1 device out. Device check-out dates and times will be determined by the school district. When receiving a 1:1 device, the student is required to check the device for any damages. Damages must be reported to the district technology coordinator immediately before use. Once the 1:1 device is checked-out, any new damages are the responsibility of the student checking the device out.

4. Device Check-in

- a) Device check-in dates and times will be determined by the school district. If a student is leaving the school district before the end of the school year for any reason, the device must be checked-in as soon as possible.
- b) When checking-in a device, a district technology coordinator is needed to check the device for any damages. Any new damages are the responsibility of the person checking-in the device.

5. Device Purchasing

- a) When a student graduates from the school district, the 1:1 Take-home Program device used by the student may be offered to the student at a discounted price. Discounted prices will be determined by the district technology coordinator.

II. Device Care

A. On-site Devices

1. Log-in to a device with only your school profile.
2. Do not use your device in class unless instructed to do so by your teacher.
3. If you are prohibited from using your device due to not following the “Acceptable Use” guidelines, you are responsible for any work you miss that day that may require the use of a device.
4. Mute the volume and remove headphones. The volume of your device or the use of headphones may be dictated by your teacher.
5. When finished with a device, log-out of the device and neatly place the device in an area specified by your teacher.

6. Never try to repair a device. If your device has a problem, notify your teacher or the district technology coordinator immediately.

B. 1:1 Devices

1. Bring your device to school every day (1:1 Take-home Program) or check-out your device every day (1:1 School-only Program).
2. Bring your device to each class everyday, unless instructed not to do so by your teacher.
3. Charge your device every night either at home (1:1 Take-home Program) or in your designated area at school (1:1 School-only Program).
4. Do not use your device in class unless instructed to do so by your teacher.
5. If you forget your device or are prohibited from using your device due to not following the “Acceptable Use” guidelines, you are responsible for any work you miss that day that may require the use of a device.
6. Mute the volume and remove headphones. The volume of your device or the use of headphones may be dictated by your teacher.
7. Never try to repair your device. If your device has a problem, notify your teacher or the district technology coordinator immediately.

III. Device Responsibilities

- A. The device is the property of the school district and is issued to the student for the purpose of conducting school-work. It is intended only for the use of the student to whom it is assigned.
- B. The student is responsible for remembering their username and password and should keep them secure.
- C. Students must notify a teacher or district technology coordinator immediately if there are any problems with the device or if the device is lost or stolen.
- D. Devices should not be left unattended in an unsecure location.
- E. The device will need to be returned to the district technology coordinator from time to time to receive regular maintenance, for acceptable use checks, and upgrades. If the issue is urgent, there may be no advanced notice.
- F. 1:1 Take-home Program devices may be taken home or to other locations by the student. However, the student is responsible, at all times, for the care and appropriate use of the device. Proper care includes but is not limited to the following:
 1. Digitally lock and physically secure the device in a safe location when it is unattended.
 2. Use a surge protector or unplug the device during electrical storms.
 3. The device is not to be loaned to anyone.
 4. Other individuals should not be allowed to play on the computer.
 5. Keep food and drink away from the device.
 6. Do not leave the device exposed to extreme heat or extreme cold.
 7. Position the device on a safe surface so it does not fall.
 8. Do not attempt to repair a damaged or malfunctioning device.
 9. Do not attempt to update, disable, install, or uninstall any hardware or software without permission from a district technology coordinator.
 10. Do not write on or place any labels or stickers on the device. Do not remove any labels or stickers already on the device.

11. Give care appropriate for any electrical device.
- G. Do not make changes to the device's settings or appearance unless instructed to do so by a district technology coordinator.
- H. If given access to any electronic communication (e-mail, messaging, chat, etc.), it should be appropriate and in relation to school-work at all times.
- I. Parents/guardians are responsible for the supervision of a 1:1 device at home. This includes discussing and following the school district's "Acceptable Use" and "Unacceptable Use" guidelines with the student.
- J. The student will not be held responsible for device problems resulting from regular school-related use; however, the student will be personally responsible for any damage, loss, or vandalism caused by the student as a result of accident, intent, or neglect.
 1. Approximate repair/replacement costs for Chromebooks:
 - a) Whole Chromebook - \$300
 - b) Ports - \$30-\$140
 - c) Keyboard - \$90
 - d) Top or Bottom Cover - \$60
 - e) Battery - \$60
 - f) AC Power Adapter - \$50
 - g) Screen - \$50
 - h) Touchpad - \$30
 - i) Case - \$10

IV. Acknowledgements

- A. Student acknowledges and agrees to the following:
 1. If I am given a school device, I understand that the school device is provided to me for my responsibilities as a student of this school district.
 2. I will use my school device and school account in accordance with the "Acceptable Use" guidelines.
 3. I understand that a school device issued to me is for my use only. Other individuals, including family members, should not use my device and/or accessories.
 4. I understand that my school device privileges may be revoked based on my misuse of the device.
 5. I understand that a school device is the property of the school district.
 6. I understand that content stored on school devices and school accounts is subject to review at any time. Any electronic files deemed inappropriate by the district technology coordinator or district administrator may be removed from my school device or school account.
 7. I understand that filtering of school devices and school accounts is occurring at all times in an effort to keep me safe while using a school device and/or student account.
 8. I assume financial responsibility for any damage, loss, or vandalism of a school device caused by me as a result of accident, intent, or neglect.
 9. I understand I must notify a district technology coordinator or district administrator immediately in the case of damage, loss, or vandalism to my school device.

10. I understand it is the right of the district technology coordinator or district administrator to determine who is responsible for damage, loss, or vandalism of a school device.
 11. I understand that I must return all school devices in my possession if I transfer out of the school district, graduate from the school district, am expelled from the school district, or when I am instructed to do so by the district technology coordinator or district administrator. If I don't, I will be responsible for paying the replacement fee of the device.
- B. Parent/Guardian acknowledges and agrees to the following:
1. I understand that a school device is provided to my student for my student's educational needs.
 2. I understand my student is to use their school device and school account in accordance with the "Acceptable Use" guidelines.
 3. I understand that a school device issued to my student is for their use only. Other individuals, including family members, should not use the device.
 4. I understand that my student's school device privileges may be revoked based on my student's misuse of the device.
 5. I understand that a school device, whether assigned (1:1) to my student or not (on-site), is the property of the school district.
 6. I understand that content stored on school devices and school accounts is subject to review at any time. I understand that any electronic files deemed inappropriate by the district technology coordinator or district administrator may be removed from my student's school device or account.
 7. I understand that filtering of school devices is occurring at all times in an effort to keep my student safe while using a school device and/or school account and also is put in place in accordance with CIPA.
 8. I understand that it's impossible for the school district to guarantee all inappropriate content will be filtered on a student's device or school account, but I do acknowledge that the school district has taken reasonable steps towards filtering inappropriate content. I understand it is the responsibility of my student to not purposefully access inappropriate content.
 9. I understand that I am responsible for monitoring how my student is using technology outside of school hours or when my student is absent from school. I understand the school district is not responsible for monitoring how my student is using technology outside of school hours or when my student is absent.
 10. I understand my responsibility to address my student(s) in regards to appropriate Internet behavior and this policy. I know if I need help with this, I can seek out advice from websites like <https://www.common sense media.org> or I may contact the district technology coordinator.
 11. If my student cannot assume financial responsibility, I assume financial responsibility for any damage, loss, or vandalism of a school device caused by my student as a result of accident, intent, or neglect.

12. I understand that my student must return all school devices in their possession if they transfer out of the school district, graduate from the school district, are expelled from the school district, or when they are instructed to do so by the district technology coordinator or district administrator. If they don't, I will assume financial responsibility for the replacement of the device.

G Suite for Education Parent/Guardian Notice and Consent

We use G Suite for Education, and we are seeking your permission to provide and manage a G Suite for Education account for your child. G Suite for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by millions of students and teachers around the world. Students will use their G Suite accounts to complete assignments, communicate with their teachers, sign into their Chromebooks, and learn 21st century digital citizenship skills. The notice below provides answers to common questions about what Google can and can't do with your child's personal information. Please read it carefully.

I. Notice

- A. By signing the Handbook, you (parent/guardian) give the school district permission to create or maintain a G Suite for Education account for your student, and to act on your behalf when signing the student account up for the following:
 1. Google Core Services;
 2. Google Additional Services that are deemed educationally valuable by the district technology coordinator or district administrator; and
 3. services that may require Google to provide student information to companies, organizations or individuals outside of Google when use of these services is deemed educationally valuable by the district technology coordinator or district administrator.
- B. This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.
- C. Using their G Suite for Education accounts, students may access and use the "Core Services." Use of the Core Services includes, but is not limited to, the following:
 1. Calendar, Classroom, Directory, Drive and Docs, Gmail, Google Chrome Sync, Google Vault, Groups for Business
- D. In addition, we also allow students to access certain other Google services with their G Suite for Education accounts. Specifically, your child may have access to "Additional Services" which includes, but is not limited to, the following:
 1. Chrome Web Store (restricted mode), Google Cloud Print, Google Earth, Google Maps, Google My Maps, Google Play, YouTube (restricted mode)
- E. Also in addition, we allow students to use their G Suite for Education accounts to access certain third-party apps or websites that are reviewed by the district technology coordinator or district administrator. Any third-party apps or websites that are activated for students are activated as educationally valuable services. Some of these applications and websites include, but are not limited to:
 1. BrainPOP, Code.org, Discovery Education, Learning.com

- F. Google provides information about the information it collects, as well as how it uses and discloses the information it collects from G Suite for Education accounts in its G Suite for Education Privacy Notice. You can read that notice online.
- II. What personal information does Google collect?
- A. When creating a student account, the school district may provide Google with certain personal information about the student, including, for example, a name, email address, and password.
- B. When a student uses Google services, Google also collects information based on the use of those services. This includes:
1. device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number;
 2. log information, including details of how a user used Google services, device event information, and the user's Internet protocol (IP) address;
 3. location information, as determined by various technologies including IP address, GPS, and other sensors;
 4. unique application numbers, such as application version number; and
 5. cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.
- III. How does Google use this information?
- A. In G Suite for Education Core Services, Google uses student personal information to provide, maintain, and protect the services. Google does not serve ads in the Core Services or use personal information collected in the Core Services for advertising purposes.
- B. In Google Additional Services, Google uses the information collected from all Additional Services to provide, maintain, protect and improve them, to develop new ones, and to protect Google and its users. Google may also use this information to offer tailored content, such as more relevant search results. Google may combine personal information from one service with information, including personal information, from other Google services.
- IV. Does Google use student personal information for users in K-12 schools to target advertising?
- A. No. For G Suite for Education users in primary and secondary (K-12) schools, Google does not use any user personal information (or any information associated with an G Suite for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using an G Suite for Education account.
- V. Can my child share information with others using the G Suite for Education account?
- A. We may allow students to access Google services such as Google Docs and Sites, which include features where users can share information with others or publicly. When users share information publicly, it may be indexable by search engines, including Google.
- VI. Will Google disclose my child's personal information?
- A. Google will not share personal information with companies, organizations and individuals outside of Google unless one of the following circumstances applies:
1. With parental or guardian consent. Google will share personal information with companies, organizations or individuals outside of Google when it has parents' consent (for users below the age of consent), which may be obtained through G Suite for Education schools.

2. With the school district. G Suite for Education accounts, because they are school-managed accounts, give school-district staff access to information stored in them.
3. For external processing. Google may provide personal information to affiliates or other trusted businesses or persons to process it for Google, based on Google's instructions and in compliance with the G Suite for Education privacy notice and any other appropriate confidentiality and security measures.
4. For legal reasons. Google will share personal information with companies, organizations or individuals outside of Google if it has a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary to:
 - a) meet any applicable law, regulation, legal process or enforceable governmental request.
 - b) enforce applicable Terms of Service, including investigation of potential violations.
 - c) detect, prevent, or otherwise address fraud, security or technical issues.
 - d) protect against harm to the rights, property or safety of Google, Google users or the public as required or permitted by law.
5. Google also shares non-personal information -- such as trends about the use of its services -- publicly and with its partners.

VII. What choices do I have as a parent or guardian?

- A. First, you can consent to the collection and use of your child's information by Google. If you don't provide your consent, we will not create a G Suite for Education account for your child, and Google will not collect or use your child's information as described in this notice.
- B. If you consent to your child's use of G Suite for Education, you can access or request deletion of your child's G Suite for Education account by contacting the district technology coordinator. If you wish to stop any further collection or use of your child's information, you can request that we use the service controls available to limit your child's access to features or services, or delete your child's account entirely. You and your child can also visit <https://myaccount.google.com> while signed in to the G Suite for Education account to view and manage the personal information and settings of the account.

VIII. What if I have more questions or would like to read further?

- A. If you have questions about our use of Google's G Suite for Education accounts or the choices available to you, please contact the district technology coordinator. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the G Suite for Education Privacy Center, the G Suite for Education Privacy Notice, and the Google Privacy Policy online.
- B. The Core G Suite for Education services are provided to us under Google's Apps for Education agreement.

By signing the signature page on the Handbook, the student(s) and parent(s)/guardian(s) acknowledge that they have reviewed, understand, and consent to everything in the Handbook's **TECHNOLOGY** section (**Computer, Internet, and School Account Use by Students; Device Information, Care, Responsibilities, and Acknowledgements; G Suite for Education Parent/Guardian Notice and Consent**). The terms of the

TECHNOLOGY section apply to the most current school year. For **TECHNOLOGY** related items, the start of the school year would be when either the student is issued a school device or the first day of school (whichever occurs first). The end of the school year would be when either the student checks-out during the school year, checks-out the last day of school, or checks-out during summer school (whichever occurs last).

Section 2 Pledge of Allegiance

Ref: SB Policy: 607.02

Each public school district shall require each such district's schools to establish a period of time during the school day, when a majority of pupils is scheduled to be present, during which pupils will be led in the recitation of the Pledge of Allegiance in the presence of the flag of the United States of America, in grades kindergarten through twelve. Pupil participation in the recitation of the Pledge of Allegiance shall be voluntary. Pupils not participating in the recitation of the Pledge shall be permitted to silently stand or remain seated but shall be required to respect the rights of those pupils electing to participate.

ARTICLE 9 ATHLETICS AND ACTIVITIES

Section 1 Eligibility Requirements

Ref: SB Policy: 506.01

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and ability in the students during their school years and for their lifetime. However, students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from or at school. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity and must conduct himself or herself in accordance with student conduct policies. "All school-sponsored activities" include dances, pep band (unless part of class grade), FFA, FCCLA, quiz bowl, one act play production, three act spring play, athletics, and field trips. *World Stride has its own code of conduct to attend and therefore this activity is not subject to the eligibility policy.*

The superintendent must approve student activity events unless they involve unusual travel expenses, in which case the board will be asked to approve the event. Every attempt will be made so that the events would not disrupt the education program or other school district operations.

All students will abide by all policies regarding eligibility as published by the Nebraska School Activities Association (NSAA). Students in grades 9-12 at Hemingford Public Schools must pass thirty (30) semester hours of credit the immediate preceding semester in order to be eligible for any activity that is school sponsored. Students in grades 7 and 8 must pass 6 of 8 classes the immediate preceding semester in order to be eligible for any school sponsored activity. Any student who is sanctioned or is found by the school district or NSAA to be ineligible to participate in any extracurricular activity may appeal the sanction or finding in accordance with the student due process policy. It shall be the responsibility of the superintendent to develop administrative regulations for each school activity, which will be published in the student handbook, or other document provided to students and parents.

Extracurricular school activities are encouraged and desirable for all students to participate in. However, the principal goal and responsibility for each student is to establish a firm academic foundation. As such, a student who chooses to participate in extracurricular school activities will abide by the following standards:

1. Maintain passing grades in all classes. Any student failing two or more academic classes (grade below 70%) for two consecutive weeks is ineligible to participate in extracurricular activities.
2. Students who are failing will be on a warning week of eligibility starting with the 3rd week of each semester.
3. Teachers will post the most recent academic grades for each student by 4 pm on Tuesday, the ineligibility list will be created on Wednesday morning, and enforcement will begin on Wednesday.

Eligibility runs from Wednesday through the following Tuesday beginning with the 4th week of each semester.

4. The administrator will pull the Semester One and Semester Two academic grades to use for eligibility purposes.
5. Junior High students in 9 week only classes will have an exemption for those classes during the first three weeks of each quarter when figuring eligibility.
6. Any student who fails a class during the first or third quarter will automatically be deemed ineligible for the first week of the second and fourth quarters.
7. Students who are academically ineligible cannot travel with any team, suit up for any event, or participate in any special school activity (such as prom and all dances/parties.) Eligibility requirements shall not apply to instructional field trips which are a part of the scheduled course learning experience; or activities or events which are a part of the student's grade requirements (such as pep band).
8. Supervised Study Time (SST) will not apply to eligibility but will be available to students twice daily from 7:45 - 8:00 am and 3:45 - 4:00 pm.
9. Students with disabilities on an IEP may have special accommodations written into the IEP plan, however, the majority of students with disabilities will follow the regular eligibility policy in its entirety.

Section 2 Philosophy of Activities for Hemingford Public Schools

The athletic program in the Hemingford Schools is to be a learning (educational) experience. The participants are to be taught how to work hard at something and the self-satisfaction that goes with doing their very best in whatever they do. Important lessons in living are taught in athletics. The Hemingford Athletic Program is to teach these lessons.

The athletics programs at the Junior High levels are to acquaint the athletes with the various sports, to give them playing time, and to allow them to make decisions as to participation. They should be taught the fundamentals and encouraged to do their best. The ultimate goal is to win but not at the expense of over pressurization of the young athletes. Winning is a by-product of doing things correctly.

At the high school level, the athletes should be out for athletics because they want to be. The non-varsity competition is to be a learning experience where the athletes improve their skills. The goal at the varsity level is to give the athletes the best opportunity to win. Striving to win is important, but whether winning or losing, the athletes should always strive to do their best in competition. It is the coach's responsibility to motivate the athletes so that they do their very best.

The activity programs should emphasize the importance of self-discipline, self-control, sportsmanship and effort. The team concept is to be taught to all Hemingford teams. Negative actions and attitudes should not be allowed nor should they be tolerated.

Section 3 Role of Junior High Athletic Program

The Hemingford Junior High athletic program is for the purpose of introducing the sports offered by Hemingford Public Schools to all students who wish to participate. The athletes will be made aware of the rules and will be taught the fundamentals of the sport, or sports, they choose to participate in. In giving them that opportunity they will then be able to determine if they wish to continue on in that sport.

The coach/coaches will encourage all junior high athletes to participate to the best of their ability and to continue to participate in the athletic program. At the same time the coach/coaches should not pressure them to do so.

The high school varsity coach in each sport should be the overall head coach for the Hemingford Schools. The varsity high school coaches are responsible for the methods employed throughout their sport.

Section 4 Participation at The Junior High And Junior Varsity Levels

Participation at the Junior High and Junior Varsity levels is extremely important for the building of a program. At Hemingford, we feel that if an athlete is suited up for a Junior High or JV contest, they will be expected to play. Circumstances may arise that make it unavoidable to enforce this policy but for the most part it will be adhered to.

Section 5 Practice Regulations

In order to promote uniformity in practice the following guidelines should be followed:

1. Practice during a holiday break or on a Sunday must be approved by the administration. The coach must be careful that they do not make such practices required to the extent that the athletes are forced to choose between practice and family plans.
2. If it is necessary to practice at a time other than the regular time after school on a school day, the preferred time could be as soon as possible after school rather than early in the morning. If the practice needs to be held early in the morning, the practice should be cleared with the Administration far enough in advance so that the athletes and their parents have at least one day's notice. If an early morning practice is held, it should be set at a time as late as possible to get in the practice and also get the athletes to school on time.
3. Athletes are expected to be at all practices scheduled on school days by the coach. Should an athlete that has been in school not be able to attend a practice, they must contact the coach in advance. When the athlete is absent from school they do not need to notify the coach. However, most coaches appreciate knowing the reason why the athlete is absent from school and that they will not be at practice.
4. When practices are scheduled on a non-school day, (Saturdays or during a break) the athletes are encouraged to attend whenever possible. If the athlete is unable to attend that practice, or practices, they should inform the coach that they will be unable to be there. Coaches must show understanding in regard to the athlete being unable to be at such a practice.
5. Coaches are encouraged to give athletes time between sports seasons, whenever possible, before starting practice for the next sports season.
6. Two a day practices for fall sports may be held beginning on the date the NSAA allows practice to begin and the start of school.

Section 6 Definition of Mandatory Practice Date

The first mandatory practice date for all participants is defined as the first day of practice, on or after the allowable date set by the NSAA for the beginning of practice for that sport, in which all students participating are required to attend. All participating athletes shall not be required to attend until the prior sport season has ended, including the playoffs.

Section 7 Regular Practices

Regular practice for the high school athletes begins after school at 4:00 p.m. The junior high practice will also begin after school at 4:00 p.m. It is recommended that formal practices be limited to approximately 1 ½ to 2 hours. Specialized work both before and after formal practices can be carried out as necessary.

EXCEPTION ----- Practices on Wednesday evenings should be limited to make sure that the athletes are out of the building by 6:00 PM. This is to make sure the athlete has enough time to participate in church activities if they so choose.

Section 8 Participation and Practice

Ref: SB Policy: 506.01

A team member is not allowed to practice or participate unless he/she is in school the immediate preceding ½ **day (4 class periods)** of the scheduled school activity or practice. A student is not allowed to practice or participate if he/she is **truant** anytime during the school day. Exceptions will be made for absenteeism due to school activities and being absent for business, doctor, dentist or similar appointments, provided the absenteeism is **pre-arranged** through the principal. Any questions about the rule must be directed toward the activities director or the principal. In the case of a Saturday event, the athlete must be in school Friday afternoon. If the athlete is unable to be in school on Friday afternoon, they should make prior arrangements with the principal to receive permission to participate on Saturday. If a student is ill, we do not expect them nor do we want them to come to school simply to perform in a contest. Not only will this slow the student's recovery, they may be contagious and infect other students. The principal will make the final ruling whether or not a student can perform in a contest when missing school the half day before a contest.

All students are expected to be on time, in fact ahead of time for all practices, contests, and departures for contests. Failure to do so may result in loss of playing time at all levels.

Section 9 Team Travel/ Transportation

Ref: SB Policy: 801.06

The privilege of riding a school bus is contingent upon a student's good behavior and observance of established regulations for student conduct both at bus stops and on board buses. Since bus transportation is provided to assist the educational programs, the board shall require students to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

The driver of a school bus shall be responsible for the safety of the students on the bus, both during the ride and while the students are entering or leaving the vehicle. Therefore, it is the bus driver's duty to notify the supervisor of transportation or the principal of the school if any student persists in violating the established rules of conduct.

After due warning has been given to the student and to parents/guardians, the principal or transportation director may withhold from the student the privilege of riding the school bus. In such cases, the parents of the children involved will be responsible for seeing that their children get to and from school safely.

The student may also face detention, suspension or expulsion, in accordance with established policies, for flagrant violation of school bus rider conduct regulations or conduct detrimental to the safe operation of the bus.

Hemingford students attending a school-sponsored activity must use the transportation provided the school unless previous arrangements have been made. A student that misses the bus for an activity will not be allowed to drive him or herself and still participate in the activity.

Hemingford students and staff members travel to and from school events by school bus or school vehicles. All members of a team or activity should return from a contest by the same transportation provided for taking them to the contest, unless they meet the following exceptions.

EXCEPTION -- A student may continue on a trip with their parents after a contest. Also, when due to distance, it is permissible for a student to return home with his/her parents, rather than return to Hemingford and have additional miles in order to arrive at home. Families may also have other business to take care of following an event and would like their student to join them. This does not allow the student to return home with someone other than their parents. The students must obtain permission from the head coach. A parent/guardian must present to the head coach a written statement of their intent to take the athlete with them.

EXCEPTION – The parent or guardian requests in writing, in advance of the extracurricular activity that their child or children be allowed to return from the activity with an adult they deem responsible. The written request must be notarized or made in person with the Principal or Superintendent. The request shall be made to school administration during regular school hours prior to the time transportation leaves for the extracurricular activity.

As a condition of approving such requests, the parent shall be instructed by school administration that the school is not responsible for the child once he/she joins the designated person providing transportation.

Section 10 Weight Room

The weight room is for the use of all enrolled students in Hemingford Public Schools. A certified employee of the school district or an administratively approved representative must supervise all students using the weight room. The physical education department is encouraged to use the weight room along with the athletic department. During the sports practice time, the athletes participating in the season sports have the first right to use the weight room.

Whoever opens the weight room for the students is responsible for the people they open it for. It is the sponsor's responsibility to turn out the lights and lock the doors. Do not leave any students unsupervised.

Keys should not be given to students for them to open and use the weight room. A certified employee of the school district must open the weight room and be responsible for those using the facility by being in the weight room.

The coach should instruct the students on the proper use and spotting of free weights and whatever other instruction is necessary for the safe use of the room.

Section 11 Activity Training Rules and Regulations

Ref: SB Policy: 506.01

Above all, participants should be good citizens. Participants should have pride in themselves as well as in their community and their school. Athletes should be dedicated to a healthy mind, a healthy body, and a positive attitude. Participants should not be exempt from rules, but rather held highly accountable for any actions that may be viewed as detrimental to the school or the community. Participants must remember at all times that their actions and attitudes not only reflect upon themselves but are a direct reflection of all of the students, parents, and staff at Hemingford Public School as well as all community members of Hemingford.

The following rules have been adopted by the Board of Education to help establish a meaningful and complete program for our youth. These training rules are for all students. For the training rule violations to be investigated by Activities Director and/or Administration, it must be reported in one of the following ways:

1. Self-report by the student.
2. Statement of the violation from the parent/guardian of the student being reported.
3. Written Statement of the possible violation from a current member of the coaching staff.
4. Written Statement from Law Enforcement of the violation.

RULE 1 DRINKING – A participant in sponsored activities shall not drink or be in the possession of alcoholic beverages.

RULE 2 SMOKING, CHEWING – A participant in sponsored activities shall not smoke or chew tobacco, or be in the possession of tobacco.

- Students under school suspension or expulsion from school are not to be involved in activities in any manner.
- Violation of two different rules on two separate occasions will not be considered first violations of training rules.
- Participants who violate Board policy, these conduct rules, any training rules or rules of conduct of the coaches and/or activity sponsors, or any other discipline rule may be subject to disciplinary action, up to and including activity suspension or expulsion from the activity program.

Section 13 Requirements for Varsity Letter

GENERAL REQUIREMENTS

1. Any person participating in one activity continuously for four years without lettering may be awarded a varsity letter upon completion of his/her senior year in school in that sport.
2. If in the opinion of the sponsor, a participant would normally have qualified for a letter but was prevented from doing so by an injury, the letter may be awarded upon appropriate recommendation of the sponsor.
3. To receive a letter, the student must complete the entire season and finish in good standing, unless prevented from doing so by injury or other health related problems.
4. Any student that has violated one or more of the activity training rules and regulations will not be eligible to receive a varsity letter or any post season honors for the season that the violation occurred. (i.e. A violation during volleyball would not affect a student for the track season)

FOOTBALL

Any person who plays in at least 1/3 of the varsity quarters played during the season will meet the time requirements for a letter. The quarters counted are those quarters in which the athlete participates in a regular offensive or defensive play. The coach will consider special teams play at the end of the season.

BASKETBALL

Any person who plays in at least 1/3 of the varsity quarters played during the season will meet the time requirements for a letter.

VOLLEYBALL

Any person who plays in at least 1/3 of the varsity games will meet the time requirements for a letter.

WRESTLING

Any athlete who earns 20 points. One point is awarded for wrestling any match at a varsity competition. Four points are awarded for winning a match at a varsity competition.

TRACK

Any athlete who scores a least 1 point on average per varsity meet will meet the participation requirements for a letter.

CROSS COUNTRY

Any person who competes in at least 2/3 of the varsity meets will meet the time requirements for a letter.

GOLF

Any person who competes in at least 2/3 of the varsity meets will meet the time requirements for a letter.

NOTE: Each individual sponsor may have additional standards to meet in order to letter. (i.e. no unexcused absences, positive attitude, etc.) Each sponsor will inform their participants as to any special lettering criteria that they may have. This should be done at the start of the season.

ARTICLE 10 STUDENT FEES POLICY

The Board of Education of District #10, Hemingford Public Schools adopts the following student fees policy in accordance with the Public Elementary and Secondary Student Fee Authorization Act.

The District's policy is to provide for the free instruction in school in accordance with the Nebraska Constitution and Nebraska state law. This generally means the District's policy is to provide free instruction for courses that are required by state law, regulation or accreditation requirements and to provide the staff, facility, equipment and materials necessary for such instruction, without charge or fee to the students. The Board also does provide activities, programs, student clubs, and services to children that extend beyond the minimum level of constitutionally required free instruction. The board realizes some activities may require additional expenditures that are properly to be borne by students as a separate charge. Students and their parents have historically contributed to the District's efforts to provide such activities and the district will continue to depend on such contributions. 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. Some charges may be waived depending upon the student's eligibility for the free and reduced-price lunch program. In other special cases where the parent/guardian requests that the student be exempt from charges, the superintendent shall determine granting of waivers. No fees, specialized or non-specialized attire or equipment shall be required of students outside this policy. This policy does not apply to tuition payments by nonresident students.

For the purposes of this policy, the following definitions shall apply:

1. "Extracurricular activities" means student activities or organizations which are supervised or administered by the school district, which do not count toward graduation or advancement between grades, and in which participation is not otherwise required by the school district;
2. "Post-secondary education cost" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

The district may charge student fees or require students to provide specialized equipment or attire in the following areas:

1. Participation in extracurricular activities;
2. Admission fees and transportation charges for spectators attending extracurricular activities.
3. Post-secondary education costs, limited to tuition and fees associated with obtaining credits from the post-secondary institution;
4. Fees for option students not qualifying for free lunches and nonresident students as allowed by state statute;
5. Copies of student files or records as allowed by state statute;
6. Reimbursement to the district for property lost or damaged by the student;
7. Before-and-after-school or pre-kindergarten services in accordance with state statute;
8. Summer school or night school;
9. Breakfast and lunch programs;

The district may also require students to furnish musical instruments for participation in optional music courses that are not extracurricular activities. Students qualifying for free or reduced-price lunches shall be provided with a musical instrument of the school's choice.

The superintendent shall establish a Student Fee Fund and ensure that funds collected as fees for the following purposes are properly recorded and deposited to it:

- Participation in extracurricular activities;
- Post-secondary education costs when necessary;
- Summer school or night school if offered;

The superintendent shall promulgate regulations outlining the purposes for which fees in these three areas are collected and shall ensure such fees are spent for those purposes.

The superintendent shall promulgate regulations authorizing and governing the following areas:

1. All fees to be collected within the nine numbered areas of the third paragraph of this policy;
2. Any other types of specialized equipment or attire to be provided by all students in the nine numbered areas of the third paragraph of this policy;
3. Procedures and forms for students or parent/guardians to apply for waivers under this policy;
4. Deadlines for waivers for all types of fees;

Public concerns or complaints regarding required fees, attire or equipment shall be addressed under Policy 1005.01, Public Complaints.

PUBLIC HEARING. On or before August 1, 2002, and annually each year thereafter, the School Board shall hold a public hearing at a regular or special meeting of the Board on a proposed student fee policy. The hearing shall 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 prior school year. The student fee policy shall be adopted by a majority vote of the School Board and shall be published in the student handbook. The board shall provide a copy of the student handbook to every student at no cost to the student. The student fee policy shall include specific details regarding those items required by law. In the event that the district would like to consider offering a service or materials for a fee which is not offered at the time that this policy is adopted or if the district would like to consider charging a fee for services or materials currently provided at no charge to the students or their parents or if any other change is desired, a public hearing shall be held at a regular or special meeting of the Board on the proposed changes to the student fee policy before any changes to the policy are adopted. If changes are made to the policy after the public hearing, written notice shall be provided to the students and their parents as soon as is practicable.

ADMINISTRATIVE REGULATIONS: STUDENT FEES:

Ref: SB Policy: 504.19

Students attending school at Hemingford Public Schools and participating in extracurricular activities may be required to pay fees or dues. In addition, they may be required to furnish personal and consumable items, non-specialized clothing, special equipment, attire or uniforms, materials, lunch fees, class and club dues, admission fees to extra-curricular activities, and course project materials. The following information provides details on what students are expected to provide for participation in various programs and activities.

Students who qualify for free or reduced priced lunches under the Department of Agriculture income guidelines may have certain fees and other items waived. Those include, specialized clothing, attire or equipment required to participate in extracurricular events or optional music courses that are not extra-curricular. The following regulations apply to waivers.

- a. Any course project completed with district provided materials will remain the property of Hemingford Public Schools.
- b. Any specialized clothing, attire or equipment provided by Hemingford Public Schools will remain the property of Hemingford Public Schools.
- c. Waiver students are responsible for the proper care of any school district clothing, equipment or materials. Fees may be assessed for cleaning, repair or replacement of school owned property.
- d. At no time will any parent, student, or guardian be reimbursed cash for the purchase of specialized clothing, attire or equipment.
- e. Music instruments will be provided to those students who qualify, but the district shall not be obligated to provide a particular type of musical instrument for any student.

Students, parents, or guardians may submit waiver applications to the office of the superintendent. A student does not have to participate in the free or reduced hot lunch program to request a waiver but does have to meet the income guidelines for that program. Completed waiver applications must be completed prior to the first practice of the extra-curricular activity, or first class period of the elective music course.

A. Personal and Consumable Items:

The District will make items necessary for students to benefit from courses available. Students are encouraged, but not required, to bring items needed to benefit from courses including, but not limited to, pencils, paper, pens, erasers, etc. A specific class list of back to school supplies will be made available to students and parents annually. These school supplies may include:

- | | | |
|---------------------------|----------------|------------------------|
| ● Pencils/Pens | ● White Out | ● Protractor |
| ● Scissors | ● Graph Paper | ● Organizers |
| ● Colored Pencils/Markers | ● Highlighters | ● Calculator |
| ● Elmer’s Glue | ● Tablets | ● Planners |
| ● Erasers | ● Compass | ● Crayons |
| ● Paper | ● Notebooks | ● Blank Computer Disks |

Personal items for extra-curricular activities are the responsibility of the student. Extra-curricular items may include:

- | | |
|--------------------------------------|---------------------------------|
| ● Protective mouth pieces for sports | ● Reeds for musical instruments |
| ● Sports undergarments | ● Shoestrings |

B. Non-Specialized Clothing:

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 or course 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, or chemical/physical science classes.

Students will be required to furnish the following non-specialized clothing for the courses listed.

- Physical Education: gym shoes, shorts, T-shirt, athletic undergarments
- Vocational Agriculture Shop Classes: coveralls or appropriate alternative clothing
- Basketball: shoes, athletic clothing
- Volleyball: shoes, athletic clothing
- Track: shoes, athletic clothing
- Cross-Country: shoes, athletic clothing

C. Specialized Clothing/Equipment:

Students participating in optional curricular music courses such as band/flag corps, swing choir, are encouraged but not required to purchase specialized uniforms. If the district furnishes the uniform, it may be previously worn, and cannot be kept by the student. Students may wish to purchase their own uniforms for flag corps and swing choir so their uniforms may be distinctive from previous year's groups.

Students participating in extra-curricular activities may be required to purchase specialized equipment or clothing. District #10 does not charge for participation in extracurricular activities. Students who qualify for free and reduced lunch price may secure a waiver for specialized clothing or equipment. The following activities require specialized equipment, clothing or fees

- Football: Varsity, two football jerseys, football shoes
- Junior High Football: football shoes
- Wrestling: Varsity and Junior High, shoes
- Golf: shoes, balls, clubs and bag
- Track: spikes if necessary
- Volleyball: varsity and junior high, knee pads if desired
- Cheerleading: Students must purchase uniforms and shoes selected by the sponsor and/or student group.
- Future Farmers of America (FFA): Students must pay yearly dues.

D. Course Materials:

Students are permitted to and encouraged to supply materials for course projects. Some course projects 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 keeping the project, to reimburse the District for the reasonable value of the materials used in the project. The District will furnish materials or supplies for course projects that are required to be completed as a requirement of the course. Supplies or materials for optional projects in art or vocational projects are the responsibility of the student.

E. Music Instruments:

Students enrolling in curricular optional band or music classes either junior high, senior high or elementary are required to furnish their own music instrument. Students participating in extra-curricular music offerings are required to furnish their own instrument. Students who qualify for free and reduced priced lunches may be furnished with an instrument of the school's choice.

F. Admission Fees:

Students are charged an admission fee to attend school sponsored extracurricular activities in Grades K-6. Students in Grades 7-12 have free admission to all regular season hosted events. They may pay single admission fees or purchase annual activity passes. Students who participate in any sport can purchase an activity pass at a reduced price.

- Varsity Contest \$4.00-Students (7-12 students are provided passes to all home activities), Adults - \$5.00
- Freshman, Junior Varsity or Junior High \$2.00 Students, Adults - \$2.00
- Invitational Tournaments Adults - \$5.00 all day, no activity passes accepted.
- Student Activity Pass (K-6) \$25.00 annual
- Student Athlete Activity Pass \$10.00 annual
- Family Pass- \$100.00 ; Single Parent Family Pass - \$65.00; Adult Pass - \$35.00

Admission to contests held on behalf of the Western Trails Conference, Panhandle Conference and sub-district, district contests held on behalf of the Nebraska State Activities Association is not included in any student activity pass.

G. Organizations:

Students may choose to belong to a number of student organizations. Membership in these organizations is purely voluntary and any fees, costs, materials, or clothing is the responsibility of the student or the organization. These organizations may choose to fund their activities through fundraising. Students who belong to these organizations are expected to participate in the fund raising activities of the organization in order to participate in the activities supported by the fundraising. The Board of Education must approve fund raising activities sponsored by student organizations.

Students who qualify for district or state competitions that are district approved competitions, are provided transportation, registration, and meal money by District #10. The District may also provide transportation or partial transportation for activities of the student organizations. These organizations include:

- | | | |
|--------------|------------------|--------------------------|
| ● FFA | ● FCCLA | ● Student Council |
| ● Drama Club | ● Health Council | ● National Honor Society |
| ● H Club | ● Speech | ● Skip ‘N Cats |

H. Other Student Activities:

Students may participate in activities that are not sponsored by the school or are traditionally totally supported by fund raising activities.

- Summer band trips are sponsored entirely by the Band Boosters. District #10 is not a sponsor and provides no support.
- World Stride is an activity supported partially by District #10 but all of the student costs to attend the Washington, D.C. trip is raised through fundraising activities. In the event the entire cost for each student is not raised, students who qualify for free and reduced lunch may request a waiver for the amount of funds required of each student to attend.

I. Classes:

Students belong to classes, which by nature become an organization. The classes sponsor student activities such as prom and graduation. Dues are set by the students in each class on an annual basis. Students may choose not to belong to their class organization but by doing so relinquish their right to attend those events and activities their dues and fund raising projects support. Students who qualify for free and reduced price lunches may request a waiver for their class dues. Students shall not be denied a diploma, transcript, or credit for course work completed for failure to pay student fees. (Administration suggests dues shall not exceed \$50.00 per year, per student.)

J. Post-Secondary Education:

Students are responsible for post-secondary education costs. The phrase “post-secondary education costs” means tuition and other fees only associated with obtaining credit from a post-secondary educational institution.

For a course in which students receive high school credit and for which the student may also receive post-secondary education credit, the course shall be offered without charge for tuition, transportation, books or other fees, except the tuition and fees associated with obtaining credits from a post-secondary educational institution. All fees associated with the post-secondary education credits are to be paid directly to the post-secondary educational institution.

K. Student Record Copy Charges:

No fee shall be charged to students, their parent(s), and/or their guardian(s) for copies of a student's files or records provided pursuant to Nebraska Revised Statutes 79-2104.

L. Before and After School Pre-Kindergarten:

The district does not currently offer before or after school Pre-Kindergarten.

M. Summer and Night School:

Hemingford Public Schools operates a remedial summer program sponsored by Federal Funds which no fee is charged for students. No night school classes are offered.

N. Breakfast, Lunch, Milk programs:

Ref: SB Policy: 802.01

Following is a schedule of fees required for any breakfast program, lunch program or milk breaks offered by the school district. Students, who qualify under the income guidelines as determined by the Department of Agriculture and with proper application completed, will be provided with free or reduced priced lunches.

PK-12 Breakfast	\$1.65	Adult Breakfast	\$2.30
Pre-School Lunch	\$2.40	K-6 Lunch	\$2.70
7-12 Lunch	\$2.70	Adult Lunch	\$4.00
Milk	\$0.40		

O. Student Transportation:

Ref: SB Policy: 801.01

Non-resident and option enrollment students may be charged a fee for bus transportation to and from school. No fee currently is charged for resident students.

P. School Store:

Ref: SB Policy: 504.19R1

The district may operate a school store in which students may purchase food, beverage, personal and consumable items. Said purchases shall not be subject to any fee waiver.

Q. Other Items:

Charges for yearbooks, class rings, graduation announcements, letter jackets, club or organization apparel, team T-shirts, shooting shirts, and similar items are sold as a convenience to students at their choice and are not fees or requirements as covered under this policy.

ARTICLE 11 STATE AND FEDERAL PROGRAMS

Notice of Nondiscrimination

Students, parents, employees, volunteers, school patrons, applicants for student admission or employment, sources of referral of applicants for admission and employment, professional organizations holding collective bargaining or professional agreements with the Hemingford Public Schools, and all others who interact with Hemingford Public Schools are hereby notified that Hemingford Public Schools does not discriminate on the basis of race, color, national origin, sex, age, marital status, religion, or disability in the admission, access to its facilities or programs, treatment, or employment in its programs or activities.

Section 1 Designation of Coordinator(s)

Any person having inquiries concerning this district's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is: Hemingford Public Schools, Box 217, Hemingford, NE 69348, (308) 487-3328.

Law, Policy or Program	Issue or Concern	Coordinator
Title VI	Discrimination or harassment based on race, color, or national origin; harassment	Superintendent
Title IX	Discrimination or harassment based on sex; gender equity	Superintendent
Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA)	Discrimination, harassment or reasonable accommodations of persons with disabilities	Superintendent
Homeless student laws	Children who are homeless	Superintendent
Safe and Drug Free Schools and Communities	Safe and drug free schools	Superintendent

Section 2 Anti-discrimination & Harassment Policy

Ref: SB Policy: 504.18

It is the policy of Hemingford Public Schools that racial, sexual, religious/ethnic harassment and violence will not be tolerated under any circumstances. We firmly believe that all persons are to be treated with respect and dignity. Harassment and violent incidents will be responded to in a manner that effectively deters future incidents.

Racial, sexual, religious/ethnic harassment and violence refers to unwelcome and unwanted behavior related to sex, race, religion, or ethnic group that makes the recipient feel afraid, embarrassed, helpless, angry or unsafe or upsets the recipient to the point that he/she cannot learn, cannot teach or be effective at school or at his/her job.

Harassment and violence is prohibited between staff members, between staff members and students, between students, and from members of the public directed at students or staff on school property or at school sponsored events. Some examples of harassment and violence may include, but are not limited to: unwelcome patting, pinching, or physical contact; obscene gesturing; ethnic or racial slurs; or threats; insults, or assaults against someone due to their sex, race, religion or ethnic group.

A complete copy of the Board of Education Policy 504.18 may be obtained by calling 308-487-3330 or 308-487-3328.

If a staff member of a student feels that his/her emotional well-being, his/her sense of safety and security or sense of self-worth is being affected by such conduct, a complaint should be filed by contacting his/her school principal.

Preventing Harassment and Discrimination of Students

Ref: SB Policy: 504.18R1

Purpose: Hemingford Public Schools is committed to offering employment and educational opportunity 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, the

Hemingford Public Schools 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, religion, national origin, sex, disability or age 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, religion, disability or national origin 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 workplace, classroom or educational environment.
- Sexual harassment may exist when:
 - 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;
 - 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.
 - 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.
- 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:

Ref: SB Policy: 504.18R1

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

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

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
 - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
 - a) Determine whether the complainant has discussed the matter with the staff member involved.
 - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant to determine:
 - 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.

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

- 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
- b) Strongly encourage the complainant to reduce his or her concerns to writing.
- c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
- d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

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

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

Section 3 Notification of Rights Under FERPA

Legal Ref: 20 U.S.C § 1232g

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

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

disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

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

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

Notice Concerning Directory Information

Ref: SB Policy: 507.02

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, electronic mail address, photograph, date of and place of birth, major fields of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and most recent previous educational agency or institution attended. A parent or eligible student has the right to refuse to let the district designate any or all of those types of 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 any or all of those types of information about the student designated as directory information is as follows: two weeks from the time this information is first received. The district may disclose information about former students without meeting the conditions in this section.

Additional Notice Concerning Directory Information

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 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 4 Parental Involvement

Ref: SB Policy: 1005.02

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

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

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

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

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

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

6. The district will coordinate and integrate parental involvement programs and activities with other programs in the community. These may include cooperation with other community programs such as Head Start and preschools and other community services such as the public library.

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

Section 5 Homeless Students Policy

Ref: SB Policy: 503.09

Students defined in state law as homeless children shall be admitted without payment of tuition. Transportation for homeless students who enroll in the district shall be furnished by the district under the same guidelines applying to other students or if such transportation is necessary for compliance with federal law.

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

If a homeless child registered to attend school in the district is receiving family reconciliation services pursuant to state law, the district will work in cooperation with any county or department of social services in the district to jointly develop an educational program for the child.

Section 6 National School Lunch Program

Ref: SB Policy: 508.13/802.01/802.05

Philosophy: It shall be the policy of the Hemingford Public Schools to provide hot lunches and breakfasts for those students that wish to eat on the school grounds. These meals will be nutritious, well-balanced meals that meet the standards set by the Nutrition Services Department of the State of Nebraska. They will be serviced at the lowest price possible so that the program breaks even. The Hemingford Public Schools participates in the National School Lunch Program. **Any family below the income levels allowed can apply for free or reduced lunches at any time through the school year.** Applications for free and reduced price meals will be sent home

with students on the first day of school. **You must file for free or reduced meals each year.** Students who were on free and reduced lunches last year have until September 28th to reapply and can still receive free or reduced meals until that day. New applications should be returned as soon as possible as the free or reduced meals begin the day you submit it. Applications may be submitted anytime during the school year if your income changes.

Prices for Breakfast meals are \$1.65 for grades PK- 12, and \$2.30 for adults. Prices for Lunch meals are \$2.15 for Preschool, \$2.40 for grades K-6, \$2.70 for grades 7-12, \$4.00 for adults, and \$.40 for milk. Parents who wish to join their student for lunch should call for a reservation. The school district requires meals to be paid for in advance. If you wish to have your children in separate accounts, you **must** inform the Office of the Superintendent, High School office, or Elementary Office before school begins. Parents may establish accounts before school begins by contacting the Administration office, High School, or Elementary Office. **As always our policy is no charging. We expect you to have a positive balance in your account before participating in the Hot Lunch program.**

MENUS: The menu for the day will be published in the local newspaper a week in advance and put on the local radio each day. In addition to the newspaper and radio, a copy of the menu will be published in the newsletter and sent home to the parents. If an alternative is a choice in the school lunch program, and the student chooses to have an alternative, they must notify the teacher at the lunch count time, and if for some reason they do not eat in the lunch program that day, they will be charged for that meal because it is prepared especially for the student.

METHOD OF PAYMENT: **All lunches must be paid for in advance. No charging for food will be allowed.** A family account will be started at the beginning of the school year on a computer program designed for Lunch accounting. Emails will be sent when balances become low. Parents have the option of checking their lunch balance via the internet. If the students are to pay for their own lunches, **you must notify the Hot Lunch program at the beginning of the year so that the family account may be split.** An account **must** have a positive balance in it at all times. **NO CHARGING FOR FOOD.** A payment should be brought to the school or paid online ASAP. Our goal is to provide nourishing meals to all students, but we must have payments of accounts to keep this program running. All extras taken in the lunch line will be charged as extras to the family account. **NO CASH WILL BE RECEIVED IN THE LUNCH LINE. Money may be taken anytime to the Elementary or High School office.**

EQUAL OPPORTUNITY PROVIDER AND EMPLOYER: NONDISCRIMINATION STATEMENT

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age 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.”

STUDENT FEE WAIVER APPLICATION

Ref: SB Policy: 504.19

Students whose families meet the income guidelines for free and reduced price lunches are eligible to have expenses of certain fees, specialized equipment, specialized attire and project materials waived as provided by district policy. All information provided in connection with this application will be kept confidential. This waiver does not carry over from year to year and must be completed annually.

ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED FOR THE FEE WAIVER APPLICATION TO BE PROCESSED

ELIGIBILITY

My signature below indicates that I am the parent or guardian of the below listed students and I also certify my family meets the income guidelines as provided by the Department of Agriculture in the application for free and reduced price lunches. I understand that my students do not have to participate in the National Hot Lunch Program to request a fee waiver, but do have to meet the guidelines. I understand I may be required to verify any or all information provided on the free and reduced lunch application.

- My free and reduced price lunch application has been previously submitted to the school.
- My free and reduced price lunch application is attached for consideration at this time for a student fee waiver.

Name of Parent or Guardian: _____

Address: _____

<u>Student Name(s)</u>	<u>Grade</u>
_____	_____
_____	_____
_____	_____

Please specify exactly what fees, equipment, attire or materials to which this waiver applies:

Your signature below will allow school officials to share information from my Free and Reduced Price School Meals Application with appropriate school officials for purposes of the student fee waiver program and any other program that would benefit students.

Signature of parent or guardian: _____ **DATE:** _____

This application is:

- Approved as written
- Disapproved

Administrator's signature:

_____ Date: _____

**RECEIPT OF 2019-2020 PARENT-STUDENT HANDBOOK
OF HEMINGFORD PUBLIC SCHOOLS**

This signed receipt acknowledges receipt of the 2019-2020 Parent-Student Handbook of Hemingford Public Schools. This receipt acknowledges that it is understood that the handbook contains student conduct and discipline rules as well as all policies regarding proper use of technology. The undersigned, as student, agrees to follow such conduct, discipline, and technology 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 which should be used to responding to harassment or discrimination.

Drug-Free Schools Statement: RECEIPT SHALL ALSO SERVE TO DEMONSTRATE THAT YOU AS PARENT OR GUARDIAN OF A STUDENT ATTENDING HEMINGFORD PUBLIC SCHOOLS HAVE RECEIVED NOTICE OF THE STANDARDS OF CONDUCT OF THIS DISTRICT EXPECTED OF STUDENTS CONCERNING THE ABSOLUTE PROHIBITION AGAINST 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 AS DESCRIBED IN BOARD POLICY OR ADMINISTRATIVE REGULATION. THIS NOTICE IS BEING PROVIDED TO YOU PURSUANT TO THE SAFE AND DRUG-FREE SCHOOLS LAW AND 34 C.F.R. PART 86, BOTH FEDERAL LEGAL REQUIREMENTS FOR THE DISTRICT TO OBTAIN FEDERAL FINANCIAL ASSISTANCE. YOUR SIGNATURE ON THIS RECEIPT ACKNOWLEDGES THAT YOU AND YOUR CHILD OR CHILDREN WHO ARE STUDENTS ATTENDING THIS DISTRICT FULLY UNDERSTAND THE DISTRICT'S POSITION ABSOLUTELY PROHIBITING THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS AND THE POSSESSION, USE, OR DISTRIBUTION OF ALCOHOL OR TOBACCO ON SCHOOL PREMISES OR AS A PART OF THE SCHOOL'S ACTIVITIES AS HEREIN ABOVE DESCRIBED AND THAT COMPLIANCE WITH THESE STANDARDS IS MANDATORY. ANY NON-COMPLIANCE WITH THESE STANDARDS CAN AND WILL RESULT IN PUNITIVE MEASURES BEING TAKEN AGAINST ANY STUDENT FAILING TO COMPLY WITH THESE STANDARDS.

Date: _____

Date: _____

Student's Signature

Parent or Legal Guardian's Signature

Return to: Individual classroom teacher, class sponsor, or building secretary by August 23, 2019.

EXHIBIT A

OPTION 1	
DISTRICT NAME	ANNUAL COST
Alliance	\$34,846.00
Banner County	\$3,175.00
Bayard	\$9,657.00
Bridgeport	\$11,801.00
Gering	\$48,287.00
Hay Springs	\$4,710.00
Kimball	\$10,266.00
Leyton	\$4,180.00
Minatare	\$4,815.00
Potter-Dix	\$4,921.00
Scottsbluff	\$86,467.00

OPTION 2	
DISTRICT NAME	ANNUAL COST
Hemingford	\$3,333.00 plus per seat cost
Mitchell	\$3,333.00 plus per seat cost
Sidney	\$3,333.00 plus per seat cost

**INTERLOCAL AGREEMENT FOR
DAY SCHOOL / TREATMENT FACILITY
AMENDED MAY 2021**

This **Amended Interlocal Agreement ("Agreement")** is made and entered into under the provisions of the Nebraska Interlocal Cooperation Act, NEB. REV. STAT. §§ 13-801 to 13-827 ("Act"), between:

Educational Service Unit No. 13 (hereinafter referred to as "ESU 13"), Alliance Public School District No. 07-0006 (hereinafter referred to as "Alliance"), Banner County Public School District No. 04-0001 (hereinafter referred to as "Banner County"), Bayard Public School District No. 62-0021 (hereinafter referred to as "Bayard"), Bridgeport Public School District No. 62-0063 (hereinafter referred to as "Bridgeport"), Gering Public School District No. 79-0016 (hereinafter referred to as "Gering"), Hay Springs Public School District No. 81-0003 (hereinafter referred to as "Hay Springs"), Hemingford Public School District No. 07-0010 (hereinafter referred to as "Hemingford"), **Kimball Public School District No. 53-0001 (hereinafter referred to as "Kimball")**, Leyton Public School District No. 17-0003 (hereinafter referred to as "Leyton"), Minatare Public School District No. 79-0002 (hereinafter referred to as "Minatare"), Mitchell Public School District No. 79-0031, (hereinafter referred to as "Mitchell"), Potter-Dix Public School District No. 17-0009 (hereinafter referred to as "Potter-Dix"), Scottsbluff Public School District No. 79-0032 (hereinafter referred to as "Scottsbluff"), and Sidney Public School District No. 17-0001 (hereinafter referred to as "Sidney").

The school districts are referred to collectively as "Districts". ESU 13 and the Districts are referred to collectively as "Parties".

WHEREAS, the Act provides that two or more public agencies may enter into an agreement for joint or cooperative action, and this Agreement is made and entered into pursuant to the provisions of that Act; and

WHEREAS, the Parties are school districts and an educational service unit and, therefore, also public agencies and political subdivisions of the State of Nebraska;

WHEREAS, the Parties desire to make the most efficient use of their taxing authority and other powers to enable them to cooperate with each other and other entities as further agreed on the basis of mutual advantage to provide goods, services, and facilities in a manner and pursuant to forms of governmental organization that will accord the best results in terms of geographic, economic, population, and other factors that will influence the needs and development of the Parties;

WHEREAS, the Parties have passed resolutions authorizing each party to approve and enter into this Agreement;

NOW, THEREFORE, in consideration of the mutual covenants contained herein, it is agreed by the parties as follows:

1. No Separate Legal Entity. This Agreement does not establish a separate legal or joint entity.

2. Purpose. The purpose of this Agreement is to operate a Day School / Treatment Facility, (hereinafter "Facility") which will include specialized therapeutic and educational services on a full time basis for youth that have been determined to meet entrance criteria at ESU 13, and to enter into any arrangements or agreements that are desirable or necessary to achieve this purpose.

3. Term. This Agreement shall commence on June 1, 2020 and shall continue until terminated by the Parties as provided herein, with a minimum term of 5 years.

4. Administration. The ESU 13 Administrator ("Administrator") shall be responsible for jointly administering the cooperative undertaking described in this Agreement, with the input of the superintendents of the Districts. The Administrator and District Superintendents shall meet bi-annually to discuss the operation and budget of the Facility. The Administrator may take any action authorized, either explicitly or implicitly, by the Interlocal Cooperation Act, including any action that may be necessary to perform the duties and functions as provided in this Agreement.

5. Fiscal Agent. ESU 13 shall serve as the fiscal agent for the purposes of this Agreement. The fiscal agent shall segregate funds contributed to a project pursuant to this Agreement from other funds it maintains and shall provide and review bi-annual statements to the Parties of all activity. The fiscal agent will thereafter be authorized to make all necessary and appropriate expenditures in support of the project.

6. Control and Supervision. ESU 13 shall exercise the degree of control and supervision of the Facility as necessary to achieve the purpose(s) of this agreement. Such control and supervision will include the enforcement of any rules and regulations adopted by the Parties for the safety of persons engaged in use of the Facility.

7. Care and Maintenance. ESU 13 shall be responsible for the general maintenance and care of the Facility, subject to financial payments or contributions made by the Districts.

8. Facility Improvements. ESU 13 may make such alterations, improvements, and repairs to the Facility as it desires without other Parties' approval. In circumstances where (1) capital construction additions or improvement expenses will be passed on to the Parties, the other Parties' must approve said facility improvements in writing and (2) the alterations, improvements, or repairs that need to be approved by the appropriate regulatory authority are so approved by that authority.

9. Utilities. ESU 13 shall be responsible for the payment of all utilities.

10. Districts' Contributions. ESU 13 shall, based upon the anticipated costs and outside contributions, determine the Districts' share of the annual facility expenses. Districts shall have the following payment options:

1. Option One – pay an all-inclusive amount proportionate to school district student enrollment;
2. Option Two – pay a flat dollar amount for services for membership in this Agreement (for the first year of this Agreement the flat dollar amount is \$3,333.00) plus a per seat cost.

Exhibit A, attached hereto, identifies each District's Option choice and initial annual cost. Districts shall not change their Option choice within the first 5 years of this Agreement, unless approved by Administrator or allowed pursuant to this paragraph. By June 1st of each year, Administrator will advise Districts of the upcoming school year's costs, which shall become effective September 1st. Administrator may increase the annual Districts' costs by up to 5% per year (due to cost of living/payroll increases, etc.). If the Administrator increases the annual cost by more than 5%, Districts shall have the right to change its Option choice or withdraw from the Agreement by giving notice to Administrator by July 15th.

11. ESU 13 Responsibilities. ESU 13 agrees to act as the Consortium Coordinating Agency, and as such, agrees to:

- A.** Furnish the therapeutic and educational personnel for the Facility as well as administrative personnel to manage all administrative duties in regard to this Agreement.

- B.** Perform all the bookkeeping and financial operations necessary to manage this Agreement.
- C.** Prepare and submit all necessary reports and agreements as required for the management of this Agreement.

12. Expenses. Unless provided otherwise herein, all expenses resulting from this Agreement shall be paid by ESU 13.

13. Manner of Acquiring, Holding, and Disposing of Real and Personal Property. The Parties' respective governing boards shall determine the manner of acquiring, holding, or disposing of real property in the event that such a need arises. In no event shall the Administrator have the authority to acquire real property on behalf of the Parties. The Administrator shall have the authority to acquire and hold any personal property that is needed or required for the implementation of any purpose of this Agreement. The title to all such personal property shall be held in the name of ESU 13. ESU 13 shall have the authority to dispose of such personal property, provided that (a) any such disposal shall comply with state law, and (b) any funds raised from such sale shall be shared by the parties in proportion to their contribution made to obtain the property.

14. Financing and Budgeting. The Administrator, or his or her designee, with input from the Districts' Superintendents will prepare and approve a budget on an annual basis based on a fiscal year that begins on September 1st and ends on August 31st. Each Party will budget separately to pay the costs and expenses that it will reasonably and necessarily incur to fulfill its obligations under this Agreement.

15. Taxes. This Agreement does not grant the Parties any authority to levy, collect, or account for any tax authorized under sections 13-318 through 13-326 or 13-2813 through 2816. The Party owning the Property will be liable for any real estate tax or assessment on such Property.

16. Nondiscrimination. The Parties shall not discriminate against any employee or applicant who is to be employed for performance of this Agreement with respect to his or her hire, tenure, terms, conditions, or privileges of employment, because of his race, color, religion, sex, disability, or national origin.

17. Notice of Participation and Withdrawal of Party. Unless a district notifies ESU 13 of its intent to withdraw from the Day School / Treatment Facility and this Agreement prior to March 1st of the current year, the district is committing to participate in the Facility and this Agreement for two years beyond the current year. Any party may withdraw from this

Agreement by giving written notification to the remaining parties by March 1st of the current year. Such withdrawal shall become effective two years from the end of the year notification is received. A party who has withdrawn shall have no right to accumulated assets of the Interlocal Cooperative Agency, nor shall the withdrawing party have a right to require the remaining parties to liquidate or otherwise dispose of assets of the Interlocal Cooperative Agency.

18. Default. A party shall be in default under this Agreement if it breaches, defaults on or otherwise fails to perform or satisfy any agreement, obligation, term, covenant, condition or provision set forth herein or arising hereunder, and such breach, default or failure to perform continues for a period of thirty (30) days after the party receives written notice of such breach or failure to perform from the other party; or, if such breach cannot reasonably be cured within such 30-day period, and the breaching party fails to commence to cure such breach within such thirty (30) days after notice from the non-breaching party or fails to proceed diligently to cure such breach within a reasonable time thereafter. Upon default by a party, the remaining parties may pursue any remedy provided by law.

19. Liability Insurance. Each party shall obtain and pay for its own liability insurance coverage for their participation in this Agreement. The minimum coverage under such insurance shall be \$1,000,000 for one accident and \$5,000,000 in the aggregate.

20. New Members. The Parties may add additional parties (at the then existing cost/rates) to this Agreement by the majority consent of the then current member Parties.

21. Notice. Each Party giving any Notice ("Notice") under this Agreement must give written Notice by personal delivery, registered or certified Mail (in each case, return receipt requested and postage prepaid), or electronic mail to the School Districts' superintendents and the ESU 13 Administrator at the address on file with the Nebraska Department of Education. Notice is effective only if the party giving the Notice has complied with this section.

22. Reservation of Rights. Each party reserves the right to enforce its own rights, obligations, or benefits of this Agreement.

23. Amendments and Modifications. The Parties may amend or modify this Agreement only by a signed, written unanimous agreement that identifies itself as an amendment or modification to this Agreement. No other alterations in the terms of this agreement shall be valid or binding.

24. Severability. If any provision of this Agreement is determined to be unenforceable, the remaining provisions of this Agreement remain in full force, if the essential terms and conditions of this Agreement for each party remain enforceable.

25. Counterparts. The Parties may execute this Agreement in multiple counterparts, each of which constitutes an original, and all of which, collectively, constitute only one agreement. The signatures of all of the Parties need not appear on the same counterpart, and delivery of an executed counterpart signature page by facsimile or other electronic means is as effective as executing and delivering this Agreement in the presence of the other Parties to this Agreement. This Agreement is effective upon delivery of one executed counterpart from each party to the other party. In proving this Agreement, a party must produce or account only for the executed counterpart of the party to be charged.

26. Assignment. The Parties shall not assign or otherwise dispose of this Agreement or any duty, right, or responsibility contemplated in this Agreement to any other person or entity without the previous written consent of the other Parties.

27. Entire Agreement. The Agreement is the complete and exclusive expression of the Parties' agreement on the matters contained in this Agreement. All prior and contemporaneous negotiations and agreements between the Parties on the matters contained in this Agreement are expressly merged into and superseded by this Agreement.

This **AMENDED AGREEMENT** shall be effective upon its approval by the Board of Education of Alliance Public School District No. 07-0006, the Board of Education of Banner County Public School District No. 04-0001, the Board of Education of Bayard Public School District No. 62-0021, the Board of Education of Bridgeport Public School District No. 62-0063, the Board of Education of Gering Public School District No. 79-0016, the Board of Education of Hay Springs Public School District No. 81-0003, the Board of Education of Hemingford Public School District No. 07-0010, the Board of Education of Kimball Public School District No. 53-0001, the Board of Education of Leyton Public School District No. 17-0003, the Board of Education of Minatare Public School District No. 79-0002, the Board of Education of Mitchell Public School District No. 79-0031, the Board of Education of Potter-Dix Public School District No. 17-0009, the Board of Education of Scottsbluff Public School District No. 79-0032, and the Board of Education of Sidney Public School District No. 17-0001, and upon execution of such agreement by the Presidents of such school districts.

SIGNATURE PAGES TO FOLLOW

**ALLIANCE PUBLIC SCHOOL
DISTRICT NO. 07-0006**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**BANNER COUNTY PUBLIC SCHOOL
DISTRICT NO. 04-0001**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**BAYARD PUBLIC SCHOOL
DISTRICT NO. 62-0021**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**BRIDGEPORT PUBLIC SCHOOL
DISTRICT NO. 62-0063**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**GERING PUBLIC SCHOOL
DISTRICT NO. 79-0016**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**HAY SPRINGS PUBLIC SCHOOL
DISTRICT NO. 81-0003**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**HEMINGORD PUBLIC SCHOOL
DISTRICT NO. 07-0010**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**KIMBALL PUBLIC SCHOOL
DISTRICT NO. 53-0001**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**LEYTON PUBLIC SCHOOL
DISTRICT NO. 17-0003**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**MINATARE PUBLIC SCHOOL
DISTRICT NO. 79-0002**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**MITCHELL PUBLIC SCHOOL
DISTRICT NO. 79-0031**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**POTTER-DIX PUBLIC SCHOOL
DISTRICT NO. 17-0009**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**SCOTTSBLUFF PUBLIC SCHOOL
DISTRICT NO. 79-0032**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

**SIDNEY PUBLIC SCHOOL
DISTRICT NO. 17-0001**

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board

ADDITIONAL SIGNATURE PAGE TO FOLLOW

EDUCATIONAL SERVICE UNIT NO. 13

Dated _____

By _____
President, Board of Education

ATTEST:

Secretary of the Board