

BOX BUTTE COUNTY SCHOOL DISTRICT #07-0010
HEMINGFORD PUBLIC SCHOOLS
BOARD OF EDUCATION MEETING AGENDA
Monday, July 15, 2024
South Campus

The Board of Education of School District 07-0010 will meet on Monday, July 15, 2024 in the South Campus as duly advertised in the Alliance Times-Herald.

- I. Pledge of Allegiance
- II. Notices
- III. Call Meeting to Order
 - III.A. Roll Call
 - III.B. Excuse Absent Board Member(s)
- IV. Report from Board Committee(s)
- V. Regular Meeting Agenda
 - V.A. Recognition of Student Achievement (Bobcat Excellence)
 - V.B. Public Participation (Maximum of 30 Minutes Allotted for this Portion of the Meeting)
 - V.C. Correspondence
 - V.D. Consent Agenda
 - Approve minutes for June 10, 2024 meeting
 - Approve minutes for July 2, 2024 meeting
 - Approve Treasurer's Report
 - Approve School Activity Fund Report
 - Approve Control Budget
 - Report Required by State Statute 79-506
 - V.E. Payment of Claims
 - V.F. Conduct Hearing on the following policies: Student Fee Policy, Parental Involvement Policy, and Bullying Prevention Policy
 - V.G. Discuss, Consider, and Take All Necessary Action Regarding Appointment of Student Board Representatives for the 2024-2025 School Year
 - V.H. Discuss, Consider, and Take All Necessary Action Regarding Setting the Rate for Substitute Teachers for the 2024-2025 School Year
 - V.I. Discuss, Consider, and Take All Necessary Action Regarding Establishment of School Lunch and Breakfast Prices for the 2024-2025 School Year
 - V.J. Discuss, Consider, and Take All Necessary Action Regarding Approval of Proposed Teacher and Principal Evaluation Procedures and Forms
 - V.K. Discuss, Consider, and Take All Necessary Action Regarding Use of NDE Grant Funds for Purchase of Tier 2 and Tier 3 Curricular Materials for the Counseling Program and Purchase of Round Tables for the Red Zone
 - V.L. Discuss, Consider, and Take All Necessary Action Regarding Authorizing the Sale of Obsolete Equipment
 - V.M. Discuss, Consider, and Take All Necessary Action Regarding Approval of Proposals to Increase Electrical Supply to the Concessions Stand at the Football Field and to Connect the New Supply Line to the Concessions Stand
 - V.N. Discuss, Consider, and Take All Necessary Action Regarding the Replacement of Concrete between the School and the Playground (North of the Admin Building)
 - V.O. Discuss, Consider, and Take All Necessary Action Regarding Proposals for Removal of Asbestos from Vacant School District Property
 - V.P. Discuss, Consider, and Take All Necessary Action Regarding Proposal to Install Fencing on the West Side of the High School

- V.Q. Discuss, Consider, and Take All Necessary Action Regarding the Second Reading of the Following Policies: Proposed Revised 201.02 - BOARD MEMBERSHIP - ELECTIONS AND APPOINTMENTS, Revised Policy 203.02 President, Proposed Revised 204.12 - PUBLIC COMMENT IN BOARD MEETINGS, Proposed Revised 204.07 - MEETING NOTICE, Proposed Revised 206.02 - BOARD ASSOCIATION MEMBERSHIP, Proposed Revised 402.03 - EMPLOYEE CONFLICT OF INTEREST, Proposed Revised 409.02 - CERTIFICATED EMPLOYEE TRAINING, WORKSHOPS OR CONFERENCES, Proposed Revised 502.02 - NONRESIDENT STUDENTS/OPTION ENROLLMENT, Policy 606.09 Use of Artificial Intelligence by Students and Staff,
- V.R., Discuss, Consider, and Take All Necessary Action Regarding Approval of the following policies on first reading: Proposed Revised Policy 411.01 - SUBSTITUTE TEACHERS, Proposed Revised Policy 503.04 - ADDRESSING BARRIERS TO ATTENDANCE, Proposed Revised Policy 504.06 - STUDENT APPEARANCE, Proposed Revised Policy 504.11 - WEAPONS, Proposed Policy 607.10 - CLASSROOM ENVIRONMENT, Proposed Revised Policy 611.02 - STUDENT PROMOTION, RETENTION OR ACCELERATION, 611.07 - GRADUATION REQUIREMENTS, Proposed Revised Policy 611.08 - EARLY GRADUATION, Proposed Revised Policy 802.05 - FREE OR REDUCED COST MEALS ELIGIBILITY AND MEAL CHARGES, Proposed Policy 905.04 - EMERGENCY RESPONSE MAPPING, PROPOSED REVISED POLICY 1003.00 - PUBLIC EXAMINATION OF SCHOOL DISTRICT RECORDS, Proposed Policy 1008.00 - DENIAL OF ACCESS TO SCHOOL PREMISES OR ACTIVITIES, Proposed Policy 1008.01 - SEX OFFENDERS
- V.S. Discuss, Consider, and Take All Necessary Action Regarding the Approval of the Following Handbooks for the 2024-2025 School Year: Student/Parent Handbook, Certificated Staff Handbook, Support Staff Handbook, Substitute Teacher Handbook, and Coaches/Activities Sponsor Handbook.
- V.T. Conduct Evaluation of the Superintendent
- VI. Discussion/Possible Action Items
 - VI.A. Discussion Regarding Plans for Covering High School Principal Responsibilities for the 2024-2025 School Year
- VII. Student Board Representative Report
- VIII. Administration Reports
- IX. Superintendent Report
- X. Policy Review
- XI. Items For Next Board Meeting
- XII. Adjournment



Welcome to the Hemingford Public Schools Board of Education Meeting.

The board welcomes citizens to attend board meetings to become acquainted with the programs and operations of the district. Members of the public are also encouraged to share their ideas and opinions with the Board during the agenda item labeled **"Public Comment"**. Comments or questions from the audience at any other time during the meeting except for the agenda item "Public Comment" will be declared out of order.

School board meetings are a meeting held **in** public; however, the meetings are **not** public meetings.

TALKING POINTS FOR BOARD MEETING

3 MINUTES PER INDIVIDUAL/30 MINUTES ON TOPIC

The board chair will recognize these individuals to make their comments at the appropriate time. Only those speakers recognized by the board chair shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments, or other individuals causing disruption may be asked to leave the board meeting.

The purpose of public participation is a forum for the public to provide information and be heard by the members of the board. By law, the board is not allowed to respond, discuss, or take action on items that are not included in the published agenda.

Any written or printed materials to be circulated for a meeting of the school board must be submitted to the superintendent by the **Thursday** preceding a Monday night meeting. (Per policy # 0204.12)

*If you want to speak, you must fill out a Public Comment Request Card. When you have completed this, please submit the card to the superintendent. The cards will be numbered as they are received by the superintendent. You will be called on, by the board president, according to the number on your completed Public Comment Request Card. The board president will signal when the speaker has 30 seconds remaining.

*By law, you must state your name, address, and we ask that you state the topic you are addressing, before you begin.

*If you are planning to speak about personnel or student matters involving an individual, please understand that our policies require that such concerns initially be directed to the administration for consideration. Board members **may not** respond to any questions you ask or comments you make about individual staff members or students.

+++++tear off+++++tear off+++++tear off+++++

Number	

Hemingford School District—Board of Education
Public Comment Request Card
Name:
District resident: ____ Yes ____ No
Address:
City/State/Zip Code:
Agenda Item or Topic to address:
Signature:



OFFICIAL AD PROOF

This is the proof of your ad scheduled to run in **Hemingford Ledger** on the dates indicated below. If changes are needed, please contact us prior to deadline at help@column.us

Notice ID: LGLv6oUoAAAnkJDhGMyWM | **Proof Updated: Jun. 13, 2024 at 03:55pm MDT**
Notice Name: Special Board Meeting July 2 | Publisher ID: COL-NE-800055

This is not an invoice. Below is an estimated price, and it is subject to change. You will receive an invoice with the final price upon invoice creation by the publisher.

FILER

Travis Miller
tmiller@gubn.org
(308) 487-3328

FILING FOR

Hemingford Ledger

Columns Wide: 1

Ad Class: Legals

06/20/2024: General Legal Notice

16.42

Total

\$16.42

Special Board Meeting at 8:00 AM on July 2nd at South Campus

Notice is hereby given that a special meeting of the Board of Education of the School District of Hemingford, in the Counties of Box Butte, Dawes, and Sheridan in the State of Nebraska, A/K/A School District #10 of Box Butte County, Nebraska, will be held at 8:00 a.m. on Tuesday the 2nd day of July 2024, at South Campus (816 Niobrara Avenue, Hemingford, Nebraska), which meeting shall be open to the public. An agenda for such meeting, kept continuously current, is available for public inspection at the office of the Superintendent, located at 913 Niobrara Avenue, Hemingford, Nebraska 68948.

Published in the Hemingford Ledger
Hemingford, NE
COL-NE-800055 June 20, 2024
ZNEZ



OFFICIAL AD PROOF

This is the proof of your ad scheduled to run in **Hemingford Ledger** on the dates indicated below. If changes are needed, please contact us prior to deadline at help@column.us

Notice ID: X3EbnwVNNV90A5nuWEIq | **Proof Updated: Jun. 13, 2024 at 03:56pm MDT**
Notice Name: Regular Board Meeting July 15 | Publisher ID: COL-NE-800056

This is not an invoice. Below is an estimated price, and it is subject to change. You will receive an invoice with the final price upon invoice creation by the publisher.

FILER

Travis Miller
tmiller@gubn.org
(308) 487-3328

FILING FOR

Hemingford Ledger

Columns Wide: 1

Ad Class: Legals

06/20/2024: General Legal Notice

16.42

Total

\$16.42

Regular Board Meeting at 7:00 PM on July 15th at South Campus

Notice is hereby given that a regular meeting of the Board of Education of the School District of Hemingford, in the Counties of Box Butte, Dawes, and Sheridan in the State of Nebraska, A/K/A School District #10 of Box Butte County, Nebraska, will be held at 7:00 p.m. on Monday the 15th day of July 2024, at South Campus (816 Niobrara Avenue, Hemingford, Nebraska), which meeting shall be open to the public. An agenda for such meeting, kept continuously current, is available for public inspection at the office of the Superintendent, located at 913 Niobrara Avenue, Hemingford, Nebraska 68948.

Published in the Hemingford Ledger
Hemingford, NE
COL-NE-800056 June 20, 2024
ZNEZ

2024

American Civics/Curriculum : Cullan, Randolph, Votruba

Finance : Randolph, Ansley, Cullan

Negotiations : Ansley, Schumacher, Votruba

Transportation : Horstman, Cullan, Ansley

Building and Grounds : Schumacher, Randolph, Horstman

HEMINGFORD PUBLIC SCHOOLS

Board Committee Report

Date of Report:

Committee:

Items Reviewed Discussed:

Information for the Full Board:

Recommendations to the Full Board:



Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
January 5:00 PM			• Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) • Appoint Superintendent as Authorized Representative for Federal, State, and Local Matters.	• Adopt Board and Superintendent Goals • Review Board Member Code of Ethics • Review/Revise Policies	• Discussion and/or Appointment of Board Committees • NASB Legislative Issues Conference • Community Engagement Session • Board Retreat/Workshop • Strategic Plan Review/Board Self-Assessment	• Oath of Office • Board Officer Elections • Designate Depository • Designate Legal Firm • Designate Treasurer • Designate Auditor for the District • Review Report Required by State Statute 79-506
February 5:00 PM		• Review Report on Multicultural Education	• Approve Negotiated Agreement with HEA (Upon Mutual Acceptance)	• Review/Revise Policies	• NASB Presidents' Retreat	• Monitor Proposed Legislation
March 7:00 PM	• Review State Aid Certification (When Available) • Establish Technology Budget for Following Year	• Curriculum Committee Review of Curriculum Materials Proposed for Adoption (as needed) • Committee on American Civics Meeting	• Establish Salaries for Administrators • Approve Negotiated Agreement with HEA (Upon Mutual Acceptance)	• Adopt Resolution Pertaining to Non-Resident Students • Review/Revise Policies	• NRCSA Spring Conference	• Discuss School Calendar • Monitor Proposed Legislation
April 7:00 PM	• Review State Aid Certification (When Available)	• Consider Adoption of Curriculum and/or Textbooks for Subsequent Year		• Review/Revise Policies		• Adopt School Calendar • Review Report Required by State Statute 79-506
May 7:00 PM	• Review State Aid Certification (When Available)	• Review Statewide Assessment Results (Writing)		• Review/Revise Policies	• Attend Graduation Ceremony	

Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
June 7:00 PM		• Year End Assessment and Curriculum Review • Review School Improvement Plan • Committee on American Civics Meeting	• Superintendent Evaluation (end of year)	• Review Bullying Prevention Policy • Approve Student, Athletic, and Staff Handbooks	• Board Self-Assessment and Goal Planning • NASB School Law Seminar	
July 7:00 PM	• Budget Committee Work Session • Review Budget Authority and Allowable Reserve Percentage Certification	• Review Summer School Program Report		• Student Fees Policy • Parent Involvement Policy	• NASB School Finance Workshop • Review NASB Board Awards of Achievement • NASB School Law Workshop	• Adopt Board Goals • Review Report Required by State Statute 79-506
August 7:00 PM	• Review Proposed Budget • Review Certifications of District's Assessed Valuation				• NASB Area Membership Meeting	• Facilities Tour
September 7:00 PM	• Budget Hearing • Adopt Budget • Tax Request Hearing • Approve Tax Request for Fund Levies	• Review ACT Results • Review School Improvement Plan • Review Statewide Assessment Results (Reading, Math, Science)	• Consider HEA Request for Recognition as Bargaining Agent (if delivered to Board)		• NASA/NASB Labor Relations Conference	• Review Statewide Assessment Results (when available)
October 7:00 PM	• Review Fall Enrollment Figures • Prepare for Negotiations		• Consider HEA Request for Recognition as Bargaining Agent			• Review Annual Emergency Safety Plan • Review Report Required by State Statute 79-506
November 5:00 PM	• Audit Committee Review of Audit Report	• Review District Annual Report	• Distribute/Complete Superintendent Evaluation • Begin Negotiations		• NASB/NASA State Education Conference	
December 5:00 PM	• Approve Fiscal Year Audit Report	• Review School Improvement Plan	• Approve Negotiated Agreement with HEA (Upon Mutual Acceptance)		)	• Host Board/Staff Recognition Dinner

Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
	(November or December)		• Superintendent Evaluation			

Revised February 2023

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+++++tear off+++++tear off+++++tear off+++++

Number	

Hemingford School District—Board of Education
Public Comment Request Card
Name:
District resident: ____ Yes ____ No
Address:
City/State/Zip Code:
Agenda Item or Topic to address:
Signature:

Village of Hemingford
Code & Ordinance Enforcement
PO Box 395 700 Box Butte Ave
Hemingford, Ne 69348
(308) 487 -3766

June 19th, 2024

Hemingford Public Schools
BOX BUTTE COUNTY SCHOOL DISTRICT #10 PO BOX 217 HEMINGFORD, NE 69348
Dear Dr. Miller &/or School Board Members,

I am contacting you regarding the property at 912 Ogallala, in Hemingford, which is still out of compliance with the Village of Hemingford Ordinance #150.35, which is an unsafe building. I had received your information regarding the asbestos report on the building, however this was the end of the communication regarding the status of the property.

UNSAFE BUILDINGS

§ 150.35 DEFINITION.

(A) For the purpose of this subchapter, the following definition shall apply unless the context clearly indicates or requires a different meaning.

UNSAFE BUILDING. Includes any building, shed, fence, or other human-made structure:

(a) Which is dangerous to the public health because of its condition and which may cause or aid in the spread of disease or injury to the health of the occupants of it or neighboring structures;

(b) Which because of faulty construction, age, lack of proper repair, or any other cause is especially liable to fire and constitutes or creates a fire hazard; or

(c) Which by reason of faulty construction or any other cause is liable to cause injury or damage by the collapse or fall of all or any part of the structure.

(B) Any such unsafe building in the village is hereby declared to be a nuisance.

Penalty, see § 10.99

§ 150.36 PROHIBITIONS.

It shall be unlawful to maintain or permit the existence of any unsafe building in the village, and it shall be unlawful for the owner, occupant, or person in custody of any dangerous building to permit the same to remain in an unsafe condition or to occupy the building or permit it to be occupied while it is in an unsafe condition.

The Village of Hemingford has established a variety of Ordinances aimed at protecting the safety, health, and quality of life of our residents, property owners and visitors within our community. The Village Board has enacted those ordinances to govern the property maintenance and upkeep of all properties, both residential and commercial.

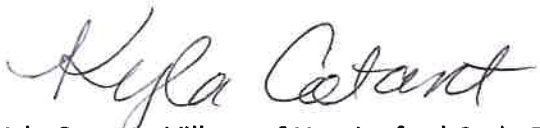
At this time, we are asking for voluntary compliance for the property to get this matter resolved.

If we could please get an update on the property & a written correspondence for a formal plan by **July 9th, 2024**, I would report this information to our Village Clerk as well as the Village Board at the next meeting. However, please note that non-compliance can result in the abatement of violations as well as the possible assessment of fines and/or penalties.

You may contact me via email at Hemingfordcodes65@gmail.com , by direct phone line 308 -487-3766, or the Village Office, at 308-487-3465. I would be happy to speak with you to set up a different resolution and I will do my very best to assist you in any way that I can or to work on scheduling a better date with you for completion.

Thank you for your time & assistance that you may be able to provide in this matter.

Sincerely,



Kyla Cotant - Village of Hemingford Code Enforcement/ Code Compliance



Report Required by State Statute 79-506

Regarding Board Member Purchase of Health Insurance

Hemingford Public Schools

One member of the Board of Education currently participates in the District's health insurance program. Trish Schumacher is a participant.

Trish Schumacher pays the full cost of the insurance in accordance with State Statute 79-506. There is no cost to the district associated with her participation in this program.

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

June 10, 2024
Board of Education Regular Meeting Minutes

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

Jack Baker with JEO presented an overview of a draft report regarding the facilities assessment process and initial recommendations and answered questions about the process and findings to date. Once the report has been completed, a digital copy will be posted on the school website and a link will be distributed via Remind and the school app.

The business portion of the meeting was called to order at 7:28 PM.

Justin Ansley: Present, Brett Cullan: Present, Rick Horstman: Present, Blanche Randolph: Present, Trish Schumacher: Present, Micki Votruba: Present.

The Committee on American Civics provided an update regarding the statutorily required committee meeting from earlier in the evening. The committee will have recommendations for the board for appointment of Student Board Representatives for the 2024-2025 school year.

Motion by Brett Cullan to approve the Consent Agenda Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Motion by Blanche Randolph claims for June be approved as presented in the amount of General Fund: \$108,076.57, Building Fund: \$5,749.40 Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Motion by Blanche Randolph Accept the resignation of Mrs. Misty Curtis effective immediately and thank her for her service to the school school district Seconded by Rick Horstman Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Motion by Micki Votruba Approve proposed policies Proposed Revised 201.02 - BOARD MEMBERSHIP - ELECTIONS AND APPOINTMENTS, Revised Policy 203.02 President, Proposed Revised 204.12 - PUBLIC COMMENT IN BOARD MEETINGS, Proposed Revised 204.07 - MEETING NOTICE, Proposed Revised 206.02 - BOARD ASSOCIATION MEMBERSHIP, Proposed Revised 402.03 - EMPLOYEE CONFLICT OF INTEREST, Proposed Revised 409.02 - CERTIFICATED EMPLOYEE TRAINING, WORKSHOPS OR CONFERENCES, Proposed Revised 502.02 - NONRESIDENT STUDENTS/OPTION ENROLLMENT, Policy 606.09 Use of Artificial Intelligence by Students and Staff Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Motion by Blanche Randolph Approve the employment of Mr. Brennan Vogel as JAG Teacher in Partnership with United Way of the Midland Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

The board discussed procedures to secure the position of high school principal. Dr. Miller will present a plan to cover the responsibilities of the position to the board at a subsequent meeting.

Motion by Trish Schumacher Approve the proposed Facilities Considerations for Transitions to 2024-2025 Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-1 Motion carried.

Motion by Brett Cullan Approve proposal to remove walk-in-freezer and walk-in-cooler from South Campus Seconded by Rick Horstman Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Motion by Blanche Randolph Approve proposal from Wood Construction to remodel part of South Campus to install 3 offices and a secure filing room Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Dr. Miller presented a first draft of a conflict management and resolution process developed by the administrative team.

Administrative reports were provided by Mr. Arneson, Mrs. Plog, Mrs. Hanks, Mr. Westover, and Dr. Miller.

Policy review for the month was conducted for policies 403.08 through 406.09. The board will review policies 0406.50 through 0411.53 for next month.

Meeting was adjourned at 9:26 PM.

The next regular meeting of the Hemingford Board of Education will be held on July 15th at 7:00 PM at South Campus.

Dr. Travis Miller
Superintendent

Blanche Randolph
Board Secretary

GENERAL FUND INVOICES/CLAIMS

1-WORLD GLOBES & MAPS, 56.50, 21ST CENTURY EQUIPMENT, 35.94, A PLUS SCIENCE & SUPPLIES, 117.12, A&W, 261.06, ACCO BRANDS USA LLC, 13.24, ACT, 1,003.00, AMAZON, 1,043.47, AMERICINN, 528.00, ARBYS, 11.01, B & C STEEL CORP., 708.15, BISON WITCHES, 19.64, BLACK HILLS ENERGY, 2,367.91, BLOEDORN'S LUMBER CO., 2,113.22, BLUUM OF TEXAS LLC, 4,156.00, BONFIRE GRILL, THE, 85.64, BOX BUTTE COUNTY SHERIFF, 44.60, BUD'S PEST CONTROL, 215.00, CAPITAL BUSINESS SYSTEMS, INC, 1,054.02, CARDMEMBER SERVICES - ELAN FINANCIAL, (4,012.38), CARTERS HOME, HARDWARE & APPL, 179.99, CHADRON PUBLIC SCHOOLS, 864.19, CHARACTER STRONG, 5,898.30, COLUMN SOFTWARE PBC, 66.83, COMFORT INN, 124.00, CRISIS PREVENTION INSTITUTE, INC, 619.80, CULLIGAN WATER CONDITIONING, 199.32, EAGLE MOVIE THEATER, 228.00, ECRA GROUP, INC., 1,000.00, ED PUZZLE, 11.50, EDUCATIONAL SERVICE UNIT #13, 14,561.05, EPS OPERATIONS, LLC, 3,941.19, ESU COORDINATING COUNCIL, 123.00, EXPRESS PARCS, 22.50, FLANNEL BROTHERS, 5,221.00, FLINN SCIENTIFIC INC., 1,378.34, FOLLETT SCHOOL SOLUTIONS, LLC, 1,493.16, FREDDYS, 18.02, FUEL TRIPS- ELAN, 1,207.32, GRADUATION SOURCE, 407.81, H & H SANITATION, 150.00, HEMINGFORD CO-OP TELEPHONE CO, 918.11, HEMINGFORD MUNICIPAL UTILITIE, 7,587.21, HF CRAVE, 330.00, HUSS AUTO REPAIR, 308.19, IDEAL LINEN AND UNIFORM, 189.40, IDEAL/BLUFFS FACILITY SOLUTIONS, 3,316.97, INNOVATIVE OFFICE SOLUTIONS, LLC, 449.04, JACKS REFRIGERATION SERVICE, 4,588.31, KEATING & ASSOCIATES, INC., 162.50, KITTLEMAN, TRAVIS, 324.60, KSB School Law PC, LLO, 620.00, LEGACY COOP, 359.07, LIFEGUARD MD, INC., 388.00, LINCOLN JOURNAL STAR, 30.99, LISA BRIGGS, OT, LLC, 2,437.00, MAILCHIMP, 13.00, MOBY MAX, 2,077.00, NCECBVI, 4,900.00, NEBRASKA DEPT OF EDUCATION, 500.00, NEBRASKA SCIENCE OLYMPIAD, 80.00, PANHANDLE SALES & SERVICE LLC, 815.00, PROJECTOR PEOPLE, 4,542.00, PYRAMID SCHOOL PRODUCTS, 789.19, RABEN'S MARKET, 544.55, RAISING CANES, 135.80, REF REPS, LLC, 2,250.00, RENAISSANCE LEARNING, 4,084.50, RIGHT IMPRESSION, THE, 34.25, ROBINSON, MARY, 276.25, ROCKY MOUNTAIN AIR SOLUTIONS, 46.60, SCHOOL SPECIALTY LLC, 126.39, SOAR PEDIATRIC THERAPY, LLC, 2,632.33, STEPH'S STUDIO, 520.30, SUPER DUPER PUBLICATIONS, 79.92, TACO JOHNS, 12.39, TEACHING STRATEGIES, LLC, 769.50, THINGS REMEMBERED, 125.00, TIME MANAGEMENT SYSTEMS, INC., 5,929.17, TODD'S BODY SHOP, 423.45, U.S. POSTAL SERVICE, 367.96, VALENTINOS, 14.42, VALOR GENERAL STORE, 784.07, VILLAGE PIZZA, 140.00, VINCENZOS, 44.73, WALL STREET JOURNAL, 41.72, WALMART, 13.58, WESTCO, 5,015.82, ZANER-BLOSER INC, 401.83, **TOTAL, 108,076.57**

BUILDING FUND INVOICES

JEO CONSULTING GROUP, INC/JEO ARCHITECTURE INC. 5,749.40 **TOTAL, 5,749.40**

Activity Fund Balance Report - Summary - Exclude Encumbrances

09/2023 - 07/2024

Regular; Beginning Month 09/2023; Processing Month 07/2024; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704	FUND BALANCE	438,037.00	270.66	0.00	(86,118.00)	351,648.34
05 704 1010	ATHLETICS / ACTIVITIES	(133,542.17)	74,628.67	33,663.60	(93,884.00)	(268,391.24)
05 704 1015	UNIFORMS	0.00	1,436.56	0.00	0.00	(1,436.56)
05 704 1020	ATHLETIC CLUB / CONCESSION STAND	(2,577.38)	18,569.25	25,974.07	3,675.00	8,502.44
05 704 1025	RANDOM DRUG TESTING	0.00	3,741.14	1,850.00	0.00	(1,891.14)
05 704 1030	CHEERLEADERS - FUNDRAISING	(1,616.39)	17,746.05	11,636.57	5,000.00	(2,725.87)
05 704 1035	FOOTBALL FUNDRAISING	(7,672.08)	21,880.38	947.00	32,516.00	3,910.54
05 704 1036	FOOTBALL	0.00	11,865.25	1,080.00	0.00	(10,785.25)
05 704 1040	VOLLEYBALL - FUNDRAISING	2,084.71	5,069.16	4,153.50	3,058.00	4,227.05
05 704 1041	VOLLEYBALL	0.00	1,616.45	0.00	0.00	(1,616.45)
05 704 1042	BASKETBALL FUNDRAISING	0.00	0.00	337.79	0.00	337.79
05 704 1044	WRESTLING	0.00	12,552.44	1,908.50	0.00	(10,643.94)
05 704 1045	BOYS WRESTLING FUNDRAISER	3,041.90	5,660.83	6,464.75	1,174.00	5,019.82
05 704 1046	GIRLS WRESTLING FUNDRAISER	0.00	2,345.41	3,035.55	0.00	690.14
05 704 1050	XC FUNDRAISER	1,529.79	0.00	1,087.92	2,354.00	4,971.71
05 704 1051	XC	0.00	3,453.56	0.00	0.00	(3,453.56)
05 704 1052	GOLF	0.00	3,645.65	0.00	0.00	(3,645.65)
05 704 1054	TRACK	0.00	10,480.78	0.00	0.00	(10,480.78)
05 704 1055	TRACK FUNDRAISING	260.46	1,270.59	942.94	241.00	173.81
05 704 1056	GIRLS ATH FUNDRAISING	4,265.92	9,027.00	11,745.00	0.00	6,983.92
05 704 1057	GIRLS ON THE RUN	0.00	0.00	360.19	0.00	360.19
05 704 1999	GRADUATED CLASSES	(0.34)	0.00	0.00	8,784.00	8,783.66
05 704 2022	CLASS OF 2022	281.00	0.00	0.00	(281.00)	0.00
05 704 2023	CLASS OF 2023	(1,937.19)	0.00	0.00	2,007.00	69.81
05 704 2024	CLASS OF 2024	520.29	1,648.40	1,303.35	1,600.00	1,775.24
05 704 2025	CLASS OF 2025	1,342.09	4,093.69	872.00	5,463.00	3,583.40
05 704 2026	CLASS OF 2026	790.00	0.00	1,842.47	405.00	3,037.47
05 704 2027	CLASS OF 2027	367.90	0.00	1,044.76	675.00	2,087.66
05 704 2028	CLASS OF 2028	80.00	0.00	284.00	100.00	464.00
05 704 2029	CLASS OF 2029	0.00	0.00	331.56	0.00	331.56
05 704 3010	WORLDSTRIDES	(12,474.82)	13,714.07	15,307.68	15,254.00	4,372.79
05 704 3012	ESPORTS	0.00	1,367.39	69.00	0.00	(1,298.39)
05 704 3013	eSPORTS FUNDRAISING	0.00	1,164.30	1,577.56	0.00	413.26
05 704 3015	SPEECH	0.00	4,176.58	1,500.00	0.00	(2,676.58)
05 704 3016	SPEECH FUNDRAISING	0.00	39.97	100.00	0.00	60.03
05 704 3020	ONE ACT	12,453.00	5,010.52	1,036.00	(9,953.00)	(1,474.52)

Activity Fund Balance Report - Summary - Exclude Encumbrances

09/2023 - 07/2024

Regular; Beginning Month 09/2023; Processing Month 07/2024; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 3021	ONE ACT - FUNDRAISING	0.00	1,271.59	5,536.73	0.00	4,265.14
05 704 3030	FFA	(18,667.66)	25,883.48	36,998.59	40,677.00	33,124.45
05 704 3035	FFA - SHOP MATERIALS	920.88	703.74	3,483.15	5,921.00	9,621.29
05 704 3040	FCCLA	(1,049.51)	3,637.19	3,155.87	1,482.00	(48.83)
05 704 3050	NHS - HONOR SOCIETY	2,650.00	597.61	790.29	(1,650.00)	1,192.68
05 704 3070	MUSIC	645.13	1,459.00	906.86	4,967.00	5,059.99
05 704 3080	SCHOLARSHIPS	1,284.00	0.00	419.00	968.00	2,671.00
05 704 3090	STUCO - MIDDLE SCHOOL	(144.02)	927.93	369.00	4,352.00	3,649.05
05 704 3100	STUDENT COUNCIL - HS	(188.48)	341.75	100.00	3,528.00	3,097.77
05 704 3110	HEALTH PROFESSIONS CLUB	0.17	0.00	0.00	989.00	989.17
05 704 3120	YEARBOOK	(6,052.67)	8,579.61	3,545.00	18,038.00	6,950.72
05 704 3150	4TH GRADE - JESPERSEN	0.00	721.51	4,368.56	0.00	3,647.05
05 704 3200	SCIENCE	350.07	0.00	350.00	556.00	1,256.07
05 704 3535	SCIENCE OLYMPIAD	0.00	410.19	1,579.82	0.00	1,169.63
05 704 4010	COURTESY FUND	454.02	210.00	90.00	1,812.00	2,146.02
05 704 4020	ELEMENTARY TEACHERS	17.30	0.00	7.40	8,915.00	8,939.70
05 704 4021	ELEM PRINCIPAL FUND	1,017.28	181.77	1,076.00	0.00	1,911.51
05 704 4025	HIGH SCHOOL TEACHERS	(0.19)	0.00	0.00	8,078.00	8,077.81
05 704 4026	HS PRINCIPAL FUND	2,276.01	464.15	500.00	0.00	2,311.86
05 704 4040	MISC/STUDENT OPPORTUNITIES	82.22	598.93	904.12	2,958.00	3,345.41
05 704 4045	BOOKFAIR	(37.46)	3,625.60	3,886.37	5,210.00	5,433.31
05 704 4050	FINE ARTS & CULTURE CLUB	276.82	841.22	401.00	901.00	737.60
05 704 4060	HOPE SQUAD	2,735.12	1,277.22	1,788.74	228.00	3,474.64
05 704 4070	BOBCAT CARES	1,050.00	224.75	115.00	0.00	940.25
05 704 4075	CULTURE & CLIMATE	0.00	314.00	0.00	0.00	(314.00)
Fund Total: 05		292,852.72	288,745.99	200,827.26	0.00	204,933.99

Expenditure Report by Function/Object -
Summary

07/12/2024 02:50 PM

Regular; Processing Month 07/2024; Fund Number 01, 03, 05, 06, 08, 10

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01 GENERAL FUND								
0500 0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1100 REGULAR INSTRUCTIONAL PROGRAMS	3,404,358.00	273,858.04	3,114,665.61	91.74	289,692.39	0.00	8,571.19	281,121.20
1120 1120	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1130 1130	2,610.00	2,228.94	4,872.53	198.14	(2,262.53)	0.00	298.89	(2,561.42)
1140 1140	1,332.00	0.00	3,127.05	241.48	(1,795.05)	0.00	89.45	(1,884.50)
1150 VO AG PROGRAM	9,761.00	47.62	8,750.02	94.75	1,010.98	0.00	498.29	512.69
1160 PROVERTY PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1170 1170	412.00	0.00	448.00	108.74	(36.00)	0.00	0.00	(36.00)
1180 1180	5,473.00	389.85	5,698.20	104.11	(225.20)	0.00	0.00	(225.20)
1190 EARLY CHILDHOOD ED PROGRAMS	157,498.00	10,199.94	139,197.63	88.66	18,300.37	0.00	433.96	17,866.41
1200 SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	751,863.00	19,542.66	605,283.93	80.70	146,579.07	0.00	1,459.82	145,119.25
1212 1212	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1213 1213	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1252 1252	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1253 1253	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1291 SPED AGES 3-5	776.00	0.00	729.90	94.06	46.10	0.00	0.00	46.10
1292 SPED AGES 0-2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1300 SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00	150.00	(150.00)
2120 GUIDANCE SERVICES	76,848.00	6,646.98	76,390.54	99.77	457.46	0.00	284.41	173.05
2130 HEALTH SERVICES	63,122.00	4,777.78	58,256.44	92.29	4,865.56	0.00	0.00	4,865.56
2140 PSYCHOLOGICAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2141 PSYCHOLOGICAL SERVICES SPED SCHOOL AGE	30,856.00	3,435.30	33,808.50	109.57	(2,952.50)	0.00	0.00	(2,952.50)
2142 PSYCHOLOGICAL SERVICES SPED AGE 3-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2150 SPEECH & AUDIOLOGY SERVICES	976.00	0.00	850.50	87.14	125.50	0.00	0.00	125.50
2151 SPEECH & AUDIOLOGY SERV SPED SCHOOL AGE	49,554.00	9,406.76	52,307.09	105.56	(2,753.09)	0.00	0.00	(2,753.09)
2152 SPEECH & AUDIOLOGY SERV SPED AGE 3-5	30,340.00	0.00	20,577.20	67.82	9,762.80	0.00	0.00	9,762.80
2153 SPEECH & AUDIOLOGY SERV SPED AGE 0-2	15,172.00	0.00	10,288.67	67.81	4,883.33	0.00	0.00	4,883.33
2161 OT SERVICES SPED SCHOOL AGE	26,912.00	1,876.49	23,785.12	88.38	3,126.88	0.00	0.00	3,126.88
2162 OT SERVICES SPED AGE 3-5	1,458.00	97.48	1,474.52	101.13	(16.52)	0.00	0.00	(16.52)
2163 OT SERVICES SPED AGE 0-2	3,405.00	463.03	3,270.21	96.04	134.79	0.00	0.00	134.79
2171 PT SERVICES SPED SCHOOL AGE	15,052.00	1,161.09	15,895.94	105.61	(843.94)	0.00	0.00	(843.94)
2172 PT SERVICES SPED AGE 3-5	2,672.00	114.75	2,449.92	91.69	222.08	0.00	0.00	222.08
2173 PT SERVICES SPED AGE 0-2	3,404.00	249.75	2,953.39	86.76	450.61	0.00	0.00	450.61
2180 VISION SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2181 VISION SERVICES SPED SCHOOL AGE	12,607.00	783.27	13,456.24	106.74	(849.24)	0.00	0.00	(849.24)
2182 VISION SERVICES SPED AGE 3-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2190 OTHER PUPIL SUPPORT SERVICES	0.00	0.00	10,570.70	0.00	(10,570.70)	0.00	0.00	(10,570.70)
2210 IMPROVEMENT OF INSTRUCTION	1,923.00	856.00	1,973.41	102.62	(50.41)	0.00	0.00	(50.41)
2211 SCHOOL IMPROVEMENT	7,507.00	0.00	4,632.29	64.76	2,874.71	0.00	229.30	2,645.41
2212 INST STAFF CURR DEV	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2213 INST STAFF TRAINING	7,095.00	0.00	6,400.00	90.20	695.00	0.00	0.00	695.00
2214 IMPLEMENTATION OF STANDARDS	2,323.00	0.00	1,348.34	58.04	974.66	0.00	0.00	974.66
2220 LIBRARY/MEDIA SERVICES	43,112.00	1,427.10	36,942.97	85.69	6,169.03	0.00	0.00	6,169.03
2224 EDUCATIONAL TELEVISION SERVICES	24,150.00	5,012.89	25,208.86	104.38	(1,058.86)	0.00	0.00	(1,058.86)
2230 INSTRUCTION-RELATED TECHNOLOGY	74,608.00	71,899.00	143,199.44	202.70	(68,591.44)	0.00	8,034.27	(76,625.71)
2240 ACADEMIC STUDENT ASSESSMENT	14,045.00	3,307.50	12,615.95	89.83	1,429.05	0.00	0.00	1,429.05
2310 BOARD OF EDUCATION	54,772.00	1,631.34	31,514.58	66.23	23,257.42	0.00	4,759.65	18,497.77
2320 EXECUTIVE ADMINISTRATION	181,599.00	15,470.54	166,838.56	91.93	14,760.44	0.00	107.00	14,653.44
2330 DISTRICT LEGAL SERVICES	24,374.00	166.00	16,026.66	65.75	8,347.34	0.00	0.00	8,347.34
2410 OFFICE OF PRINCIPAL	422,470.00	32,411.08	384,836.72	91.24	37,633.28	0.00	625.84	37,007.44
2440 2440	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2500 2500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2510 GENERAL ADMIN-BUSINESS SERVICE	139,965.00	13,957.46	118,014.19	88.98	21,950.81	0.00	6,525.55	15,425.26

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
2530	PRINT, PUB, DUP SERVICES	0.00	0.00	12,168.17	0.00	(12,168.17)	0.00	0.00	(12,168.17)
2560	PUBLIC INFO SERVICE	1,988.00	0.00	1,155.22	58.11	832.78	0.00	0.00	832.78
2570	PERSONNEL SERVICES	729.00	0.00	423.00	58.02	306.00	0.00	0.00	306.00
2580	ADMIN TECH SERVICES	3,810.00	0.00	5,404.60	141.85	(1,594.60)	0.00	0.00	(1,594.60)
2610	SUPPORT SERVICES OPERATION OF BUILDING	366,501.00	27,269.26	326,006.20	88.95	40,494.80	0.00	0.00	40,494.80
2620	SUPPORT SERVICES-MAINT OF BUILDING	209,189.00	19,774.03	180,957.61	91.20	28,231.39	0.00	9,820.82	18,410.57
2630	2630	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2650	VEHICLE OPP, ACQUISITION AND MAINTENANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2670	SAFETY	21,046.00	2,718.13	28,422.59	144.68	(7,376.59)	0.00	2,027.47	(9,404.06)
2710	VEHICLE OPP & PURCH REG ED	689,502.00	11,364.76	538,179.91	78.12	151,322.09	0.00	480.52	150,841.57
2711	VEHICLE OPP & PURCH LCC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2712	VEHICLE OPP & PURCH SCHOOL AGE SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2713	VEHICLE OPP & PURCH AGE 0-5 SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2730	VEHICLE SERV & MAINT REG ED	82,792.00	0.00	56,722.79	68.51	26,069.21	0.00	0.00	26,069.21
2732	VEHICLE SERV & MAINT SCHOOL AGE SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2760	2760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2790	OTHER TRANS REG STUDENTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2792	OTHER TRANS SCHOOL AGE SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3300	COMMUNITY SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3500	STATE CATEGORICAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3512	DISTANCE EDUCATION INCENTIVE PAYMENTS	24,624.00	1,146.36	22,717.70	92.26	1,906.30	0.00	0.00	1,906.30
3535	HIGH ABILITY LEARNERS	5,736.00	3,048.37	11,348.78	197.85	(5,612.78)	0.00	0.00	(5,612.78)
3551	CAREER EDUCATION	0.00	4,615.89	4,615.89	0.00	(4,615.89)	0.00	0.00	(4,615.89)
4320	4320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4700	BUILDING IMPROVEMENTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6000	6000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6200	TITLE I, PART A ESSA IMP BASIC BY LOCAL	111,817.00	9,194.25	102,022.08	91.24	9,794.92	0.00	0.00	9,794.92
6210	TITLE I PART A ACCT ESSA IMPROV BASIC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6310	TITLE II, PART A ESSA SUPP EFF INSTUCT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6401	6401	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6402	IDEA PART B(611) BASE ALLOC TRANS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6403	IDEA PART B(611) BASE ALLOC-SCHOOL AGE	26,811.00	0.00	15,587.59	58.14	11,223.41	0.00	0.00	11,223.41
6404	IDEA PART B(611) BASE ALLOC BIRTH TO 4	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6406	IDEA PRESCHOOL(619) BASE ALLOC	4,305.00	293.96	4,362.87	101.34	(57.87)	0.00	0.00	(57.87)
6408	IDEA PTB 611 BASE	0.00	17,249.42	69,183.06	0.00	(69,183.06)	0.00	0.00	(69,183.06)
6410	IDEA ENROLLMENT/POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6412	IDEA PART B PROPORTIONATE SHARE	0.00	97.98	489.94	0.00	(489.94)	0.00	0.00	(489.94)
6421	IDEA PART-B ARP-BASE&ENROLLMENT POVERTY BIRTH-21	25,986.00	0.00	15,108.00	58.14	10,878.00	0.00	0.00	10,878.00
6422	IDEA PRESCHOOL (619) ARP-BASE/ENROLLMENT POVERTY (619)	2,259.00	0.00	1,313.00	58.12	946.00	0.00	0.00	946.00
6455	6455	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6500	6500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6590	6590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6610	6610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6630	6630	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6700	FED VOC & APP TECH ED (CARL PERKINS)	0.00	640.00	640.00	0.00	(640.00)	0.00	0.00	(640.00)
6810	6810	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6960	6960	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6985	6985	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6990	OTHER FED CATEGORICAL RECEIPTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6992	REAP	46,599.00	0.00	27,092.00	58.14	19,507.00	0.00	0.00	19,507.00
6996	6996	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6997	ESSER II	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6998	ESSER III	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Regular; Processing Month 07/2024; Fund Number 01, 03, 05, 06, 08, 10

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
8000	TRANSFERS (OUTGOING)	51,600.00	0.00	30,000.00	58.14	21,600.00	0.00	0.00	21,600.00
8002	XFER FROM G/F TO DEPRECIATION FD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8010	TRANSFER FROM G/F TO COOP FD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9000	NON-PROGRAM EXPENDITURES	1,047,283.00	881.22	612,410.07	58.48	434,872.93	0.00	0.00	434,872.93
01	GENERAL FUND	8,386,981.00	579,712.27	7,224,990.89	86.67	1,161,990.11	0.00	44,396.43	1,117,593.68

Expenditure Report by Function/Object -
Summary

07/12/2024 02:50 PM

Regular; Processing Month 07/2024; Fund Number 01, 03, 05, 06, 08, 10

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
03	EMPLOYEE BENEFIT FUND								
0101	0101	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	76,499.00	0.00	19,661.34	25.70	56,837.66	0.00	0.00	56,837.66
2900	OTHER SUPPORT SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9000	NON-PROGRAM EXPENDITURES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9999	9999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
03	EMPLOYEE BENEFIT FUND	76,499.00	0.00	19,661.34	25.70	56,837.66	0.00	0.00	56,837.66

Expenditure Report by Function/Object -
Summary

07/12/2024 02:50 PM

Regular; Processing Month 07/2024; Fund Number 01, 03, 05, 06, 08, 10

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
05	ACTIVITY FUND								
0500	0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2900	OTHER SUPPORT SERVICES	522,985.00	0.00	288,745.99	61.08	234,239.01	0.00	30,689.50	203,549.51
05	ACTIVITY FUND	522,985.00	0.00	288,745.99	61.08	234,239.01	0.00	30,689.50	203,549.51

Expenditure Report by Function/Object -
Summary

07/12/2024 02:50 PM

Regular; Processing Month 07/2024; Fund Number 01, 03, 05, 06, 08, 10

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
06	NUTRITION FUND								
0500	0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2300	2300	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3000	3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3100	FOOD SERVICE OPERATIONS	405,000.00	2,850.88	264,387.21	66.24	140,612.79	0.00	3,896.05	136,716.74
4000	4000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5000	DEBT SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06	NUTRITION FUND	405,000.00	2,850.88	264,387.21	66.24	140,612.79	0.00	3,896.05	136,716.74

**Expenditure Report by Function/Object -
Summary**

07/12/2024 02:50 PM

Regular; Processing Month 07/2024; Fund Number 01, 03, 05, 06, 08, 10

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
08	BUILDING FUND								
0500	0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4300	ARCHITECTURE & ENGINEERING	0.00	4,156.60	13,056.00	0.00	(13,056.00)	0.00	0.00	(13,056.00)
4700	BUILDING IMPROVEMENTS	113,500.00	21,050.00	74,927.61	66.02	38,572.39	0.00	0.00	38,572.39
9000	NON-PROGRAM EXPENDITURES	2,686,007.00	0.00	1,157,957.40	43.11	1,528,049.60	0.00	0.00	1,528,049.60
9999	9999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
08	BUILDING FUND	2,799,507.00	25,206.60	1,245,941.01	44.51	1,553,565.99	0.00	0.00	1,553,565.99

Expenditure Report by Function/Object -
Summary

07/12/2024 02:50 PM

Regular; Processing Month 07/2024; Fund Number 01, 03, 05, 06, 08, 10

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
10	COOPERATIVE FUND								
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3512	DISTANCE EDUCATION INCENTIVE PAYMENTS	95,993.00	8,009.41	88,150.17	91.83	7,842.83	0.00	0.00	7,842.83
10	COOPERATIVE FUND	95,993.00	8,009.41	88,150.17	91.83	7,842.83	0.00	0.00	7,842.83

Expenditure Report by Function/Object -
Summary

07/12/2024 02:50 PM

Regular; Processing Month 07/2024; Fund Number 01, 03, 05, 06, 08, 10

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
Grand Total:	12,286,965.00	615,779.16	9,131,876.61	74.96	3,155,088.39	0.00	78,981.98	3,076,106.41

HEMINGFORD PUBLIC SCHOOLS

July 15, 2024

GENERAL FUND:

Statement Balance 06-30-24	\$1,227,786.69
G/F MM Statement Balance 06-30-24	\$1,626,706.24
3 Month CD-0989 Mat. 07-26-24	\$ 307,179.45
3 Month CD-0776 Mat. 08-29-24	\$ 310,813.38
3 Month CD-0962 Mat. 09-27-24	\$ 310,813.37
- Outstanding Checks	<u>\$ 15,818.98</u>
Balance 06-30-24	\$3,767,480.15

+ July Tax Receipts: \$ 45,826.46

+ State Aid: \$ -

Subtotal: General Fund **\$3,813,306.61**

July Bills: \$ 146,161.40

July Payroll: \$ 447,593.18

-Total July Expenses: \$ 593,754.58

Balance General Fund: **\$3,219,552.03**

BUILDING FUND:

Checking Balance 06-30-24	\$ 483,458.21
-Outstanding Checks	<u>\$ 25,206.60</u>
Liquid Asset Fund (\$1,796.46 Dividend)	\$ 437,168.01
4 CD's : 6 Month(0970) - Mat. 10-26-24	\$ 321,104.58
3 Month(0954) - Mat. 09-27-24	\$ 518,022.30
3 Month(0784) - Mat. 08-29-24	\$ 518,022.29
3 Month(1004) - Mat. 07-26-24	\$ 511,965.74
July Tax Receipts:	<u>\$ 1,214.70</u>
Building Fund Balance	<u>\$2,765,749.23</u>

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

July 2, 2024

Board of Education Regular Meeting Minutes

A special meeting of the Board of Education of School District 07-0010 was called to order at 8:08 AM at South Campus by Justin Ansley. Notice of the meeting was given in advance through the Hemingford Ledger. Board members were notified in advance of the meeting.

Justin Ansley: Present, Brett Cullan: Present, Rick Horstman: Present, Blanche Randolph: Present, Trish Schumacher: Present, Micki Votruba: Present.

Jack Baker with JEO shared information from the facilities assessment process along with initial recommendations. Mr. Baker also facilitated a conversation about the initial recommendations and various options to consider regarding the school facilities. Mr. Baker will continue to work on the completion of the assessment report and recommendations.

Meeting was adjourned at 10:18 AM.

Dr. Travis Miller
Superintendent

Blanche Randolph
Board Secretary

07/12/2024 02:18 PM

Posted - All; Batch Description 2024-06 G/F CREDIT CARD, 2024-07 INVOICES.

User ID: KAH

Vendor Name	Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
1-WORLD GLOBES & MAPS	Galls-Peters Projection Map	332.50
Check Number 6881 Total	1-WORLD GLOBES & MAPS	332.50
AMAZON	classroom supplies for 2024-25	171.43
AMAZON	24-25 school year books for classroom	171.21
AMAZON	Gunny sacks for field day	45.99
AMAZON	AR Store	617.45
AMAZON	Gallup Strengths Finder Books with Code	124.50
AMAZON	STAFF/STUDENT RECOGNITION	113.54
AMAZON	STAFF/STUDENT RECOGNITION	31.00
AMAZON	classroom supplies for 2024-25	45.97
AMAZON	Transportation Calendar	34.99
AMAZON	24/25 beginning of year supplies	11.95
AMAZON	Over the door 30 pocket cellphone holder	20.45
Check Number 6872 Total	AMAZON	1,388.48
BEAR COUNTRY USA	5TH GR FIELD TRIP	31.00
Check Number 6872 Total	BEAR COUNTRY USA	31.00
BENZEL PEST CONTROL	PEST CONTROL	460.00
Check Number 6882 Total	BENZEL PEST CONTROL	460.00
BLACK HILLS ENERGY	GAS - SUPT HOUSE	56.24
BLACK HILLS ENERGY	GAS - SCHOOL BUILDINGS	535.30
Check Number 6883 Total	BLACK HILLS ENERGY	591.54
BLOEDORN'S LUMBER CO.	MAINTENANCE SUPPLIES	466.98
BLOEDORN'S LUMBER CO.	MAINTENANCE / PAINT	253.10
BLOEDORN'S LUMBER CO.	ART SHELVES - MAINTENANCE	532.44
BLOEDORN'S LUMBER CO.	AC PLYWOOD	572.23
BLOEDORN'S LUMBER CO.	SPRAY ADHESIVE/UTILITY BAR	56.92
BLOEDORN'S LUMBER CO.	MAINTENANCE SUPPLY	133.07
BLOEDORN'S LUMBER CO.	MAINTENANCE SUPPLIES	82.37
BLOEDORN'S LUMBER CO.	MAINTENANCE SUPPLIES	585.25
Check Number 6884 Total	BLOEDORN'S LUMBER CO.	2,682.36
BLUUM OF TEXAS LLC	GoGuardian Renewal	8,200.00
BLUUM OF TEXAS LLC	Device order for 24/25 school year.	40,377.00
BLUUM OF TEXAS LLC	Device order for 24/25 school year.	790.50
BLUUM OF TEXAS LLC	Device order for 24/25 school year.	13,470.00
Check Number 6885 Total	BLUUM OF TEXAS LLC	62,837.50
BOX BUTTE COUNTY CLERK	PRIMARY ELECTION EXPENSE	100.00
Check Number 6886 Total	BOX BUTTE COUNTY CLERK	100.00
BRAINPOP LLC	BrainPOP Renewal	3,276.00
Check Number 6887 Total	BRAINPOP LLC	3,276.00
BUD'S PEST CONTROL	PEST CONTROL	175.00
BUD'S PEST CONTROL	PEST CONTROL	175.00
Check Number 6888 Total	BUD'S PEST CONTROL	350.00
COLUMN SOFTWARE PBC	NEWSPAPER LEGAL NOTICE	49.67

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Posted - All; Batch Description 2024-06 G/F CREDIT CARD, 2024-07 INVOICES.

User ID: KAH

Vendor Name	Description	Amount
COLUMN SOFTWARE PBC	NEWSPAPER LEGAL NOTICE	181.38
COLUMN SOFTWARE PBC	LEGAL NOTICE - NEWSPAPER	62.89
COLUMN SOFTWARE PBC	NEWSPAPER LEGAL NOTICE	16.42
COLUMN SOFTWARE PBC	NEWSPAPER LEGAL NOTICE	30.22
COLUMN SOFTWARE PBC	NEWSPAPER LEGAL NOTICE	161.31
Check Number 6889 Total	COLUMN SOFTWARE PBC	501.89
COMFORT INN -- KEARNEY	FCS CONFERENCE	389.85
Check Number 6890 Total	COMFORT INN -- KEARNEY	389.85
CRESCENT ELECTRIC SUPPLY CO.	LIGHT- LAMPS	291.82
Check Number 6891 Total	CRESCENT ELECTRIC SUPPLY CO.	291.82
CULLIGAN WATER CONDITIONING	SOFT WATER/RENTAL	195.37
Check Number 6892 Total	CULLIGAN WATER CONDITIONING	195.37
DAS STATE ACCOUNTING - CENTRAL FINANCE	MAY PARTICIPATION FEE	267.63
DAS STATE ACCOUNTING - CENTRAL FINANCE	JUNE PARTICIPATION FEE	267.63
Check Number 6893 Total	DAS STATE ACCOUNTING - CENTRAL FINANCE	535.26
DECKER EQUIPMENT/SCHOOL FIX	new tables for new classroom	3,216.89
Check Number 6894 Total	DECKER EQUIPMENT/SCHOOL FIX	3,216.89
DOCUSHRED	SHREDDING	40.00
Check Number 6895 Total	DOCUSHRED	40.00
ED PUZZLE	SUBSCRIPTION	11.50
Check Number 6872 Total	ED PUZZLE	11.50
EDUCATIONAL SERVICE UNIT #10	POWERSCHOOL TRAINING	300.00
Check Number 6896 Total	EDUCATIONAL SERVICE UNIT #10	300.00
EDUCATIONAL SERVICE UNIT #13	DL;INTERNET;NEVA;PBDS;COUNSEL;PSYCH;VISI	7,444.95
Check Number 6897 Total	EDUCATIONAL SERVICE UNIT #13	7,444.95
ESU #16	REGIONAL SCIENCE OLYMPIAD COMPETITION	190.00
Check Number 6898 Total	ESU #16	190.00
FILAMENT ESSENTIAL SERVICES	WEB HOSTING CONTRACT FOR 24-25	2,360.00
Check Number 6899 Total	FILAMENT ESSENTIAL SERVICES	2,360.00
FUEL TRIPS- ELAN	MAY FUEL - CREDIT CARD	501.10
Check Number 6872 Total	FUEL TRIPS- ELAN	501.10
H & H SANITATION	LANDFILL FEES/ROOL OFF BOX	1,108.50
Check Number 6900 Total	H & H SANITATION	1,108.50
HEMINGFORD CO-OP TELEPHONE CO	PHONE/TV/INTERNET	888.29
Check Number 6901 Total	HEMINGFORD CO-OP TELEPHONE CO	888.29
HEMINGFORD MUNICIPAL UTILITIE	UTILITIES	7,254.53
Check Number 6902 Total	HEMINGFORD MUNICIPAL UTILITIE	7,254.53

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Posted - All; Batch Description 2024-06 G/F CREDIT CARD, 2024-07 INVOICES.

User ID: KAH

Vendor Name	Description	Amount
HOLIDAY INN EXPRESS & SUITES LINCOLN DOWNTOWN	RESTORATIVE PRACTICES CONFERENCE	856.00
Check Number 6903 Total	HOLIDAY INN EXPRESS & SUITES LINCOLN DOWNTOWN	856.00
HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	NWEA MAP Growth	3,307.50
Check Number 6904 Total	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	3,307.50
IDEAL LINEN AND UNIFORM	CUSTODIAL SUPPLY	94.70
IDEAL LINEN AND UNIFORM	CUSTODIAL SUPPLY	94.70
Check Number 6905 Total	IDEAL LINEN AND UNIFORM	189.40
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLIES	385.59
IDEAL/BLUFFS FACILITY SOLUTIONS	HS SHAMPOO MACHINE PARTS	120.78
Check Number 6906 Total	IDEAL/BLUFFS FACILITY SOLUTIONS	506.37
JOSTEN'S INC.	DIPLOMA-JB	16.95
Check Number 6907 Total	JOSTEN'S INC.	16.95
JW PEPPER & SON, INC	Pep Band Music * Band Curriculum Books	86.94
Check Number 6908 Total	JW PEPPER & SON, INC	86.94
KEATING & ASSOCIATES, INC.	PARTICIPATION FEE	162.50
Check Number 6909 Total	KEATING & ASSOCIATES, INC.	162.50
KSB School Law PC, LLO	LEGAL SERVICES	166.00
Check Number 6910 Total	KSB School Law PC, LLO	166.00
LEGACY COOP	MAINTENANCE SUPPLY	26.50
LEGACY COOP	CUSTODIAL SUPPLY	7.99
LEGACY COOP	MAINTENANCE SUPPLY	14.48
LEGACY COOP	MAINTENANCE SUPPLY	20.49
LEGACY COOP	MAINTENANCE SUPPLY	28.97
LEGACY COOP	MAINTENANCE SUPPLY	100.30
Check Number 6911 Total	LEGACY COOP	198.73
LINCOLN JOURNAL STAR	SUBSCRIPTION	30.99
Check Number 6872 Total	LINCOLN JOURNAL STAR	30.99
LISA BRIGGS, OT, LLC	OT/ MILEAGE	2,437.00
Check Number 6912 Total	LISA BRIGGS, OT, LLC	2,437.00
MAILCHIMP	SUBSCRIPTION	13.00
Check Number 6872 Total	MAILCHIMP	13.00
MAIN STREET APPLIANCE	Refrigerator for FCS classroom.	1,399.00
Check Number 6913 Total	MAIN STREET APPLIANCE	1,399.00
MAMMOTH SITE, THE	2nd Grade Field Trip	170.62
Check Number 6872 Total	MAMMOTH SITE, THE	170.62
MCGRAW-HILL, LLC	JH MATH BOOKS	1,193.70
MCGRAW-HILL, LLC	HS level A&P books	2,863.13
MCGRAW-HILL, LLC	HS level A&P books	256.47

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Posted - All; Batch Description 2024-06 G/F CREDIT CARD, 2024-07 INVOICES.

User ID: KAH

Vendor Name			Description	Amount
Check Number	6914	Total	MCGRAW-HILL, LLC	4,313.30
MOBIUS COMMUNICATIONS CO			3RD QTR CAMERA MAINT/MONITORING FEE	600.00
Check Number	6915	Total	MOBIUS COMMUNICATIONS CO	600.00
MY CENTRAL SUPPLY			2024 COOP	334.18
Check Number	6916	Total	MY CENTRAL SUPPLY	334.18
NATIONAL ASSOCIATION FOR MUSIC EDUCATION			Professional Dues	142.00
Check Number	6917	Total	NATIONAL ASSOCIATION FOR MUSIC EDUCATION	142.00
NE COUNCIL OF SCHOOL ADMINISTRATORS			24-25 MEMBERSHIP RENEWAL	630.00
NE COUNCIL OF SCHOOL ADMINISTRATORS			NCSA and AASA Membership Renewal	920.00
NE COUNCIL OF SCHOOL ADMINISTRATORS			NCE CONFERENCE REGISTRATION	640.00
Check Number	6918	Total	NE COUNCIL OF SCHOOL ADMINISTRATORS	2,190.00
NE SAFETY CENTER			SAFETY CENTER AGREEMENT	250.00
Check Number	6919	Total	NE SAFETY CENTER	250.00
NRCSA			2024-25 MEMBERSHIP DUES	850.00
Check Number	6920	Total	NRCSA	850.00
POWERSCHOOL GROUP LLC			PowerSchool eCollection	6,576.00
Check Number	6921	Total	POWERSCHOOL GROUP LLC	6,576.00
PROTEX CENTRAL INC.			FIRE EXTINGUISHER INSPECTION	395.00
PROTEX CENTRAL INC.			FIRE EXTINGUISHER TESTING/MAINTENANCE	820.63
Check Number	6922	Total	PROTEX CENTRAL INC.	1,215.63
QUAVERED, INC.			Elementary Music Curriculum	1,800.00
Check Number	6923	Total	QUAVERED, INC.	1,800.00
QUICKCARE MEDICAL SERVICES			BUS PHYSICAL	125.00
QUICKCARE MEDICAL SERVICES			BUS PHYSICAL	125.00
Check Number	6924	Total	QUICKCARE MEDICAL SERVICES	250.00
QUILL CORPORATION			Coffee and office supplies	355.64
Check Number	6872	Total	QUILL CORPORATION	355.64
RAISING CANES			NAESP MTG	11.99
Check Number	6872	Total	RAISING CANES	11.99
RASMUSSEN MECHANICAL SERVICES, INC.			INSTALLMT FOR PREV MAINT CONTRACT	2,009.00
Check Number	6925	Total	RASMUSSEN MECHANICAL SERVICES, INC.	2,009.00
REIF ENTERPRISE			SPRINKLER REPAIR/MAINT	634.25
Check Number	6926	Total	REIF ENTERPRISE	634.25
RIVERSIDE ZOO			kdg field trip	240.00
Check Number	6872	Total	RIVERSIDE ZOO	240.00
ROCKY MOUNTAIN AIR SOLUTIONS			AG ED GAS	47.62

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Posted - All; Batch Description 2024-06 G/F CREDIT CARD, 2024-07 INVOICES.

User ID: KAH

Vendor Name	Description			Amount
Check Number	6927	Total	ROCKY MOUNTAIN AIR SOLUTIONS	47.62
SCHOOL DATEBOOKS			ELEM PLANNERS	352.94
SCHOOL DATEBOOKS			24-25 GRADE BOOKS	57.05
Check Number	6928	Total	SCHOOL DATEBOOKS	409.99
SCHOOL SPECIALTY LLC			2024 COOP	165.02
Check Number	6929	Total	SCHOOL SPECIALTY LLC	165.02
SHERWIN WILLIAMS CO., THE			PAINT	123.27
SHERWIN WILLIAMS CO., THE			PAINT	227.45
Check Number	6930	Total	SHERWIN WILLIAMS CO., THE	350.72
SOAR PEDIATRIC THERAPY, LLC			P/T SERVICES/MILEAGE	1,525.59
Check Number	6931	Total	SOAR PEDIATRIC THERAPY, LLC	1,525.59
SOFTWARE UNLIMITED, INC			CENSUS;ACCOUNTING;WEBLINK RENEWAL	7,550.00
Check Number	6932	Total	SOFTWARE UNLIMITED, INC	7,550.00
STAPLES			Science notebook & classroom restock	127.36
Check Number	6872	Total	STAPLES	127.36
STAR HERALD			ELEM SCHOOL RENEWAL	282.59
Check Number	6933	Total	STAR HERALD	282.59
STUDENT ASSURANCE SERVICES			STUDENT INSURANCE COVERAGE	902.50
Check Number	6934	Total	STUDENT ASSURANCE SERVICES	902.50
SUE MCLEOD CERAMICS			Glaze Chemistry Class	155.04
Check Number	6872	Total	SUE MCLEOD CERAMICS	155.04
TAESE / USU			2024 SPED LAW CONF REGISTRATION	255.00
Check Number	6935	Total	TAESE / USU	255.00
THEMES & VARIATIONS INC.			Music Curriculum - all ages	200.00
Check Number	6936	Total	THEMES & VARIATIONS INC.	200.00
TWIN CITY ROOFING, INC.			ROOF REPAIR	484.70
Check Number	6937	Total	TWIN CITY ROOFING, INC.	484.70
U.S. POSTAL SERVICE			POSTAGE - MAIL CONTRACT	3.74
Check Number	6872	Total	U.S. POSTAL SERVICE	3.74
UNDERWOOD DISTRIBUTING CO.			Classroom set of graphing calculators	2,699.99
Check Number	6938	Total	UNDERWOOD DISTRIBUTING CO.	2,699.99
VALOR GENERAL STORE			PAINT - PK HALLWAY	36.55
VALOR GENERAL STORE			PAINT	50.97
VALOR GENERAL STORE			CUSTODIAL SUPPLY	27.89
VALOR GENERAL STORE			PAINT	53.99
VALOR GENERAL STORE			MAINTENANCE SUPPLY	7.38
VALOR GENERAL STORE			PAINT - HS HALLWAYS	332.93
VALOR GENERAL STORE			PAINT - ELEM OFFICE	103.98

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Posted - All; Batch Description 2024-06 G/F CREDIT CARD, 2024-07 INVOICES.

User ID: KAH

Vendor Name	Description	Amount
VALOR GENERAL STORE	CUSTODIAL SUPPLY	15.98
VALOR GENERAL STORE	CUSTODIAL SUPPLY	24.99
VALOR GENERAL STORE	BRUSHES	24.57
VALOR GENERAL STORE	PAINT - HS OFFICE	53.99
VALOR GENERAL STORE	CUSTODIAL SUPPLY	36.29
VALOR GENERAL STORE	PAINT	325.93
VALOR GENERAL STORE	CUSTODIAL SUPPLIES	53.99
Check Number 6939 Total VALOR GENERAL STORE		1,149.43
VILLAGE PIZZA	Kdg Pizza Party	64.00
Check Number 6872 Total VILLAGE PIZZA		64.00
WALL STREET JOURNAL	SUBSCRIPTION	41.72
Check Number 6872 Total WALL STREET JOURNAL		41.72
WALMART	COMMUNITY MTG - COOKIES	35.84
Check Number 6872 Total WALMART		35.84
WESTCO	JUNE FUEL	1,118.23
Check Number 6940 Total WESTCO		1,118.23
Fund Number 01		146,161.40
Checking Account ID 1		146,161.40

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Posted - All; Batch Description 2024-07 BLDG FUND

User ID: KAH

Vendor Name	Description	Amount
Checking Account ID 8	Fund Number 08 BUILDING FUND	
JEO CONSULTING GROUP, INC/JEO ARCHITECTURE INC.	ASSESSMENT REPORT PAYMENT #4	4,156.60
Check Number 1526 Total	JEO CONSULTING GROUP, INC/JEO ARCHITECTURE INC.	4,156.60
MORFORD'S DECORATING CENTER	NEW CARPET - LIBRARY	21,050.00
Check Number 1527 Total	MORFORD'S DECORATING CENTER	21,050.00
Fund Number 08		25,206.60
Checking Account ID 8		25,206.60

07/12/2024 02:19 PM

Posted - All; Batch Description 2024-06 LUNCH FUND-0002

User ID: KAH

Vendor Name	Description	Amount
Checking Account ID 6	Fund Number 06 NUTRITION FUND	
CASH-WA DISTRIBUTING	FOOD	2,419.28
CASH-WA DISTRIBUTING	FOOD	639.66
Check Number 7168 Total CASH-WA DISTRIBUTING		<u>3,058.94</u>
HARRIS SALES	LUNCH SUPPLIES	46.76
Check Number 7169 Total HARRIS SALES		<u>46.76</u>
HILAND DAIRY	MILK	296.21
HILAND DAIRY	MILK	404.08
HILAND DAIRY	MILK	361.21
HILAND DAIRY	MILK	318.94
HILAND DAIRY	MILK	191.91
Check Number 7170 Total HILAND DAIRY		<u>1,572.35</u>
RABEN'S MARKET	FOOD	112.78
Check Number 7171 Total RABEN'S MARKET		<u>112.78</u>
US FOODS	FOOD	2,826.83
Check Number 7172 Total US FOODS		<u>2,826.83</u>
Fund Number 06		<u>7,617.66</u>
Checking Account ID 6		<u>7,617.66</u>

504.19 - STUDENT FEES

The board realizes some activities may require additional expenditures which are properly to be borne by students as a separate charge. Such charges may be waived as specified below depending upon the student's eligibility for the free and reduced-price lunch program. No fees, specialized or nonspecialized 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. Postsecondary education costs means tuition and other fees associated with obtaining credit from a postsecondary 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, including extracurricular music courses;
2. Admission fees and transportation charges for spectators attending extracurricular activities;
3. Postsecondary education costs, limited to tuition and fees associated with obtaining credits from the postsecondary institution;
4. Transportation 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 prekindergarten services in accordance with state statute;
8. Summer school or night school; and
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.

Waivers for any of the following shall be provided for students who qualify for free or reduced-price lunches:

- Fees and specialized equipment and specialized attire required for participation in extracurricular activities;
- Admission fees for onsite district-sponsored extracurricular activities, excluding Western Trails Conference activities and Nebraska State Activities Association activities
- District transportation charges for spectators attending offsite extracurricular activities;

- Materials required for course projects where the project becomes the property of the student upon completion.

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;
- Postsecondary education costs; and
- Summer school or night school.

The superintendent shall distribute 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 distribute regulations to be published annually in the student handbook authorizing and governing:

1. Any nonspecialized clothing required for specified courses and activities;
2. Any personal or consumable items a student will be required to furnish for specified activities; and
3. Any specialized equipment or specialized attire which a student will be required to provide for any extracurricular activity, including extracurricular music courses.

The superintendent shall also distribute any 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;
5. Procedures for allowing facilities use for NSAA District events to avoid conflict with this policy;
6. Procedures to avoid the direct handling of fees for students receiving postsecondary education credits;
7. Procedures for handling of fees related to summer school or night school; and
8. Attendance requirements and procedures in connection with evening, weekend or summer use of facilities related to all extracurricular activities to avoid conflict with this policy.

The maximum dollar amount of each fee must be specified as part of this policy.

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

This policy will be reviewed and re-adopted annually by August 1 at a regular or special meeting of the board. This shall include a review of the amount of money collected under this policy and the use of waivers as provided by this policy. The policy shall be published in the student handbook provided at no cost to each household.

Legal Reference: Neb. Constitution, Art VII, Sect. 1
 Neb. Statute 79-215 (tuition)
 79-241 (option student busing)
 79-605 (nonresident busing)
 79-611 (transportation fees)
 79-734 (books, equipment and supplies)
 79-2,104 (student files)
 79-2,125 to 2,134 (student fees law)
 79-1104 (before-and-after-school services)
 79-1106 to 1108 (learners with high ability)

Cross Reference: 505.05 Fines for Lost or Damaged Items
 506 Student Activities
 507.01 Student Records Access
 801 Transportation
 802.05 Free or Reduced Cost Meals Eligibility
 1005.01 Public Complaints

Approved:

Reviewed: 7/11/2022, 11/14/2022, 7/10/2023

Revised:

504.19R1 - GUIDELINES FOR STUDENT FEES

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
- Scissors
- Colored Pencils/Markers
- Elmer's Glue
- Erasers

- Paper
- White Out
- Graph Paper
- Highlighters
- Tablets
- Compass
- Notebooks
- Protractor
- Organizers
- Calculator
- Planners
- Crayons
- Blank Computer Disks

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

- Protective mouthpieces for sports
- Sports undergarments
- Shoelaces
- Various items for musical instruments

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.
- Band: Reeds, valve oil, music lyre, flip book, possible t-shirt

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:

The district may 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.

F. Admission Fees:

Students are charged an admission fee to attend school sponsored extracurricular activities in Grades K-6. They may pay single admission fees or purchase annual activity passes. Students in Grades 7-12 have free admission to all regular season hosted events.

Varsity Contest

- \$4.00-Students (7-12 students are provided passes to all home activities), Adults - \$5.00

- Freshman, Junior Varsity or Junior High
- \$3.00 Students, Adults - \$4.00
- Invitational Tournaments Adults
- \$5.00 all day, no activity passes accepted.
- Student Activity Pass (K-6) \$25.00 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, sub-district, and 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 are 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 fundraising activities of the organization in order to participate in the activities supported by the fundraising. The Board of Education must approve fundraising 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
- One Act
- Health Council
- National Honor Society
- H Club
- Speech
- Band / Choir

H. Other Student Activities:

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

Summer band trips are sponsored entirely by fundraising. 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 fundraising 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 coursework 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	\$2.50	Adult Breakfast	\$3.00
Pre-School Lunch	\$3.00	K-6 Lunch	\$3.00
7-12 Lunch	\$3.25	Adult Lunch	\$5.00
Milk	\$0.55	Additional Entree/Meat	\$2.00

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 in accordance with the school's wellness policy. 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.

Revised: 08/14/2023

504.20 - BULLYING PREVENTION

The board recognizes the negative impact that bullying has on student health, welfare, safety, and the school's learning environment and prohibits such behavior. Bullying is defined as any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, at a designated school bus stop, or at school-sponsored activities or school-sponsored athletic events.

Bullying may constitute grounds for detention, suspension, expulsion or mandatory reassignment, subject to state and federal statutes and the district's student discipline and due process procedures.

Every report of alleged bullying that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.

It shall be the responsibility of the superintendent to implement appropriate programs or procedures for the purpose of educating students regarding bullying prevention.

This policy shall be reviewed annually.

Legal Reference: Neb. Statute 79-2,137

Cross Reference: 505 Student Discipline

Approved:

Reviewed: 7/11/2022, 11/14/2022, 7/10/2023

Revised:

1005.03 - DISTRICT AND SCHOOL (COMBINED) TITLE I PARENT AND FAMILY ENGAGEMENT POLICY

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

In General

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

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
 - Hemingford Open House/Back to School Night
 - 7th grade and New Student orientation
 - Annual Title I Parent Meeting
 - Parent-Teacher Conferences
- Parents are involved in the planning, review, evaluation, and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
 - Parent and Community Surveys
 - Annual Title I parent meeting

- Development of the School Improvement Plan
 - School Advisory Meetings
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- Student handbook
 - Parent-Teacher Conferences
 - Standardized Tests results
 - Progress reports & report cards
- 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.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and Local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Legal Reference: Neb. Statute 79-530 to 533
 Every Student Succeeds Act

Cross Reference: 507.01 Student Records Access
 606.03 Objection to Instructional Materials
 610.02 Test or Assessment Administration
 611.01 Student Progress Reports
 611.04 Parent Conferences
 1002. District Annual Report
 1005.01 Public Complaints

Approved:
 Reviewed: 7/11/2022, 7/10/2023, 12/11/2023
 Revised: 9/12/2022

406.08R - Growth and Evaluation Procedures

Purpose and Scope

The purpose of this regulation is to outline the procedures for the evaluation of certificated employees, ensuring consistency, fairness, and a focus on continuous improvement. This regulation supports the district's commitment to high standards of classroom organization and management, instructional performance, professional conduct, and personal conduct among its staff.

Goals and Annual Plan for Growth

All teachers, educational specialists, principals, and administrators are required to develop goals and a plan for growth annually. Ideally, this process will involve reflecting on student performance data, aligning practice with the Nebraska Teacher and Principal Performance Standards and Self-Reflection Rubrics, or other areas of opportunities for personal and professional growth. The sole intent of this part of this process is to improve individual effectiveness.

Formal Evaluation

Written Criteria: The formal evaluation forms shall be documented in writing and made available to all certificated employees.

Observation: Each formal evaluation process shall include an observation of the teacher for a full instructional period.

Evaluation Discussion: The formal evaluation process shall include observation of the teacher for a full instructional period (at least 40 minutes), a meeting between the evaluator and the certificated employee to discuss the educator's performance and future areas of growth.

Documentation: The formal evaluation shall be completed by the evaluator, signed by the certificated employee, and transmitted to the superintendent to be filed in the certificated employee's personnel file. The documentation shall specify all noted deficiencies, include specific means for the correction of the noted deficiency, and provide an adequate timeline for implementing the concrete suggestions for improvement.

Teacher Response: The teacher shall be allowed to offer a written response to the evaluation within 7 days of the evaluation discussion.

Frequency of Evaluation: 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 full instructional period each semester.

Non-probationary certificated employees will be evaluated formally at least once every three years. The evaluation shall include at least one classroom observation for one full instructional period. Principals will annually establish and publish to the teachers a list of observations/evaluations to be completed each year.

Evaluation Components

The evaluation process will assess, at a minimum, the following areas:

- Instructional Performance
- Classroom Organization and Management
- Professional Conduct and Personal Conduct

Nebraska Teacher and Principal Performance Standards and Rubrics

The evaluation forms will utilize the Nebraska Teacher and Principal Performance Standards and Rubrics as a framework. The Nebraska Teacher and Principal Performance Standards and Rubrics provide the basis of an instructional framework for our school which includes focusing on evidence-based instructional strategies to enhance teaching and learning.

Evaluators will be trained to use these standards and rubrics to ensure evaluations are consistent, objective, and supportive of professional growth. Evaluators will be trained annually by the Superintendent or his/her designee.

Proficiency Identification:

Proficiency determinations in each standard shall be rated by the evaluator at one of the following levels: Highly Effective, Effective, Developing, and Ineffective.

- Ratings of Highly Effective shall be considered exemplary.
- Ratings of "Effective" shall be considered to meet the district standard of proficiency for educators.
- Ratings of "Developing" shall be considered to be working toward the district standard of proficiency for educators.
- Ratings of "Ineffective" shall be considered to be below the district standard of proficiency for educators.

Improvement and Deficiency Identification and Correction

Ratings of "Ineffective" are considered to be below the district's standard of proficiency and will require recommendations for correction of deficiencies and plans for correction of those deficiencies.

- A Plan of Assistance is required for Teachers/Educational Specialists who receive a rating of "Ineffective" on any of the Standards covered by the evaluation.

An adequate timeline for implementing the concrete suggestions for improvement shall be established within each Plan for Improvement or Plan of Assistance.

Ratings of “Developing” are considered to be working toward the district standard of proficiency and may require additional goals and plans for growth in addition to the annual goals.

Classroom Walkthroughs and Differentiated Supervision

Classroom Walkthroughs: The use of classroom walkthroughs is authorized as part of the evaluation process to gather data on instructional performance and classroom management. The nature and focus of walkthroughs will necessarily change from time to time based on changing district and building initiatives, the expertise of teachers, and

Differentiated Supervision: Supervision may be differentiated based on the expertise and experience of the teachers, allowing for more targeted and effective evaluation and support.

Ongoing Informal Evaluation: This regulation supports and does not preclude the ongoing informal evaluation of the certificated employee’s skills, abilities, and competence.

Approved:

Reviewed:

Revised:



Hemingford Public Schools Teacher/Educational Specialist Evaluation

Educator Name:

Grade/Subject:

School Year:

Evaluator:

Additional information about the *Nebraska Teacher and Principal Performance Standards* can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

STANDARD: (1) Planning and Preparation. The teacher plans using district and state content standards, district-supported curriculum, instructional materials, and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.	
Evaluator	Description
Highly Effective ☐	The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, community context, and standards, and purposefully and consistently leads efforts to develop, test, model, or promote processes that support the growth of individual student learning, development, and achievement.
Effective ☐	The teacher consistently integrates knowledge of content, pedagogy, students, community context, and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support the growth of individual student learning, development, and achievement.
Developing ☐	The teacher demonstrates a limited knowledge of content, pedagogy, students, community context, and standards, but consistently seeks necessary resources to build on experiences to integrate them with the established curriculum to develop units, lessons, and learning activities.
Ineffective ☐	The teacher displays a very limited knowledge of content, pedagogy, students, community context, or standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (2) Classroom Organization and Management (The Learning Environment). The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social and emotional development, and academic growth and achievement.

Evaluator	Description
Highly Effective ☐	The teacher creates and maintains an exceptional learning environment and purposefully and consistently leads efforts to develop, test, model, or promote processes that foster positive relationships, inclusivity, social and emotional development, student engagement, and academic growth and achievement.
Effective ☐	The teacher consistently creates and maintains an effective learning environment that fosters positive relationships, inclusivity, social and emotional development, student engagement, and academic growth and achievement.
Developing ☐	The teacher struggles to create and maintain an effective learning environment but consistently seeks necessary resources to gain experience in building positive relationships, inclusivity, social and emotional development, student engagement, and academic growth and achievement.
Ineffective ☐	The teacher fails to create and/or maintain a learning environment that promotes positive relationships, inclusivity, social and emotional development, student engagement, and academic growth and achievement.
Comments:	
<i>Click here to enter text</i> 	

STANDARD: (3) Instructional Performance and Instructional Strategies. The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.	
Evaluator	Description
Highly Effective ☐	The teacher uses highly effective and evidence-based instructional strategies and purposefully and consistently leads efforts to develop, test, model, or promote processes that result in continuous growth in learning for each student.
Effective ☐	The teacher consistently uses effective and evidence-based instructional strategies that result in continuous growth in learning for each student.
Developing ☐	The teacher demonstrates limited knowledge of effective and evidence-based instructional strategies but consistently seeks necessary resources to gain experience in creating and utilizing strategies that result in continuous growth in learning for each student.
Ineffective ☐	The teacher displays a very limited knowledge of effective and evidence-based instructional strategies and/or fails to utilize them to ensure continuous growth in learning for each student.
Comments:	
Click here to enter text	

STANDARD: (4) Assessment. The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.

Evaluator	Description
Highly Effective ☐	The teacher effectively creates and uses multiple methods of formative, interim, and summative assessments to measure student progress, and purposefully and consistently leads efforts to develop, test, model, or promote processes that foster disaggregation of data for use in planning, preparing for instruction, and reporting.
Effective ☐	The teacher consistently develops and uses multiple methods of effective formative, interim, and summative assessments to measure student progress and disaggregates data for use in planning, preparing for instruction, and reporting.
Developing ☐	The teacher demonstrates limited knowledge of the various methods of assessment, but consistently seeks necessary resources to gain experience in creating and utilizing effective formative, interim, and summative assessments to measure student progress.
Ineffective ☐	The teacher displays a very limited knowledge of effective assessment strategies, and/or fails to utilize them to measure student progress.
Comments:	
Click here to enter text	

STANDARD: (5) Personal and Professional Conduct. The teacher exhibits a commitment to personal conduct and professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self-learning, and contributes to the profession.

Evaluator	Description
Highly Effective ☐	The teacher demonstrates a commitment to high levels of personal and professional conduct and practice and purposefully and consistently leads efforts to develop, test, model, or promote processes to support student and self-learning as a member of the professional community.
Effective ☐	The teacher consistently demonstrates a commitment to personal and professional conduct and practice to support student and self-learning as a member of the professional community.
Developing ☐	The teacher inconsistently demonstrates the level of personal and professional conduct and practice necessary for a member of this professional community, but consistently seeks necessary resources to gain experience in practices that support student and self-learning.
Ineffective ☐	The teacher fails to demonstrate the level of personal and professional conduct and practice necessary for a member of this professional community.
Comments:	
Click here to enter text	

STANDARD: (6) Classroom Presence and Academic Engagement. The teacher actively engages with students, maintains high academic expectations, and fosters a collaborative and inclusive learning environment. <i>(HPS local district standard.)</i>	
Evaluator	Description
Highly Effective ☐	The teacher consistently demonstrates a strong presence in the classroom, engaging students in meaningful and academically focused lessons. The teacher maintains high and consistent academic expectations, ensuring students are engaged from the beginning to the end of each period, week, quarter, and school year. The teacher fosters a highly collaborative and inclusive environment, provides numerous opportunities for students to learn with timely formative feedback for students, and proactively adjusts instruction to support diverse learning styles.
Effective ☐	The teacher regularly engages with students, maintaining solid academic expectations and a strong classroom presence. The teacher ensures students are engaged throughout instructional periods and fosters a collaborative and inclusive environment, providing numerous opportunities for students to learn with timely formative feedback and adjusting instruction as needed to meet student needs.
Developing ☐	The teacher demonstrates occasional engagement with students and a presence in the classroom but lacks consistency. The teacher makes efforts to maintain academic expectations and foster collaboration and inclusivity. The teacher needs to improve responsiveness to student needs, provide additional opportunities for students to learn, improve timeliness and helpfulness of formative feedback for students, and ability to make instructional adjustments.
Ineffective ☐	The teacher fails to engage with students and lacks a strong presence in the classroom. The teacher does not maintain high academic expectations or foster a collaborative and inclusive learning environment. The teacher fails to provide multiple opportunities for students to learn. The teacher does not provide timely or helpful feedback for students.
Comments:	
Click here to enter text	

STANDARD: (7) Accessibility, Relationship Building, and Professional Growth. The teacher is accessible to students and parents, builds strong relationships, and engages in continuous professional growth through reflection, mentoring, and collaboration. <i>(HPS local district standard.)</i>	
Evaluator	Description
Highly Effective ☐	The teacher is highly accessible to both students and parents, building strong, trusting relationships. The teacher consistently engages in active listening, provides support, and creates a classroom atmosphere where students feel valued and heard. The teacher effectively mediates conflicts, balances discipline with opportunities for growth, and engages in end-of-year reflections to improve instructional practices. The teacher actively participates in mentoring, collaboration, and contributes significantly to the school and educational community.
Effective ☐	The teacher is accessible to students and parents and has developed good relationships. The teacher engages in active listening, provides support, and creates a positive classroom atmosphere. The teacher mediates conflicts effectively, balances discipline with growth opportunities, and participates in end-of-year reflections and professional growth activities, including mentoring and collaboration.
Developing ☐	The teacher demonstrates some level of accessibility and relationship building but needs improvement. The teacher engages in listening and provides support but needs to strengthen his/her approach to conflict mediation, balancing discipline with growth opportunities, and engaging in end-of-year reflections and professional growth activities.
Ineffective ☐	The teacher is not accessible to students or parents and fails to build strong relationships. The teacher does not engage in active listening, provide support, or create a positive classroom atmosphere. The teacher does not effectively mediate conflicts, balance discipline with growth opportunities, or engage in end-of-year reflections and professional growth activities.
Comments:	
Click here to enter text	

Evaluator's Summary Comments:
Areas of Strength
Click here to enter text
Areas of Development
Click here to enter text

Plan of Improvement or Plan of Assistance (Only if Needed)

A Plan for Improvement is required for Teachers/Educational Specialists who receive a rating of "Developing" on any of the Standards covered by this evaluation. A Plan of Assistance is required for Teachers/Educational Specialists who receive a rating of "Ineffective" on any of the Standards covered by this evaluation.

- ☐ Plan for Improvement (Attached if Applicable)
- ☐ Plan of Assistance (Attached if Applicable)



Signature Page

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

Educator Signature: _____ Date: ____/____/____

Evaluator Signature: _____ Date: ____/____/____



Hemingford Public Schools Principal or Administrator Evaluation

Educator Name:

Building/Position:

School Year:

Evaluator:

Additional information about the *Nebraska Teacher and Principal Performance Standards* can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

STANDARD: (1) Vision for Learning. The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student achievement, reduction of opportunity gaps, and enhanced student and staff well-being.	
Evaluator	Description
Highly Effective ☐	The principal leads the educational community with a systems approach to instruction, investing in building an environment of collective efficacy and commitment to vision, resulting in improved student academic achievement and the enhanced well-being of staff, students, and self.
Effective ☐	The principal utilizes a systems approach to instruction, establishing an environment with a commitment to vision, improved student academic achievement, and the enhanced well-being of staff, students, and self.
Developing ☐	The principal demonstrates a lack of systems leadership to create an approach to instruction that improves student achievement and the well-being of staff, students, and self, but seeks necessary resources to build on experiences to develop as a leader to create an environment of collective efficacy and commitment to vision.
Ineffective ☐	The principal fails to engage the educational community in shaping a commitment to vision designed to result in improved student achievement and the well-being of staff, students, and self.
Comments:	
<i>Click here to enter text</i>	



Click here to enter text

STANDARD: (3) Staff Support and Development. The principal, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school's vision, mission, and goals.

Evaluator	Description
Highly Effective ☐	The principal leads the educational community with a systems approach to instruction, investing in staff, students, and self to sustain an environment of collective efficacy for innovative personnel practices that result in the recruitment, selection, development, support, and retention of high-quality personnel.
Effective ☐	The principal utilizes a systems approach to instruction, establishing an environment for innovative personnel practices that result in the recruitment, selection, development, support, and retention of high-quality personnel.
Developing ☐	The principal demonstrates a lack of systems leadership for creating a systemic approach to instruction by investing in staff and self, but consistently seeks necessary resources to build on experiences to develop as a leader to impact the recruitment, selection, development, support, and retention of high-quality personnel.
Ineffective ☐	The principal fails to engage the school community in a process designed to impact the recruitment, selection, development, support, and retention of high-quality personnel.
Comments:	
Click here to enter text	



STANDARD: (4) Operations and Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Evaluator	Description
Highly Effective ☐	The principal leads the educational community with a systems approach to instruction, investing in staff, students, and self to sustain an environment of collective efficacy for a safe, efficient, and effective learning environment, resulting in improved student academic achievement and the enhanced well-being of staff, students, and self.
Effective ☐	The principal utilizes a systems approach to instruction, establishing a safe, efficient, and effective learning environment, resulting in improved student academic achievement and the enhanced well-being of staff, students, and self.
Developing ☐	The principal demonstrates a lack of systems leadership to impact student achievement and the well-being of staff, students, and self, but consistently seeks necessary resources to build on experiences to develop as a leader to create an environment of collective efficacy for a safe, efficient, and effective learning environment.
Ineffective ☐	The principal fails to manage the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (5) Culture of Learning. The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.	
Evaluator	Description
Highly Effective ☐	The principal leads the educational community with a systems approach to instruction, investing in staff, students, and self to sustain an environment of collective efficacy for culturally responsive practices, resulting in improved student academic achievement and the enhanced well-being of staff, students, and self.
Effective ☐	The principal utilizes a systems approach to instruction, establishing an environment of culturally responsive practices, resulting in improved student academic achievement and the enhanced well-being of staff, students, and self.
Developing ☐	The principal demonstrates a lack of systems leadership to create an approach to instruction that improves student achievement and the well-being of staff, students, and self, but seeks necessary resources to build on experiences to develop as a leader to create an environment of collective efficacy for culturally responsive practices.
Ineffective ☐	The principal fails to engage the school community in culturally responsive practices designed to result in improved student achievement and the well-being of staff, students, and self.
Comments:	
Click here to enter text	

STANDARD: (6) Personal and Professional Conduct and Professional Ethics and Advocacy. The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.

Evaluator	Description
Highly Effective ☐	The principal leads the educational community with a systems approach to instruction, investing in staff, students, and self to advocate for policies of equity that result in sustained collective efficacy for improved student academic achievement and the enhanced well-being of staff, students, and self.
Effective ☐	The principal utilizes a systems approach to instruction, investing in staff, students, and self to advocate for policies of equity that result in improved student academic achievement and the enhanced well-being of staff, student, and self.
Developing ☐	The principal demonstrates a lack of systems leadership to create an approach to instruction that improves student achievement and the well-being of staff, students, and self, but seeks necessary resources to build on experiences to develop as a leader to create an environment of collective efficacy and the advocacy for policies of equity.
Ineffective ☐	The principal fails to advocate for policies of equity designed to result in improved student achievement and the well-being of staff, students, and self.
Comments:	
Click here to enter text	

Evaluator	Description
Highly Effective ☐	The principal frequently visits classrooms, engages in meaningful conversations with teachers and students, and demonstrates a deep understanding of classroom activities. The principal fosters a culture of collaboration, actively involving teachers in decision-making processes and working together to enhance instructional practices.
Effective ☐	The principal regularly visits classrooms, engages with teachers and students, and has a good understanding of classroom dynamics. The principal promotes collaboration and involve teachers in discussions about instructional improvement, contributing positively to the school's educational environment.
Developing ☐	The principal occasionally visits classrooms and engages with teachers and students but lacks consistent involvement. The principal makes efforts to collaborate with teachers but needs to strengthen his/her engagement to create a more cohesive and collaborative educational environment.
Ineffective ☐	The principal rarely visits classrooms or engages with teachers and students. The principal fails to promote collaboration and does not involve teachers in discussions about instructional practices, leading to a lack of cohesion and support within the educational environment.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (8) Building Trust and Positive Relationships. The principal establishes and maintains strong relationships with teachers, students, and parents, fostering a high level of trust and promoting a supportive and inclusive school culture. <i>(HPS local district standard.)</i>	
Evaluator	Description
Highly Effective ☐	The principal has established strong, trusting relationships with teachers, students, and parents. The principal is highly accessible, engages in active listening, and effectively mediates conflicts. The principal demonstrates deep care for students, balancing discipline with opportunities for growth, and consistently provides support and positive interactions.
Effective ☐	The principal has developed good relationships with teachers, students, and parents. The principal is accessible and listens actively, helping to resolve conflicts effectively. The principal shows care for students, balancing discipline with opportunities for growth, and provides support through positive interactions.
Developing ☐	The principal has established some relationships with teachers, students, and parents but needs to strengthen trust and accessibility. The principal listens and mediates conflicts but requires improvement in balancing discipline with opportunities for growth and in providing consistent support.
Ineffective ☐	The principal has poor relationships with teachers, students, and parents, lacks accessibility, and fails to engage in active listening. The principal is ineffective in mediating conflicts and does not balance discipline with opportunities for growth, leading to a lack of trust and support within the school community.
Comments:	
Click here to enter text	



Evaluator's Summary Comments:
Areas of Strength
Click here to enter text
Areas of Development
Click here to enter text

Plan of Improvement or Plan of Assistance (Only if Needed)

A Plan for Improvement is required for Teachers/Educational Specialists who receive a rating of "Developing" on any of the Standards covered by this evaluation. A Plan of Assistance is required for Teachers/Educational Specialists who receive a rating of "Ineffective" on any of the Standards covered by this evaluation.

- ☐ Plan for Improvement (Attached if Applicable)
- ☐ Plan of Assistance (Attached if Applicable)



Signature Page

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

Educator Signature: _____ Date: ____/____/____

Evaluator Signature: _____ Date: ____/____/____



Hemingford Public Schools Goals and Plan for Growth

Educator Name: _____

Building/Position: _____

School Year: _____

Evaluator: _____

All teachers, educational specialists, principals, and administrators are required to develop goals and a plan for growth annually. These goals may be set based on reflecting on student performance data, alignment of practice to the Nebraska Teacher and Principal Performance Standards and Self-Reflection Rubrics, or other areas of opportunities for personal and professional growth. The sole intent of this process is to improve individual effectiveness.

An additional or supplementary plan may also be implemented for educators who receive a rating of "Developing" on any of the Standards covered by their evaluation. A plan may also be implemented in response to other performance concerns.

Additional information about the *Nebraska Teacher and Principal Performance Standards and self-reflection rubrics* can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

Standard(s) identified for growth based on self-reflection and/or consultation with the evaluator.	Goals: Opportunities or Strategies for Growth	Assistance and/or Resources Requested (if appropriate)	Timeline for Growth

My signature verifies that we have discussed goals and plans for growth.

Educator Signature: _____ Date: ____/____/____

Evaluator Signature: _____ Date: ____/____/____



Hemingford Public Schools Plan of Assistance

Educator Name:

Building/Position:

School Year:

Evaluator:

A Plan of Assistance is required for Teachers/Educational Specialists or Principals or Administrators who receive a rating of "Ineffective" on any of the Standards covered by their evaluation and may also be implemented in response to other concerns about the performance of the educator.

Additional information about the *Nebraska Teacher and Principal Performance Standards* can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

Standard Rated as "Ineffective" (or Other Areas of Concern)	Performance Deficiencies Leading to "Ineffective" Rating	Recommendations to Correct Deficiencies	Assistance and Resources to be Provided (if appropriate)	Timeline for Correction of Deficiencies

At the discretion of the evaluator, an assistance team may be appointed to provide resources and expertise to the educator. If such a team is used, list the members of the Assistance Team below:

Team Member	Position	Area of Expertise	Time/Schedule of Availability to Educator

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 evaluation within 7 days of receipt.

Educator Signature: _____ Date: ____/____/____

Evaluator Signature: _____ Date: ____/____/____



Hemingford Public Schools Plan for Improvement

Educator Name:

Building/Position:

School Year:

Evaluator:

A Plan for Improvement is required for Teachers/Educational Specialists or Principals or Administrators who receive a rating of "Developing" on any of the Standards covered by their evaluation and may also be implemented in response to other concerns about the performance of the educator.

Additional information about the *Nebraska Teacher and Principal Performance Standards* can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

Standard Rated as "Developing" (or Other Areas of Concern)	Rationale for Rating	Recommendations for Improvement	Assistance and Resources to be Provided (if appropriate)	Timeline for Improvement

My signature verifies that this Plan for Improvement has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing regarding this evaluation within 7 days of receipt.

Educator Signature: _____ Date: ____/____/____

Evaluator Signature: _____ Date: ____/____/____



Travis Miller <tmiller@gubn.org>

Fwd: Your Decker Equipment Quote

Megan Miles <mmiles@gubn.org>
To: Travis Miller <tmiller@gubn.org>

Mon, Jun 24, 2024 at 10:58 AM

----- Forwarded message -----
From: Hailey <hailey@schoolfix.com>
Date: Mon, Jun 24, 2024, 11:08AM
Subject: Your Decker Equipment Quote
To: MILES@GUBN.ORG <MILES@gubn.org>



QUOTATION

Thank you for the opportunity to quote you

PHONE 800-930-6299 FAX 800-964-4629

GO TO SCHOOLFIX.COM

CONTACT SCHOOLFIX

PLACE QUOTE ON ORDER

Thank you MEGAN for the quote request.

Your quote number is 580871 .

Item Number	Description	Qty Ord.	Unit Price	Disc	Extended Price
MISC	Miscellaneous Parts	1.00	\$ 1761.4800	0	\$ 1761.48
	MTR60S-MDPEPC ADA- ROUND MOBILE TABLE (ADA for 2 wheel chairs) Gray Nebula Laminate Red Stools				
CTRM608PP	60in. Round Stool Style Cafeteria Table Black Frame-MDF Core-Protect Edging-29in Table Height	15.00	\$ 1606.7500	0	\$ 24101.25
	Gray Nebula Laminate Red Stools				

Sales Tax: \$ 0.00

Shipping & Handling: \$ 3113.60

Order Total: \$ 28976.33

NOTE: Shipping is estimated

BILL TO:

ACCOUNTS PAYABLE
BUSINESS MANAGER
HEMINGFORD PUBLIC SCHOOLS
PO BOX 217
HEMINGFORD, NE 69348-0217

SHIP TO:

MEGAN MILES
CAFETERIA MANAGER
HEMINGFORD PUBLIC SCHOOL
[913 NIOBRARA AVE](#)
[HEMINGFORD, NE 69348-3102](#)

If you have any questions please call Hailey Voorhess at 800-762-4899. Thank You.

QUOTE IS VALID FOR 30 DAYS

To Order Please Sign Below and Fax Back to 800-762-4894

X _____
PO# _____

PLEASE REFERENCE THE QUOTE NUMBER ON YOUR PO WHEN ORDERING

Or Credit Card# _____ - _____ - _____ - _____

Expiration Date: ____/____/____

Thank you for giving me the opportunity to quote you the above product.
Hailey Voorhess

Decker Equipment
P.O. Box 176
215 S. Sherman St.
Vassar, MI 48768

www.schoolfix.com

Proposed Items for Sale/Disposal
July 2024

Walk-in cooler/freezer
Freezer racks/shelves
Miscellaneous filing cabinets
Large table
Rectangular cafeteria tables

ESTIMATE FOR NEW ELECTRICAL SERVICE TO FOOTBALL CONCESSION STAND

	QUANTITY	AMOUNT	TOTAL
25 KVA POLE TOP TRANSFORMER	1.00	\$1,750	\$1,750.00
CLASS 4 35' POLES	4.00	\$1,000	\$4,000.00
CUTOUT	1.00	\$175	\$175.00
WIRE 1/0	350.00	\$3.50	\$1,225.00
MISC. HARDWARE	1.00	\$700	\$700.00
2.4 KVA DISTRIBUTION ARRESTOR	1.00	\$95	\$95.00
VILLAGE CREDIT FOR NEW SERVICES			(\$2,000)
TOTAL			\$5,945.00

THIS IS JUST AND ESTIMATE. PRICES SUBJECT TO CHANGE.

ALL NEW ELECTRICAL SERVICES ARE TO BE GREEN TAGGED BY THE STATE INSPECTOR BEFORE BEING ENERGIZED

June 21, 2024

Abatement Price Proposal

Hemingford Public Schools

Abatement of Transite Siding and Sheet Flooring

GPAC, Inc



P.O. Box 39 820 East Railroad Street Kearney, NE 68848-0039 (308) 234-3350 Fax (308) 237-4581

<i>Scope of Work</i>	<i>1</i>
Survey of Quantities and Locations	1
Cost Components	1
Insurance Coverages	1
Notifications	2
Air Monitoring and Final Clearance	2
Submittals	2
License	2
Employee Staffing and Supervision	2
Proof of Disposal	2
Project Surety	2
Applicable Regulations	2

Scope of Work

Survey of Quantities and Locations

GPAC will provide for the abatement of asbestos as outlined following:

Material Type	Description	End Use	Classification	Location	Area	Quantity
Siding	12" x 20"	Renovation	Non-Friable Type II	Exterior	All	200 s/ft
Flooring	Sheet Vinyl	Renovation	RACM	Interior	Various	310 s/ft

This proposal has been prepared in accordance with MCS Panhandle Geo-tech Limited Asbestos Survey

Cost Components

GPAC will provide for all costs related to the identified *Scope of Work*.

These costs include: labor, project management, project supervision, materials, equipment, disposal of asbestos, disposal of project related trash and demolition, permit cost, insurance(s), transportation and additional ancillary costs.

- The proposal has been prepared with specific consideration of the *present site conditions*.
- Cost for final air clearance and inspection are not included in this proposal cost.
- This proposal anticipates that GPAC will provide:
 - Labor
 - Removal of asbestos containing materials.
 - Materials, Supplies, PPE
 - Work hours 7:00 AM – 6:00 PM

Total Cost Proposal	\$5,900
Final Inspection by Others	TBD

Insurance Coverages

Concerning *Comprehensive General Liability Insurance*; GPAC has in place coverages outlined as follows:

• Commercial General Liability issued in <i>Occurrence Form</i>	Each Occurrence	\$1,000,000
• Specific endorsement: <i>Contractors Pollution Liability</i>	Rented Premises	\$100,000
○ Asbestos Operations	Personal and ADV Injury	\$1,000,000
○ Lead Operations	General Aggregate	\$2,000,000
	Products Com. OP	\$2,000,000
	Per Claim	\$1,000,000
• Umbrella Liability issued in <i>Occurrence Form</i>	CGL/CPL/PL/Mold	
	Auto and Emp. Liab.	\$10,000,000
• Workers Compensation	Each Accident	\$1,000,000
	Disease per Employee	\$1,000,000
	Disease Policy Limit	\$1,000,000
• Mold Operations	Per Claim	\$1,000,000
	Aggregate	\$2,000,000
• Professional Liability in <i>Claims Made Form</i>	Per Claim	\$1,000,000
	Aggregate	\$2,000,000

Notifications

Prior to commencement of any asbestos removal/demolition, Great Plains asbestos Control, Inc. will prepare written notification to the following agencies:

State of Nebraska Department of Human Health
State of Nebraska Asbestos Control Department
Attention: Doug Gillespie

The proper notifications will be submitted to the appropriate agencies with the fees being paid by the Contractor. A copy of all written materials will be sent to the Owner.

Air Monitoring and Final Clearance

- Final air monitoring or final visual inspection (independent of GPAC) costs are not included in this proposal, please contact Panhandle Geo-Tech for these services.
- Final air monitoring or visual inspection is required as per Nebraska Administrative Code Title 178, Chapter 22, Asbestos Projects.
- Final air monitoring and inspection are an integral part of environmental compliance and risk management for both you as the owner and GPAC as the contractor. **Independent** verification is a cornerstone of GPAC's Pollution Liability Insurance Covenants; the absence of independent confirmations of environmental compliance nullifies insurance coverage for third party exposure.

Submittals

Great Plains Asbestos Control, Inc. will submit data on the following data specified below.

Copies of Notifications and Permit
Proof of Contractor's State License
Proof of Employee AHERA Training, Worker and Supervisor Certification(s)
Employee Medical Surveillance Physical Examination
Waste Shipment Record for Proof of Disposal

License

GPAC will submit proof that all employees have been certified in the State in accordance with applicable state regulations prior to the start of the asbestos removal project.

Employee Staffing and Supervision

GPAC will submit proof that all employees have been certified in the State in accordance with applicable State regulations prior to the start of the asbestos removal project.

Proof of Disposal

Upon completion, the Contractor shall submit a written statement to the Owner attesting to the fact that all items containing asbestos have been disposed of in accordance with EPA 40 CFR, Part 61, Subpart M at EPA landfill for asbestos disposal by the EPA regulation agency. The statement shall include the location of disposal site(s) and the quantity of material disposed of at each site.

Project Surety

Will be provided at the Owner's/Contractor's option and expense. The amount for project surety will be 3% of the project total (additional).

Applicable Regulations

Title 29, Code of Federal Regulations, US Department of Labor, Occupational Safety and Health Administration (OSHA) Standards Part 1910.20 Access to Employee Exposure and Medical Records
Part 1910.95 Occupational Noise Exposure
Part 1910.134 Respiratory Protection
Part 1926.58 Asbestos, Tremolite, Anthophyllite, Actinolite and Chrysotile

Title 40, Code of Federal Regulations, US Environmental Protection Agency (EPA) Standards
Part 61, Subpart A National Emissions Standards for Hazardous Air Pollutants - General Provisions
Part 61, Subpart M National Emissions Standards for Hazardous Air Pollutants - National Emission Standards for Asbestos
Title 49, Code of Federal Regulations, US Department of Transportation (DOT) Standards
Part 172, Subparts B&C Hazardous Materials Tables and Hazardous Materials Communications Regulations Part 173, Subpart M Shippers - General Requirements for Shipments and Packaging

STATE ORDINANCES

State of Nebraska Administrative Code Title 178, Chapter 22: Asbestos Projects.State Regulatory Requirements

End of Document

Jamco Abatement Services Inc.

460 Lakehurst Dr

Waterloo, NE 68069

Phone 402-578-4804

Email: Matt.Timmerman10@gmail.com

PRICE QUOTE

For:

Dr. Travis Miller

Superintendent of Schools

Hemingford Public Schools

913 Niobrara Avenue

Hemingford, NE 69348

308-487-3328

Project Location:

Demo House

912 Ogallala ST

Hemmingford, NE

Scope of Work

Remove Flooring and Mastic 216 SF

Wall Sheet Vinyl 36 SF

Flooring 55 SF

Transite Siding 200 SF

Lump Sum Price

\$ 2,750.00

The price quoted includes all labor, materials, disposal, and insurance. All work is performed in accordance with applicable federal, state and local laws. Jamco Co. agrees to indemnify owner/general contractor only to the extent that the loss or damage is caused by Jamco.

Call 402-578-4804 if you have any questions or need additional information.

Electricity and water to be provided by owner.

Thank you for the opportunity to provide this quote.

Date: June 21, 2024

Matt Timmerman

Jamco Abatement Services Inc

Matt Timmerman

Hemingford School District



HORSLEY SPECIALTIES, INC.

Asbestos and Lead Abatement, Dust Containment, Flooring Removal,
Concrete Grinding & Polishing

Phone: 605-342-5634 / Fax: 605-342-9546

Please remit to: Horsley Specialties, Inc.
P.O. Box 1277
Rapid City, SD 57709-1277

Proposal

To:	Hemingford Public Schools 913 Niobrara Ave Hemingford NE 69348	Date:	6/17/2024
Attn:	Travis Miller	Phone:	308-487-3328
		Cell:	
		Email:	tmiller@gubn.org
		Project:	Hemingford House

Remove and dispose of approx. 307 SF of vinyl flooring and 200 SF of siding per Panhandle Geotechnical report. Horsley will set up critical containments, use hand tools and wet methods for removal. All waste will be disposed of at an EPA approved landfill.

Mob/Demob	\$	1,500.00
Work:	\$	10,200.00
TOTAL	\$	11,700.00

- *Owner to provide power and water.
- *Horsley not responsible for moving anything or putback.
- *Horsley to run OSHA samples, any others by owner.

WE HEREBY PROPOSE to furnish materials and labor in accordance with the above specifications for the sum(s) stated above.

Proposal Includes: Notification to all local, state, and federal agencies as required, required preliminary and final submittals, proof of disposal at an EPA approved landfill and \$1,000,000.00/9,000,000.00 Pollution Control Insurance.

Payment to be made as follows:

Upon Completion

MasterCard/Electronic Funds Transfer Payments Accepted

When paying invoices with a credit card, please add 3%

*Any invoices over 90 days may be assessed a finance fee of 18% annually and may be turned over for collections with additional collections fees.

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workman's Compensation Insurance. Horsley Specialties has ten million in asbestos and mold specific insurance as well as ACAC certified personnel.

Authorized Signature: _____

Name: Bryce Neman

Title: Branch Manager

May be withdrawn if not accepted within 7 days.

ACCEPTANCE OF ESTIMATE: The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Date of Acceptance: _____

Signature: _____



Environmental Services, Inc

Proposal

Proposal Submitted To: Dr. Travis Miller, Hemingford Public Schools

Phone: 1-308-487-3328

Date: 06/19/2024

Address: 913 Niobrara Ave., Hemingford, NE 69348

Job Name & Location:

Vacant Residence

912 Ogallala St.

Hemingford, NE 69348

We hereby submit specifications and estimates for:

ESI will remove and dispose of tested ACM from the property located at **912 Ogallala St., Hemingford, NE 69348**. The work will be performed during normal work week hours. ESI will be responsible for the removal, transportation and disposal at an approved asbestos landfill and will follow the latest Federal, State, and Local Agency requirements governing worker safety, removal, and air quality standards for asbestos abatement. Following is the Abatement Scope.

Asbestos Abatement: Will include the removal of vinyl flooring and exterior transite siding.

State Notification: Depending on the scope of each project, the state where it takes place may require 10 business days of notice prior to ANY work. In the State of Nebraska a notification fee may also be required to be paid to cover any state inspection/processing fees. **\$200.00**

Final Visual: Due to the nature of this project, a **final visual** will be required prior to beginning any demolition. **This cost does vary and will be billed at that cost by a 3rd party inspector.**

All work will be completed following EPA/OSHA work practices. Any ACM removed by ESI will be disposed of according to federal and state guidelines. All areas of work will have final air and/or visual clearances, as required - completed by a third party.

We propose hereby to furnish material and labor-complete in accordance with above specifications, for the sum of:

Amount of Dollars.....(excluding final visual/notification).....(\$5,300.00)

If the amounts of ACM differ from what was surveyed, the billing will be adjusted accordingly.



Environmental Services, Inc

Contract of Services

Payment to be made as follows: 25% Service Deposit due before project begins with remainder to be assessed upon completion.

Service Deposit For This Project: \$1,325.00

All work is guaranteed to be as specified. All work to be performed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents, or delays beyond our control. Owner to carry fire tornado, and other necessary insurance. Our workers are fully covered by workman's compensation insurance.

Note: This proposal may be withdrawn by us if not accepted within 90 days.

If this property is to be *DEMOLISHED*; any items that the owner wishes to keep must be removed *BEFORE ABATEMENT BEGINS*. Once abatement has begun, *NO UNLICENSED PERSON MAY ENTER* the area unless an air clearance has been completed at owner's cost which does vary and will be billed at that cost by a 3rd party inspector.

Upon signing this document, all property contained within the workspace of ESI shall be considered as waste, and will be removed and disposed of as Environmental Services, Inc. sees fit.

Acceptance of Proposal – The above prices, specifications and conditions are satisfactory and hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

This proposal may be withdrawn by us if not accepted within 90 days.

Date of Acceptance: _____

Printed Name: _____ **Signature:** _____

RODRIGUEZ FENCING

Estimate/Bid

Date: June 27, 2024

P. O. Box 192
Minatare, NE 69356
308-672-3979
308-631-1979
rodriguezfencing2@gmail.com

To: Hemingford Schools
911 Niobrara Ave
Hemingford NE

	Description:	Amount
Quote #1	117' x 4' and 209' x 6' 9 gauge Galvanized Chain link ss40, (1) 12' Double Drive Gate, concrete, material & labor	\$10,489.50
Quote #2	33' x 6' 9 gauge Galvanized Chain link: (1) 6' Walking Gate, concrete, material & labor	\$1,360.00

We Strive to provide Quality Work and Great Customer Service! **Total:**

\$11,849.50

If estimate is accepted, half will be collected prior start of work.
Remaining balance due upon completion of work. Estimate are only valid for 1 month.
Rodriguez Fencing is not responsible for any sprinklers and/or private lines damages.

Thank you
Rodriguez Fencing

606.09 - USE OF ARTIFICIAL INTELLIGENCE (AI) BY STUDENTS AND STAFF

STUDENT USE:

The following resources were used when developing this document:

- *Chat GPT, 2024*
- <https://www.weareteachers.com/ai-policy-for-schools/>

Introduction:

As artificial intelligence (AI) technologies become increasingly integrated into various aspects of society, including education, it is imperative to establish guidelines for its use within our school system. This AI policy is designed to ensure responsible and ethical utilization of AI tools by Hemingford Public Schools (HPS) students. By adhering to the guidelines outlined in this policy, students can identify how AI technologies can be used for educational purposes while upholding ethical principles and promoting responsible behavior within the school community.

1. Purpose:

The primary purpose of this policy is to outline the guidelines for the appropriate use of AI technologies by HPS students to enhance their learning experiences while promoting ethical and responsible behavior.

2. Guidelines for AI Use:

a. Educational Purposes Only:

- AI tools should be used solely for educational purposes, including but not limited to research, learning assistance, and project development. Students may use AI as permitted and instructed by their teachers.

b. Respect for Privacy:

- Students must respect the privacy of others when using AI tools. They should not collect, share, or use personal information of fellow students or school staff.

c. Ethical Use:

- Students must use AI tools in an ethical manner, refraining from engaging in activities such as cheating, plagiarism, or manipulation of AI-generated content.
- Students must be transparent; citing AI text and images properly when they are used in any way.

d. Accountability and Attribution:

- Students are accountable for the content generated or produced through the use of AI tools. Proper credit must be given to AI-generated content in accordance with academic integrity standards.
- When using AI, students must fact-check the content generated and explore potential plagiarism issues.

e. Fairness and Bias Mitigation:

- Students should be aware of biases that may exist within AI algorithms and strive to mitigate their impact. They should critically evaluate AI-generated results and seek diverse perspectives when necessary.

3. Supervision and Oversight:

- Teachers will declare in their syllabus and/or classroom policies if AI is permitted, partially permitted, or not permitted. They should provide guidance and support to students to foster responsible AI usage. If students are unaware of a teacher's policy regarding AI, they should ask the teacher before using it.
 - permitted - AI technology's usage is allowed in most course assignments and tasks, with exceptions only for rare, explicitly announced contexts like in-class exams. This still does not mean that "anything goes" and that will be explained by the teacher.
 - partially permitted - AI technology's usage is allowed in some course assignments and tasks, but not others, and usage is carefully defined and the parameters are announced for use and non-use.
 - not permitted - AI technology's usage is not allowed in any course assignments and tasks, unless specifically and explicitly identified for a very limited context such as a particular in-class illustrative experiment.

4. Reporting Misuse:

Students who observe or suspect misuse of AI tools by their peers should report such incidents to a teacher or school administrator promptly.

STAFF USE:

The following resources were used when developing this document:

- *This content was generated with the assistance of AI - Gemini, 2024*
- *An Initial Guide to Generative AI at WIU: The Fall 2023 AI Task Force's Final Report to Faculty Senate - Western Illinois University, 2023*

Introduction:

Artificial intelligence (AI) has the potential to be a valuable tool in enhancing the K-12 learning experience at Hemingford Public Schools (HPS). This policy outlines the responsible use of AI by staff at HPS to ensure student safety, academic integrity, and ethical implementation.

1. Guidelines for AI Use:

- a. **Student Learning:** AI tools should be used to supplement and support teachers, not replace them. The focus should remain on fostering critical thinking, creativity, and problem-solving skills in students. Staff should declare in their syllabus and/or classroom policies how students are allowed to use AI in their courses. We recommend staff use one of the following terms when doing so: permitted, partially permitted, not permitted.

- permitted - AI technology's usage is allowed in most course assignments and tasks, with exceptions only for rare, explicitly announced contexts like in-class exams. This still does not mean that "anything goes" and that will be explained by the teacher.
 - partially permitted - AI technology's usage is allowed in some course assignments and tasks, but not others, and usage is carefully defined and the parameters are announced for use and non-use.
 - not permitted - AI technology's usage is not allowed in any course assignments and tasks, unless specifically and explicitly identified for a very limited context such as a particular in-class illustrative experiment.
- b. **Academic Integrity:** AI tools should not be used for plagiarism or cheating. Students should be taught responsible use of AI and proper citation methods.
- c. **Data Privacy:** Any AI tool collecting student data must comply with all federal and state student data privacy laws (e.g., FERPA).
- d. **Bias Awareness:** AI tools can perpetuate biases. Staff must be aware of potential biases in AI tools and mitigate their impact on student learning and decision-making.
- e. **Transparency:** Staff using AI tools should be transparent with students about the purpose and limitations of the tool.

2. Guidelines for Staff

- a. **Staff Training:** AI training will be provided periodically by the HPS Technology Committee or Technology Coordinator. Staff intending to use AI should attend such training.
- b. **Pre-approval:** Staff planning to use new AI tools for instructional purposes must seek pre-approval from the designated HPS Technology Committee or Technology Coordinator. They will assess the tool's alignment with curriculum and data privacy practices.
- c. **Documentation:** Staff using AI tools should document their use, including the purpose and tool selection rationale.
- d. **Reporting Misuse:** Staff with concerns about AI use or potential misuse should report them to the school administration promptly.

Approved:

Reviewed:

Revised:

203.02 - PRESIDENT

It shall be the responsibility of the board president to lead a well-organized board in an efficient and effective manner. The board president shall set the tone of the board meetings and, as the representative of the consensus of the board, speak on behalf of the board to the public.

The president of the board shall be elected by a majority vote at the organizational meeting each year to serve a one-year term of office.

The president, in addition to presiding at the board meetings, shall take an active role in board decisions by discussing and voting on each motion before the board in the same manner as other board members. The president shall have the authority to make or second a motion in the same manner as other board members. ~~However, before making or seconding a motion, the board president shall turn over control of the meeting to either the vice president or other board member.~~

The board president has the authority to call special meetings of the board. Prior to board meetings, the board president shall consult with the superintendent on the development of the agenda for the meeting.

The board president, as the chief officer of the school district, shall sign certificated staff employment contracts and sign other contracts and school district warrants approved by the board and appear on behalf, or cause a designee to appear on behalf, of the school corporation in causes of action involving the school district.

It is the responsibility of the president to appoint all committees whose appointment is not otherwise determined.

Legal Reference: Neb. Statute 79-564
79-566 to 574

Cross Reference: 201.01 Board Powers and Responsibilities

Approved:
Reviewed: 2/12/2024
Revised:

402.03 - EMPLOYEE CONFLICT OF INTEREST

Employees' use of their position with the school district for financial gain shall be considered a conflict of interest with their position as employees and may subject employees to disciplinary action.

No employee earning more than one hundred fifty thousand dollars annually in salary and benefits may enter into any contract, agreement, or understanding on the district's behalf that may cause financial benefit to the employee, a member of the employee's immediate family, or a business with which the employee is associated, without prior full disclosure of the conflict to the board, and without prior approval by the board.

Employees have access to information and a captive audience that could award the employee personal or financial gain. No employee may solicit other employees or students for personal or financial gain to the employee or employee's spouse without the approval of the superintendent. If the approval of the superintendent is given, the employee must conduct the solicitations within the conditions set by the superintendent. Further, the superintendent may require the employee to immediately cease such solicitations as a condition of continued employment.

Employees shall not act as an agent or dealer for the sale of textbooks or other school supplies. Employees shall not participate for personal financial remuneration in outside activities wherein their position on the staff is used to sell goods or services to students or to parents. Employees shall not engage in outside work or activities where the source of information concerning the customer, client or employer originates from information obtained because of the employee's position in the school district.

It shall also be a conflict of interest for an employee to engage in any outside employment or activity which is in conflict with the employee's official duties and responsibilities. In determining whether outside employment or activity of an employee creates a conflict of interest, situations in which an unacceptable conflict of interest shall be deemed to exist shall include, but not be limited to, any of the following:

1. The outside employment or activity involves the use of the school district's time, facilities, equipment and supplies or the use of the school district's badge, uniform, business card or other evidences of office to give the employee or the employee's immediate family an advantage or monetary benefit that is not available to other similarly situated members or classes of members of the general public. For purposes of this section, a person is not "similarly situated" merely by being related to an employee who is employed by the school district.
2. The outside employment or activity involves the receipt of, promise of, or acceptance of more or other consideration by the employee or a member of the employee's immediate

family from anyone other than the school district for the performance of any act that the employee would be required or expected to perform as part of the employee's regular duties or during the hours during which the employee performs service or work for the school district.

3. The outside employment or activity is subject to the official control, inspection, review, audit or enforcement authority of the employee during the performance of the employee's duties.

If the outside employment or activity is employment or activity in (1) or (2) above, the employee must cease the employment or activity. If the activity or employment falls under (3), then the employee must:

- Cease the outside employment or activity; or
- Publicly disclose the existence of the conflict and refrain from taking any official action or performing any official duty that would detrimentally affect or create a benefit for the outside employment or activity. Official action or official duty includes, but is not limited to, participating in any vote, taking affirmative action to influence any vote, or providing any other official service or thing that is not available generally to members of the public in order to further the interests of the outside employment or activity.

It shall be the responsibility of each employee to be aware of and take the necessary action to eliminate a potential conflict of interest should it arise.

Legal Reference: NDE Rule 27.004.03F

Cross Reference: 202.02 Board Member Conflict of Interest
403.04 Gifts to Employees
403.06 Employee Outside Employment

Approved:

Reviewed: 5-13-2024

Revised:

204.12 - PUBLIC COMMENT IN BOARD MEETINGS

The board recognizes the importance of citizen participation in school district matters. ~~In order and has created rules~~ to assure citizens are heard and board meetings are conducted efficiently and in an organized manner. ~~The, the~~ board shall set time aside for public comment during a public comment portion of each regular board meeting except closed sessions and those times specified by the board. ~~If the pressure of business or other circumstances dictate, the board president may decide to eliminate this practice at a particular meeting and will announce that decision at the beginning of the meeting.~~ The orderly process of the board meeting shall not be interfered with or disrupted. Subjects for comment should involve areas within the board's proper responsibility. Hostile conduct and offensive or defamatory comments will not be tolerated.

The board has the discretion to limit the amount of time set aside for public comment. The board president shall specify the total amount of time available for public comment prior to opening the public comment period. If public comment is allowed prior to individual agenda items, that limit on the total comment period should also be defined. Individual comments will be limited to 3 minutes for each participant. The entire public comment period will generally be limited to 30 minutes. The board president will recognize these individuals to make their comments at the appropriate time. Only those speakers recognized by the board president shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments or another individual causing disruption may be asked to leave the board meeting.

The board requires any member of the public desiring to address the body to identify himself or herself, including an address and the name of any organization represented by such person unless the board waives the address requirement to protect the security of the individual.

Individuals who have a complaint about employees or students who have complaints shall follow policies 403.05 and 504.01, respectively. The board will follow policy 1005.01 in handling public complaints.

Any written or printed materials to be circulated for a meeting of the school board must be submitted to the superintendent by the Wednesday preceding a Monday night meeting, and such information will only be added to the agenda packet at the discretion of the superintendent after consultation with the board president.

Legal Reference: Nebraska Statute 84-1408 to 1414

Cross Reference: 201.07 Board Member Liability
403.05 Public Complaints about Employees

Approved:
Reviewed: 3-11-2024
Revised: 2/12/2024

204.07 - MEETING NOTICE

Reasonable advance public notice shall be given for meetings and work sessions held by the board in a local newspaper designated and recorded in the board minutes and, if available, on the newspaper's web site. If the newspaper refuses, neglects, or is unable to publish the notice on time, the district shall (1) post the notice on the newspaper's website, if available, and (2) post the notice in conspicuous public places in the district. The Board Secretary shall keep a written record of the postings. ~~The board may also, but is not required to, post notice of the meeting in public places throughout the district.~~ Public notice shall indicate the meeting's time, place, and date, and shall include a statement that the agenda shall be readily available for public inspection at the district office. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting and a copy kept readily available for public inspection at the superintendent's office of the district. Except for items of an emergency nature the agenda shall not be altered later than 24 hours before the meeting.

A copy of the public notice will be provided to those who have filed a request for notice with the superintendent. These requests for notice must be in writing. A copy of the public notice will also be accessible to employees and students.

In the case of special meetings, public notice shall be given in the same manner as for a regular meeting unless it is an emergency meeting. Public notice of emergency meetings shall be given as soon as practical and possible consideration the situation. Reasonable efforts shall be made to notify news media who have requested notification of meetings.

It shall be the responsibility of the superintendent to give public notice of board meetings and work sessions. The superintendent shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification of the time and place of each meeting and the subjects to be discussed.

Legal Reference: Neb. Statute 84-1408 to 1414
 79-554
 79-560
 79-561

Approved:
Reviewed: 3-11-2024
Revised:

201.02 - BOARD MEMBERSHIP - ELECTIONS AND APPOINTMENTS

The annual school election takes place on the first Tuesday after the first Monday in November in even numbered years. The terms shall be staggered so that three board members are elected at each general election. The newly elected members shall be seated on the board in January following the election in November. School District #10 is divided into three wards for the selection of candidates for the election. If more than two candidates file for election in one ward, the number of candidates will be reduced to two through the primary election. The election in November will be at large with all voters within District #10 voting for one member from each ward. All elections will follow the election statutes of the State of Nebraska.

The Wards are as follows:

Ward A: All of the district west of a north-south line along the section lines running north and south of a point one mile west of the center of the Village of Hemingford, AKA, Box Butte Avenue, Hemingford, NE.

Ward B: All of the district outside the Village of Hemingford corporate limits not included in Ward A.

Ward C: All of the district within the corporate limits of the Village of Hemingford. Incumbents must file for election at the office of the County Clerk, Box Butte County, by February 15 prior to the date of the primary election. All other candidates must file for election by March 1 prior to the date of the primary election.

If a vacancy occurs on the board it may be filled within 45 days by appointment of a qualified registered voter by the remaining members of the board for the remainder of the unexpired term. If the board does not fill the vacancy by appointment, the vacancy may be filled by election at a special election or school district meeting called for that purpose. If a majority of the offices of the school board members are vacant, the Secretary of State will call a special school district election to fill the vacancies. Every candidate for a special district election shall file a candidate filing form according to state statutes.

It is prohibited to meet in closed session for discussion of the appointment or election of a new board member.

Legal Reference: Neb. Statute 32-501 et seq.

Approved:

Reviewed: 2/12/2024

Revised:

206.02 - BOARD ASSOCIATION MEMBERSHIP

Participation in board member associations are beneficial to the board. The board shall maintain an active membership in the Nebraska Association of School Boards (NASB) and the Nebraska Rural Community Schools Association (NRCSA) and in organizations the board determines will be of benefit to the board and the school district.

The district shall publicly disclose the following on its website:

- a. Membership dues paid annually to any association or organization such as NASB:
and
- b. Any fees other than membership dues paid to any individual lobbyist or lobbying firm.

Legal Reference: Neb. Statute 79-512

Cross Reference: 206.03 Board Member Development Opportunities

Approved:

Reviewed: 3-11-2024

Revised:

409.02 - CERTIFICATED EMPLOYEE TRAINING, WORKSHOPS OR CONFERENCES

The Board of Education recognizes the importance of an ongoing system of professional staff development for the certificated staff. The board encourages certificated employees to attend and participate in professional development activities to maintain, develop, and extend their skills. The board shall maintain and support an in-service program for certificated employees.

The superintendent and or designee will develop and schedule in-service workshops as appropriate to the needs of the district and will inform the board regarding in-service staff development. In consultation with the Superintendent, annual time requirements for staff training in areas such as concussion awareness, suicide awareness, dating violence prevention, and others shall utilize a reasonable length of time as determined and approved by the board.

Requests for attendance or participation in a development program, other than those development programs sponsored by the school district, shall be made to the superintendent. Approval of the superintendent must be obtained prior to attendance by a certificated employee in a professional development program when the attendance would result in the certificated employee being excused from their duties or when the school district pays the expenses for the program.

Funds will be provided in the annual budget to support staff development activities of the certificated staff. Time for staff development activities will be identified by postponing school opening times or using early dismissal times on a monthly basis; and further, by identifying pre-opening and in-service days throughout the school term for the purpose of development of personal in-service programs for all personnel to implement promising educational practices, programs and materials to fit the needs of each child enrolled in the local school system. Furthermore, instructional personnel will be expected to utilize graduate school opportunities at the teacher's own expense for additional training to maintain and improve skills as required by the assignment of each individual educator.

Teachers may be granted professional leave to attend conferences or workshops of their choice. Travel expenses may be paid if approved by the Superintendent of Schools. Travel may be paid if the conference will provide a learning experience directly related to the teacher's classroom teaching assignment or if the building principal or superintendent requires the teacher's attendance at the conference. The teacher will pay for the costs of their attendance at the convention if the above stipulations do not apply.

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

Cross Reference: 402.08 Employee Travel Compensation
402.11 Credit Cards

Approved:
Reviewed: 07/11/2022
Revised:

502.02 - NONRESIDENT STUDENTS/OPTION ENROLLMENT

Students who are eligible to attend a Nebraska public school but who are not legal residents of the school district may be admitted into the school district in accordance with the option enrollment program authorized by state statutes. Option enrollment students shall be accepted without charge. ~~If the student has previously had an option enrollment accepted in any district, the application shall be rejected unless a statutory exception to this rule applies for that student.~~ The option shall be available once during elementary school, once during middle school or junior high school, and once during high school for a total of three times.

Applications: Application for option enrollment should be made between September 1 and March 15 for enrollment during the following and subsequent school years. Upon agreement of the school boards of the resident district and the option (receiving) district, deadlines for application and approval of the option may be waived. Following the March 15 deadline, applications requesting admittance must contain a release approval from the resident district ~~prior to the option district's consideration for acceptance.~~ school district, or if the student is an option student at the time of such application and applying to become an option student at a subsequent option school district, a release approval from the option school district the student is attending at the time of such application.

When No Release Approval is Required: The application for option enrollment does not require a release from the resident district or the option school district the student is attending at the time of such application, and the receiving district the student is applying to attend has forty-five days to issue acceptance or rejection if:

1. after February 1 the student relocated to a different resident district, or
2. the student's option district merged with another district effective after February 1, and
3. the student's attendance would occur during the next immediate and subsequent school years.

~~For applications submitted by the March 15 deadline, written notification of approval or rejection of the application will be made before April 1 to the student's parent/guardian and the resident district.~~

Initial Decision for Acceptance or Rejection: The option school district the student is applying to attend shall provide the resident school district, and if applicable, the option school district the student is attending at the time of such application, with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission. If the district rejects an application for a student to option in or out, the district will provide notification by certified mail to the parent/guardian of the specific reasons for

rejection including a description of services and accommodations required that the district does not have the capacity to provide and the process for appealing the decision to the State Board of Education.

Attendance at Option District: In general, the option student shall attend the option district until graduation unless the student relocates in a different resident school district, transfers to a private or parochial school, or chooses to return to the resident school. ~~The board shall adopt standards and conditions for acceptance or rejection of a request for release of a resident student submitting an option application after March 15.~~ district, or options into a subsequent option school district, except that no student may use the enrollment option program other than as provided in state statutes. No option student shall attend an option school for less than one year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end of his or her senior year, transfers to a private or parochial school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district or the previous option school district the student was attending immediately prior.

Setting Standards for Acceptance or Rejection of an Option Request: Such standards shall not include the failure to meet the March 15 deadline. ~~For these applications,~~ The option district shall notify the parent/guardian and the resident district whether the application is accepted or rejected within sixty days after submission. False or substantively misleading information submitted by a parent/guardian on an application to an option district may be cause for the option district to reject a previously accepted application prior to the student's attendance.

The board shall adopt a resolution and publish its specific standards for acceptance and rejection of applications as an option school prior to October 15th of each school year for the next school year. Standards will conform to those set forth by state statute. These may include the capacity of a program, class, grade level, or school building. The board shall also adopt standards and conditions for acceptance or rejection of a request for release of a resident student submitting an option application after March 15. Such standards shall not include the failure to meet the March 15 deadline.

Capacity for the district's special education services shall be determined on a case-by-case basis as determined by the Director of Special Education or designee. If the district receives an option enrollment application indicating the student has an individualized education program under the Individuals with Disabilities Education Act or may be eligible to receive special education or related services, it shall be evaluated to determine if the appropriate class, grade level, or school building in the district has the capacity to provide the student with the appropriate services and accommodations.

An option enrollment application shall be rejected in the event the capacity of a program, class, grade level, or school building or the availability of appropriate special education programs

operated by the District would be exceeded by acceptance of the application, and an option enrollment application shall be rejected in the event the application is for enrollment in a program, class, grade level, or school building which has been declared unavailable to option students due to lack of capacity.

The application may be rejected if it is not submitted on a form prescribed by the State Department of Education, is not completely and accurately filled in, is not received within the time required by law, or any additional information requested to be supplied is not supplied to the School District within the time lines indicated; or in the event acceptance of the application is not required by law.

Option Priorities: An option district shall give first priority for enrollment to siblings of option students within the requirements of state statutes. The board shall follow statutes regarding the application of a student who relocates in a different district but wants to continue attending his or her original resident district or current option district.

Acceptance or Rejection Procedures: The option district shall notify the parent/guardian and the resident district whether the application is accepted or rejected within sixty days after submission. False or substantively misleading information submitted by a parent/guardian on an application to an option district may be cause for the option district to reject a previously accepted application prior to the student's attendance.

If an application is rejected by the option school district or if the resident school district rejects a request for release, the rejecting school district shall provide written notification to the parent or guardian stating (a) the specific reasons for the rejection including, for students with an individualized education program under the Individuals with Disabilities Education Act., or with a diagnosed disability as defined in section 79-1118.01, a description of services and accommodations required that the school district does not have the capacity to provide, and (b) the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

The parent or legal guardian may appeal a rejection to the State Board of Education by filing a written request, together with a copy of the rejection notice, with the State Board of Education. Such request and copy of the notice must be received by the board within thirty days after the date the notification of the rejection was received by the parent or legal guardian. The hearing shall be held in accordance with the Administrative Procedure Act and shall determine whether the procedures of sections 79-234 to 79-241 have been followed. Any rejection based upon capacity limitations established under section 79-238 shall be the responsibility of the school district to prove in any appeal filed with the state board.

Reporting to the Department of Education: The district shall provide to NDE required information relating to all applications rejected by the option school district. Such information shall include, but not be limited to, (a) the number of applications rejected in each public school in such district, (b) an explanation why each application was rejected, and (c) whether each

application for option enrollment indicated that the student had an individualized education program under the Individuals with Disabilities Education Act or had been identified as a student with a disability as defined in section 79-1118.01.

Nonresident Students: Nonresident students not going through option enrollment may also be admitted under a contract with the student's resident district at the discretion of the superintendent upon application and payment of tuition as stated in the contract. The tuition rate shall be the current perpupil cost of the school district as computed by the superintendent.

Students whose residency in the district ceases during a school year may continue attending school for the remainder of the school year without payment of tuition.

Transportation: The district may choose to provide transportation to the option student in the same manner as for resident students and may choose whether or not to charge the parents of those option students a fee to recover the district's costs for the transportation. Any such agreement shall require that the parent or guardian of the option student reimburse Hemingford Public Schools for such transportation at an agreed fee which shall be sufficient to recover the additional costs incurred by Hemingford Public Schools for such transportation. An option student may be transported for no fee, provided the student meets the assigned bus at a pick-up location within a regular assigned route and the bus is not at capacity as determined by the administration.

Any transportation services provided to an option student may be discontinued in the sole discretion of the administration or School Board, as the School Board does not authorize the granting of a continuing right to transportation to any option student. Two weeks' notice of discontinuance of transportation services will be provided when determined by the administration to be practicable.

All option students who qualify for free lunches are eligible for either free transportation or the reimbursement of transportation costs from the school district as provided by state statute. Students receiving special education services shall receive transportation services as provided in the student's Individualized Education Plan.

Legal Reference:	Neb. Statute 79-215
	79-232 to 246
	NDE Rule 19.008
Cross Reference:	503 Student Attendance
	801 Transportation

Approved:
Reviewed: 09/16/2022
Revised: 08/14/2023

411.01 - SUBSTITUTE TEACHERS

The Board of Education recognizes that there are times when extraordinary conditions warrant that the Superintendent of School hire temporary personnel in advance of official action by the Board of Education in order to insure the continuity of the district's functions and programs. The superintendent shall notify the board as soon as possible if a temporary employee has been assigned.

Retired Teachers: The Board of Education may employ a retired teacher temporarily or on a full time basis according to the terms prescribed by law.

Part Time Personnel: Teachers employed less than full-time will be contracted and compensated on a basis of computed percentages of full-time equivalency. The teacher will be paid for class periods taught, and will be paid for the percentage of planning period equal to the percentage of full-time employment for which he or she is contracted.

Since part-time compensation is calculated on a basis of percentage of the employment day during which students are in attendance, as opposed to the work day of full-time employees, part-time teachers will be expected to attend staff meetings and assume an equal share of supervisory duties as directed by the building principal. All part-time certified personnel will receive fringe benefit compensation (insurance) and sick leave on the same percentage basis as they are employed, if they are employed at least .40 FTE according to Blue Cross Blue Shield.

The calculation of percentage of full-time at the high school and at the middle school will be determined by the fraction resulting from periods taught and the number of periods in the instructional day, the percentage of a planning period is determined by dividing the number of periods taught by the number of periods, minus, one, in the instructional day.

The elementary school is not easily divided into periods or blocks or time, nor is a definite planning time set aside. Part-time employment will be compensated on a basis of a percentage of a full teaching day of six hours, according to the following scale: 1. One hour per day = 20% 4. Four hours per day = 78% 2. Two hours per day = 39% 5. Five hours per day = 97% 3. Three hours per day = 58%

Substitute teachers are to be selected by the principals from a list of substitutes previously approved by the superintendent. The amount of pay is to be set periodically by the Board of Education. Substitute teachers shall be paid at a rate competitive with other school systems.

All substitute teachers must be selected or approved by the administration. A valid certificate must be on file and registered with the Hemingford Superintendent of Schools before a substitute can work. A substitute teacher shall be considered to be serving as a long-term

substitute when ~~the covering the~~ absence of ~~the same a~~ teacher ~~in excess of exceeds~~ ten consecutive contract days. ~~On maternity leaves, substitutes will be given long-term standing on the first day of the absence by the regular classroom teacher.~~ The Superintendent of Schools may place a substitute teacher on long-term standing when he or she has information that can determine an extended absence will be necessary. The superintendent may also place a long-term substitute on the regular salary schedule under contract when the absence continues for an indefinite period of time.

The wages of long-term substitutes will be set at the calculated daily rate of Column A, Step 1 of the salary schedule in the negotiated agreement (starting daily wage of a first-year teacher) ~~be set by the Board of Education~~. Substitute teachers will not participate in the health and welfare plans or other fringe benefits of the school district.

Cross Reference: 406.01 Certificated Employee Defined
 406.02 Certificated Employee Qualifications, Recruitment
 and Selection

Approved:
Reviewed: 07/11/2022
Revised:

504.06 - STUDENT APPEARANCE

The board believes inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees and visitors.

Students are expected to adhere to standards of cleanliness, grooming and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

The board expects students to be clean and wellgroomed and wear clothes in good repair and appropriate for the time, place and occasion. Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are disallowed. While the primary responsibility for appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated. When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

A student who is a member of an indigenous tribe of the United States or another country may wear tribal regalia in any public or private location on the school grounds or at any school function where the person is otherwise authorized to be as long as the tribal regalia does not interfere with the educational process and is not detrimental to the health or safety of the student or another person.

It shall be the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations regarding this policy.

Legal Reference: Hines v. Caston Sch. Corp. 651 N.E.2D 330 (1995)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).
 Bethal School District v. Fraser, 478 U.S. 675 (1986).
 Tinker v. Des Moines Ind. Comm. Sch. Dist., 393 U.S. 503 (1969).
 Neb. Statute 79-526

Cross Reference: 501 Objectives for Equal Educational Opportunities for
 Students
 504 Student Rights and Responsibilities

Approved:
Reviewed: 10/10/2022
Revised:

504.11 - WEAPONS

The board believes weapons and other dangerous objects and look-a-likes in school district facilities including concealed weapons cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

This shall not apply to the issuance of firearms to or possession by members of the armed forces of the United States, active or reserve, National Guard of this state, or Reserve Officers' Officers Training Corps, peace officers, authorized law enforcement officers, or authorized retired law enforcement officers when on duty or training.

Weapons and other dangerous objects and look-a-likes shall be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

The term "dangerous object" shall include noxious or flammable material, fireworks, devices intended to administer an electric shock (tasers, electric batons, prods, or stun guns) chemical weapons (i.e. mace, pepper spray), martial arts weapons or other instruments including those which eject a projectile or substance of any kind, or any replica or facsimile of any of the above, whether functional or nonfunctional, whether designed for use as a weapon or for some other use.

Parents of students found to possess weapons or dangerous objects or look-a-likes on school property shall be notified of the incident. Confiscation of weapons or dangerous objects including concealed weapons shall be reported to the law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.

Students bringing firearms as defined in 18 U.S.C. 921 to school or knowingly possessing firearms including concealed firearms at school may be expelled for a period of not less than one year. Students bringing to school or possessing dangerous weapons, including firearms, will be referred to law enforcement authorities. The superintendent shall have the authority to recommend this expulsion requirement be modified for students on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes, but is not limited to, any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

Weapons or dangerous objects under the control of law enforcement officials shall be exempt from this policy. ~~Firearms kept in a locked firearm rack that is on a motor vehicle or that are~~ This policy does not prohibit firearms contained within in a private vehicle operated by a nonstudent adult or prohibited person that are locked inside the glove box, trunk, or other compartment of

the vehicle, a storage box securely attached to the vehicle, or, if the vehicle is a motorcycle, other than an autocycle, a hardened compartment securely attached to the motorcycle while the vehicle is in or on such parking area. ~~not loaded are also exempt.~~ Firearms also may be possessed by a person for the purpose of using them, with the approval of the school, in a historical reenactment, in a hunter education program, or as part of an honor guard. The principal may allow authorized persons to display weapons or other dangerous objects or look-a-likes for educational purposes and must be kept in a designated location during the school day. Such a display shall also be exempt from this policy. It shall be the responsibility of the superintendent, in conjunction with the principal, to implement this policy.

Legal Reference:

Neb. Statute 79-263
Neb. Statute 28-1204.04
Improving America's Schools Act of 1994, P.L. 103-382.
18 U.S.C. § 921 (1994).
McClain v. Lafayette County Bd. of Education, 673 F.2d
106 (5th Cir. 1982).

Cross Reference:

505 Student Discipline
508 Student Health and Well-Being

Approved:

Reviewed: 10/10/2022

Revised: 08/14/23

607.10 - CLASSROOM ENVIRONMENT

Classrooms are expected to be maintained in a safe, orderly manner at all times in keeping with providing an appropriate, healthy learning environment.

The district will display or use the Gall-Peters projection map (or a similar cylindrical equal-area projection map) or the AuthaGraph projection map in classrooms, although other types of maps are allowed in addition to it.

Legal Reference: Neb. Revised Statute 79-734.02

Approved:

Reviewed:

Revised:

611.02 - STUDENT PROMOTION, RETENTION OR ACCELERATION

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgement of the teachers and the principal, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student's parents, but the final decision will rest with school authorities.

When it becomes apparent a secondary student will be unable to meet the minimum credit requirements for the year, both the student and parents will be informed. Students who cannot demonstrate proficiency at their grade levels will also be considered for retention. Teachers must notify the principal of these students, make a recommendation to the principal concerning their promotion or retention, and hold a conference with parents.

The principal may require remediation at the parents' expense as a condition of promotion to the next grade level. The parents will be requested to indicate in writing their agreement or disagreement with the recommendation for retention. The final decision will rest with the school administration. Parents may request retention if they believe it to be in the best interest of their student. The principal will confer with the teachers and parents to determine appropriate action.

More than one retention during the elementary school years will receive special consideration and require the approval of the superintendent based on the recommendation of the principal, teacher and parent or guardian.

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

Students with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level.

Legal Reference: Nebraska Statute 79-526

Approved:

Reviewed: 04/17/2023

Revised:

611.07 - GRADUATION REQUIREMENTS

Students must successfully complete the courses required by the board and the Nebraska Department of Education in order to graduate.

High school students must complete 260 credits prior to graduation. The following credits will be required:

- A minimum of 260 academic hours are required for high school graduation
- 205 hours are specifically required with
 - 40 in English Language Arts
 - 40 in Science
 - 40 in Social Studies
 - 30 in Mathematics
 - 30 in Career Technical Education
 - 10 in Physical Education/Health
 - 10 in Fine Arts
 - 5 in Financial Literacy or Personal Finance

Each student shall also complete and submit a Free Application for Federal Student Aid prior to graduation, unless the required opt-out form is completed by either: (1) the student's parent or legal guardian; (2) the Principal, if the Principal determines that good cause exists not to require the student to complete the FAFSA; or (3) an emancipated student or student of at least 19 years of age.

Students will be able to utilize Dual Credit classes to fulfill this requirement. Students may take college classes in all curricular areas to fulfill this requirement. Seniors that are in good standing and have all requirements filled, will be allowed to take up to 4 college classes.

The administration may allow high school credit to be awarded to students enrolled in a middle grades course if the course content and requirements are equivalent to a course offered in the high school.

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 earning credit and payment is the responsibility of the student.

Cross Reference

NDE Rule 10, part 003.05B

Approved:

Reviewed: 04/17/2023

Revised: 3-14-22, 8-14-23

611.08 - EARLY GRADUATION

~~At this time, there is no option available to students to graduate any earlier than the traditional date of commencement, even if all requirements have been met prior to that.~~

A student who has earned all required credits and met all other requirements may graduate early. Students who graduate early may choose to have their diplomas awarded at the time of completion or the student may participate in the spring commencement activities.

Approved:

Reviewed: 04/17/2023

Revised:

802.05 - FREE OR REDUCED COST MEALS ELIGIBILITY AND MEAL CHARGES

The district shall comply with all state and federal laws applying to providing free and reduced meals under the National School Lunch Program, School Breakfast Program, and other related federal grant programs.

Free or Reduced Meals Eligibility

Families of students enrolled in the district who wish to qualify for free or reduced price meals may submit an application on or after July 1 for the current school year. If the financial situation of a household changes during the school year, they may submit a new application to become eligible. Applications are available at the Central Administrative Office of the school building.

Meal Charges

The written meal charge policy and guidelines shall be in place before the beginning of each school year and parents shall be advised of the available payment systems and meal prices. The district will encourage pre-payment of meal balances but the district must include a method for adding funds during the school day such as cash payments at the school office. A qualifying student with money to purchase a reduced price meal must be provided the meal; the district may not use that money for previously unpaid charges if the student intended to buy a meal that day.

All balances remaining in accounts shall carry over to the next month. Balances of households qualifying for free or reduced meals with funds remaining in the account for the start of next school year. The district shall attempt to contact the household of all students transferring out or graduating from the district to return any unused funds remaining in the student's account. The district may set varying meal charge guidelines for students of different grade levels including charges relating to alternate meals, ala carte items and limits on charges that a parent may set for a student's daily lunch expenditures.

The district must set written guidelines regarding the collection of delinquent meal charges such as the amount of delinquent meal charges which initiate an established collection process, providing notice to households of those students and carrying out appropriate follow-up. Unpaid meal charges are classified as "delinquent debt" and remain on the food service accounting documents until they are collected or written off as uncollectible.

The district will not use a debt collection agency to directly or indirectly collect, or attempt to collect, debts due or assessed to be owed on a school lunch or breakfast account of any student nor will it assess or collect any interest, fees, or other monetary penalties for outstanding debts on a school lunch or breakfast account of any student.

Guidelines must also cover how the district will handle situations where children eligible for reduced price meals do not have money in their accounts to cover the cost of their meal at the time of service. Households must be notified of all payment methods used by the district, including any fees. At least one payment method must be free of charge. The district cannot solely require the use of an online payment system; another option must be available.

Confidentiality

The information provided by families on the free and reduced price application will be used only for determining eligibility for meal or milk benefits and verification of eligibility. Only staff members and organizations carrying out the activities of the School Lunch Act shall have access to this information.

The district should use methods of lunch payment systems such as pre-payment to avoid openly identifying children who qualify for free or reduced meals. Meal cards, tickets, tokens or other methods of payment must not be coded or colored to identify such status.

Policy Communication

This policy will be provided in writing to all households at the start of each school year and to households that transfer to the district during the school year.

This policy will also be provided annually to all district staff responsible for enforcing the policy including food service professionals. Staff members such as counselors, school nurses, homeless liaisons, and others assisting students in need should also be informed of the policy.

The district will maintain documentation of the annual distribution of this policy.

It shall be the responsibility of the superintendent to implement this policy.

Legal Reference: 42 U.S.C. §§ 1751 et seq.
 7 C.F.R. §§ 210 et seq.
 USDA Unpaid Meal Charges, SP 46-2016, 47-2016 and 57-2016.

Cross Reference: 504.19 Student Fees

Approved:

Reviewed: 09/11/2023

Revised:

905.04 - EMERGENCY RESPONSE MAPPING

The district will provide mapping data to public safety agencies to assist them in providing efficient responses to emergencies. The map will be in a standard or open-source electronic file reader and available in a printable format. It will give an indication of directions, be overlaid with a grid and coordinates, and provide site-specific information as required by statutes.

The district will verify and certify the mapping data to the public agencies for accuracy, initially and annually, by a walk-through of the school facilities. If any information has changed, the district will provide the appropriate public safety agencies with updated mapping data.

Approved:

Reviewed:

Revised:

1003.00 - PUBLIC EXAMINATION OF SCHOOL DISTRICT RECORDS

Public records of the school district may be viewed by the public during the regular business hours of the administration offices of the school district. These hours are 9:00 a.m. to 4:00 p.m. Monday through Friday, except for holidays and recesses.

Records defined by law as confidential records shall be viewed or copied upon receipt of written permission by the administration office from the person or entity whose confidential records are being requested. Lacking such permission, the superintendent will issue a written denial of the request.

Persons wishing to view the school district's public records shall contact the central administration office and make arrangements for the viewing. The office personnel will make arrangements for viewing the records as soon as practicable, and within 4 business days if possible.

~~Persons~~ Nebraska residents wanting copies shall submit a written request and may be assessed a fee for the copies not to exceed the actual costs. ~~If responding to the request is the estimated to cost more than of the records exceeds \$50.00 or require more than eight cumulative hours of searching, identifying, physically redacting, or copying,~~ the office ~~may will~~ obtain an advance deposit equal to the estimated cost. Records will not be made available in any form in which that record is not already maintained or produced. Persons making requests to use their own copying equipment must make arrangements satisfactory to the administration office.

Nonresidents shall submit a written request and may be charged fees including public employee salaries and attorneys' fees as allowed by state law.

It shall be the responsibility of the administration office to maintain accurate and current records of the school district. It shall be the responsibility of the office to respond in a timely manner to requests for viewing and receiving public information of the school district. If the office is unable to provide the requested records within 4 business days, the staff will issue a written explanation with a revised date for completion, an estimate of cost, and allow the requester to modify or prioritize the information request.

Legal Reference: Nebraska Statutes 84-712.0 et seq.

Cross Reference: 507.01 Student Records Access

Approved:

Reviewed: 12/11/2023

Revised:

503.04 - ADDRESSING BARRIERS TO ATTENDANCE

Regular attendance by the students at school is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students shall attend school unless excused by the principal of their attendance center. This policy, developed and annually reviewed in collaboration with the county attorney for the district's principal office location, is an attempt to address the barriers to student attendance. This policy shall include a provision indicating how the district and the county attorney will handle those cases in which excessive unexcused absences are not due to mental or physical illness and shall state the circumstances and number of other absences or hourly equivalent upon which the school shall render all services to address barriers to attendance.

Any superintendent, principal, teacher, or member of the school board who knows of any violation of the state school attendance laws (79-201) shall report that violation to the school attendance officer within 3 days.

The superintendent shall designate an attendance officer. The attendance officer will immediately investigate the report of any child who may be in violation of the state's compulsory attendance statutes.

If any student has exceeded the number of unexcused absences as defined in the student handbook, the school shall render all services to address barriers to attendance. These services shall include the following:

1. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and
2. A meeting or meetings between the school attendance officer, school social worker, a school administrator or designee, the person who has legal or actual control of the child, and the student (when appropriate) to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall include, if agreed to by the person who is responsible for making educational decisions on behalf of the child, an educational evaluation to determine whether any intellectual, academic, physical, or social-emotional barriers are contributing factors to the lack of attendance. The plan shall also consider, but not be limited to:
 - (i) Illness related to physical or behavioral health of the child;
 - (ii) Educational counseling;
 - ~~(iii) Educational evaluation;~~
 - (iv) Referral to community agencies for economic services;
 - (v) Family or individual counseling; and

(vi) Assisting the family in working with other community services.

The school may report to the county attorney of the county in which the person resides when the school has documented the efforts it has made as required by statutes, that the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and that the child has been absent more than twenty days per school year. The school shall notify the child's family in writing prior to referring the child to the county attorney. Illness, either physical or mental, that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. However, the caregivers/person who is responsible for making educational decisions on behalf of the child is required to meet with the school to make sure the child is able to engage in school to the fullest extent possible and maintain their learning, and failure to engage with the school to meet the child's educational needs may result in a report being generated and referred to the County Attorney.

Students are subject to disciplinary action for excessive absenteeism including suspension and expulsion. It shall be within the discretion of the principal to determine, in light of the circumstances, whether a student may make up work missed because of excessive absenteeism. Disciplinary action for students receiving special education services will be assigned in accordance with the goals and objectives of the student's Individualized Education Program.

The superintendent shall report to the Commissioner of Education as directed by the commissioner regarding the number of and reason for any long-term suspension, expulsion, or excessive absenteeism of a student; referral of a student to the office of the county attorney for excessive absenteeism; or contacting of law enforcement officials other than school resource officers by the district relative to a student enrolled in the district. The superintendent shall report annually to the Commissioner the required data for the number of students who have dropped out of school.

It shall be the responsibility of the superintendent to implement this policy. The implementation may include regulations indicating the disciplinary action to be taken for excessive absenteeism.

Legal Reference:	Neb. Statute 79-208 and 209 NDE Rule 10.012.01B
Cross Reference:	411.03 Attendance Officer
505	Student Discipline
506	Student Activities
507	Student Records

Approved:
Reviewed: 09/16/2022

Revised:

1008.00 - DENIAL OF ACCESS TO SCHOOL PREMISES OR ACTIVITIES

The school district shall provide access to the district's buildings, grounds and activities to students, parents or guardians of students, and other persons who have legitimate reasons for being on school grounds. The superintendent of schools or his or her designee (referred to herein as the "administrator") may limit or deny access to school buildings, grounds, and activities to any person who:

1. Disrupts the educational environment;
2. Repeatedly fails or refuses to comply with the visitor protocol adopted by each building;
3. Is unreasonably boisterous;
4. Engages in violence, force, coercion, threats, intimidation, or similar conduct;
5. Causes or attempts to cause damage to school property or to the property of any student or school employee;
6. Causes or attempts to cause personal injury to any student, school employee or other person on school grounds or at a school activity on or off school grounds;
7. Uses vulgar, profane, or demeaning language; or
8. Uses fighting words;
9. Poses a danger to the safety and well-being of students.

Upon determining that a person has engaged in, or is engaging in conduct that constitutes grounds for exclusion under this policy, the administrator shall take such action as he or she determines appropriate, including directing the person to cease engaging in the conduct or to leave the school premises or activity immediately. The administrator may request assistance from law enforcement authorities to remove an offending person from the school grounds.

The administrator shall have the authority to fix the time when, and the conditions under which, the offending person may return to school premises. A person who enters school premises in violation of these conditions shall be deemed to be trespassing. The administrator may summon law enforcement authorities to remove the person and request that criminal proceedings be initiated.

Approved:

Reviewed:

Revised:

1008.01 - SEX OFFENDERS

The safety of the students attending school is very important to the board of education. School employees, parents, and students should be aware of dangers posed by sex offenders living within the school district, and should be vigilant in providing protection against these dangers.

The board does not generally permit registered sex offenders on school grounds, at any school sponsored activity, or on any property under the control of the school district. The superintendent or his/her designee is hereby empowered to notify sex offenders of this policy and to grant limited permission to attend certain activities on a case-by-case basis.

Students who are registered sex offenders shall not be precluded from receiving a free education from the school district on that basis. The school district will consider a student's status as a registered sex offender in determining the student's educational placement and program.

Approved:

Reviewed:

Revised:

HEMINGFORD PUBLIC SCHOOLS 2024-2025

STUDENT/PARENT HANDBOOK



MISSION STATEMENT

Empowering individuals to become Resourceful, Respectful, and Responsible Lifelong Learners.

VISION STATEMENT

Our vision at Hemingford Public Schools is to work with parents and the community to:

- create a safe and healthy learning environment for all,
- provide and promote opportunities for academic success,
- inspire involvement using career interests and strengths, and
- prepare caring, responsible, and successful citizens.

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 23, 2024.

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,

Dr. Travis Miller
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 children 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 Travis Miller 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.

Chain of Command: 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. Classroom Teacher/Special Education Teacher (if the student has an IEP) OR Coach/Sponsor
2. Principal OR Activities Director
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 work with parents and the community to:

- create a safe and healthy learning environment for all,
- provide and promote opportunities for academic success,
- inspire involvement using career interests and strengths, and prepare caring, responsible, and successful citizens.



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HEMINGFORD PUBLIC SCHOOLS

STAFF DIRECTORY

BOARD OF EDUCATION

Justin Ansley	President
Trish Schumacher	Vice President
Blanche Randolph	Secretary
Micki Votruba	Member
Rick Horstman	Member
Brett Cullan	Member
Kristy Hanks	Board Treasurer

HEMINGFORD ADMINISTRATION

Dr. Travis Miller	Superintendent
	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
Danielle Roland	2nd Grade
Pamela Huddle	3rd Grade
Whitney Dean	3rd Grade
Sarah Horstman	4th Grade
Gina Jespersen	4th Grade
Heather Staudenmaier	5th Grade
Jayme Clark	5th Grade
Katie Failor	6th Grade
Shari McClure	PreK
Lauren Morava	Title I
Bailey Swanson	K-4 Resource
Erica Bruns	5-8 Resource
Josh Dean	Tech Coordinator/K-6 Computer
Morgan Kuhn	K-6 Physical Education
Samantha Gilkerson	K-12 Counselor/Guidance
Bridget Johnston	K-12 Counselor/Guidance
Sarah Arneson	K-12 Music
Julianne Payne	K-12 Media Specialist
Katie Kimball	Nurse/Health Education
Michelle Hoxworth	K-12 Speech Pathology
Millie Butler	K-12 Art



HEMINGFORD HIGH SCHOOL TEACHING STAFF

Bailey Branson	Social Studies
Cameron McClintock	Social Studies
Lisa Janssen	Math
Jackie Davies	Math
Pete Gomez	Science
Brad Olson	Science
Ashley Talkington	Science
Janelle Huss	9-12 Resource
Erica Bruns	5-8 Resource
Matthew Wood	Physical Education
Morgan Kuhn	Physical Education
Josh Redden	Computer & Business
Natalie Wood	Business/Tech Coordinator
Samantha Gilkerson	K-12 Counselor/Guidance
Bridget Johnston	K-12 Counselor/Guidance
Gordon Karney	Vocational Agriculture Ed
Suzanne Neefe	Family Consumer Science
Sarah Arneson	Band/Choir
Julianne Payne	K-12 Media Specialist
Bridget Raben	English
Christina Kloch	English
Michelle Hoxworth	K-12 Speech Pathology
Katie Kimball	Nurse/Health Education
Michelle Kluver	Spanish via DL
Millie Butler	K-12 Art
Todd Westover	School-Within-A-School
Brennan Vogel	JAG (Jobs for America's Graduates)

SUPPORT STAFF

Kristy Hanks	Business Manager
April Hanson	Secondary Secretary
Molly Turek	Elementary Secretary
Brenda Davies	Elementary Library
Chad Bell	Braillist
Ann Payne	Paraprofessional
Kassy Broadway	Paraprofessional
Shelley Wyland	Paraprofessional
Dena Paris	Paraprofessional
Kristina Kramer	Paraprofessional
Jake Frost	Paraprofessional
Amy Honstein	Paraprofessional
Hanna Walker	Paraprofessional
Heather Kresl	DL Proctor
Kim O'Gorman	PT Paraprofessional



DEPARTMENT HEADS

Jim Miles
Karla Mapes
Rozie Wax

Maintenance
Lunch Accounts/Trans. Director
Head Custodian

CUSTODIANS

Angela Eisenhart
Rozie Wax
Dave Minich
Kevin Conley

High School Custodian
Elementary Custodian
Gymnasium Custodian
Administration Building

FOOD SERVICE PERSONNEL

Megan Miles
Stacey Dillard
Debbie Hill
Deb Henderson

Food Service Manager
Food Service Aide
Food Service Aide
Food Service Aide

BUS DRIVERS

Karla Mapes
Brenda Davies
Jake Frost
Bob Haas
Brad Haas
Karla Mapes
Tim Lanik
Tre Surbeck
Brad Olson
Pete Gomez
Gordon Karney
Becky Hanley
Jennifer Lashley

Transportation Director
Route & Activities
Route & Activities
Route & Activities
Route & Activities
Route & Activities
Route & Activities
Route & Activities
Route & Activities
Route & Activities
Route
Route & Activities

CLASS SPONSORS

Graduation Coordinator

Natalie Wood

Class of 2025 – Seniors

Ashley Talkington
Lisa Janssen

Class of 2026 – Juniors

Janelle Huss
Josh Redden

Class of 2027 – Sophomores

Gordon Karney
Suzanne Neeffe

Class of 2028 – Freshmen

Bailey Branson
Millie Butler



Class of 2029 - Eighth Grade

Jackie Davies
Bridget Raben

Class of 2030 – Seventh Grade

Cameron McClintock
Christina Kloch

ACTIVITIES

Activities/Athletic Director
Athletic Club/H-Club
HHS Student Council
Middle School Student Council
Instrumental/Vocal Music
Health Council/Professions
FFA
FCCLA
National Honor Society
One Act Play Co-Director & Three Act Play Director
One Act Play Co-Director & Three Act Play Assistant Director
HS Quiz Bowl
JH Quiz Bowl
Speech
World Stride DC Trip
Yearbook
Cheerleading
eSports
Mathcounts
Science Olympiad
HAL
Hope Squad

Art & Culture Club

Todd Westover
Todd Westover, Activities Director
Bridget Johnston, Millie Butler
Bridget Johnston
Sarah Arneson
Katie Kimball
Gordon Karney
Suzanne Neefe
Bridget Raben
Tabi Bryner
Gina Jespersen
Bailey Branson
Jackie Davies
Cameron McClintock
Kristina Kramer
Natalie Wood
Reyna Ansley
Cameron McClintock
Bridget Johnston
Ashley Talkington
Ashley Talkington
Samantha Gilkerson,
Bridget Johnston
Millie Butler

COACHES

Activities/Athletic Director
Head HS Football
Assistant Football

JH Football
Assistant JH Football
Head Volleyball
Assistant Volleyball
JH Head Volleyball
JH Assistant Volleyball
JH/HS Head Cross Country
JH/HS Assistant Cross Country
HS Boys Head Wrestling
HS Assistant Wrestling
HS Girls Head / J.H. Head Wrestling

Todd Westover
Josh Dean
Taryn Wood, Denton Payne,
Matthew Wood, & Brennan Vogel
Bailey Branson
Josh Dean
Natalie Wood
Bailey Swanson
Samantha Gilkerson
Jaci Haas
Jayme Clark
Ammie Frost
Todd Westover
Scott Delsing
Pete Gomez



JH Assistant Wrestling
HS Head Girls Basketball
HS Assistant Girls Basketball
JH Head Girls Basketball
JH Assistant Girls Basketball
HS Head Boys Basketball
HS Assistant Boys Basketball
JH Head Boys Basketball
JH Assistant Boys Basketball
JH/HS Head Track
JH/HS Assistant Track

HS Assistant Track
Golf
Softball

Bailey Branson
Lisa Janssen
Morgan Kuhn

Brennan Vogel
Daniel Curtis
Josh Redden
Matt Wood
Josh Dean
Lisa Janssen, Samantha Gilkerson,
Matthew Wood
Josh Redden
Taryn Wood
Carlos Palomo



School Calendar

Hemingford Public Schools

2024-2025 Calendar

Get Up Bobcat Nation!

<https://www.hemingfordschools.org/>

2024							August 2024							2025							
AUGUST							3-11 Box Butte County Fair							JANUARY							
S	M	T	W	Th	F	S	Teacher Inservice-no school for students- August 12-14							S	M	T	W	Th	F	S	
				1	2	3	Open House - August 13											1	2	3	4
4	5	6	7	8	9	10	First Day of School/Early Dismissal August 15-16 2:00pm dismissal							5	6	7	8	9	10	11	
11	12	13	14	15	16	17								12	13	14	15	16	17	18	
18	19	20	21	22	23	24								19	20	21	22	23	24	25	
25	26	27	28	29	30	31								26	27	28	29	30	31		
							September 2024														
							September 2 - Labor Day - No School														
SEPTEMBER														FEBRUARY							
S	M	T	W	Th	F	S	October 2024							S	M	T	W	Th	F	S	
1	2	3	4	5	6	7	October 11 - End of First Quarter													1	
8	9	10	11	12	13	14	October 16 - No School for Students - PRT Conferences 1:00-7:00							2	3	4	5	6	7	8	
15	16	17	18	19	20	21	October 17-18 - No School - Fall Break							9	10	11	12	13	14	15	
22	23	24	25	26	27	28								16	17	18	19	20	21	22	
29	30													23	24	25	26	27	28		
							November 2024														
							November 27-29 No School - Thanksgiving Break														
OCTOBER														MARCH							
S	M	T	W	Th	F	S	December 2024							S	M	T	W	Th	F	S	
			1	2	3	4	December 20 - End of 2nd Quarter/1st Semester													1	
6	7	8	9	10	11	12	December 22-31 No School - Christmas Break							2	3	4	5	6	7	8	
13	14	15	16	17	18	19								9	10	11	12	13	14	15	
20	21	22	23	24	25	26	January 2025							16	17	18	19	20	21	22	
27	28	29	30	31			January 1-5 No School - Christmas Break							23	24	25	26	27	28	29	
							January 6 - Teacher Inservice - No School for Students							30	31						
							January 7 - Start of 3rd Quarter														
							February 2025							APRIL							
S	M	T	W	Th	F	S	February 14-17 Winter Break - No School							S	M	T	W	Th	F	S	
					1	2	February 17 - No School for Students - Teacher Inservice at ESU 13										1	2	3	4	5
3	4	5	6	7	8	9								6	7	8	9	10	11	12	
10	11	12	13	14	15	16								13	14	15	16	17	18	19	
17	18	19	20	21	22	23	March 2025							20	21	22	23	24	25	26	
24	25	26	27	28	29	30	March 7 - End of Quarter 3							27	28	29	30				
							March 13 - No School for Students - PRT Conferences 1:00-7:00														
							March 13-14 No School - Spring Break														
DECEMBER							April 2025							MAY							
S	M	T	W	Th	F	S	April 13-21 No School - Easter Break							S	M	T	W	Th	F	S	
1	2	3	4	5	6	7													1	2	3
8	9	10	11	12	13	14	May 2025							4	5	6	7	8	9	10	
15	16	17	18	19	20	21	May 10 - Graduation							11	12	13	14	15	16	17	
22	23	24	25	26	27	28	May 21: Students Last Day (11:30 dismissal)							18	19	20	21	22	23	24	
29	30	31					May 22-23 Teacher Inservice							25	26	27	28	29	30	31	
							May 26 - Memorial Day														

ARTICLE 2: SCHOOL DAY

Section 1: Daily Schedule

Monday-Thursday: Elementary Arrival and Departure

7:45 Breakfast Begins —there is **no supervision before this time.**
8:00 Entrance Bell Rings
8:10 School Begins
11:30 to 12:00 Lunch period for grades 4-6
12:00 to 12:40 Lunch period for grades K-3
3:40 Dismissal bell for all students

Friday: Elementary Arrival and Departure

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
11:35 to 12:15 Lunch period for grades K-3
1:55 Dismissal bell for all students

Monday-Thursday: Junior High / High School Arrival and Departure

7:45-8:00	(15 minutes)	SST
8:00-8:50	(50 minutes)	Period 1
8:52-9:42	(50 minutes)	Period 2
9:44-10:34	(50 minutes)	Period 3
10:36-11:26	(50 minutes)	Period 4
11:28-11:48	(20 minutes)	BOBCAT TIME
11:48-12:18	(30 minutes)	Junior High Lunch
11:50-12:40	(50 minutes)	High School Period 5
12:20-1:10	(50 minutes)	Junior High Period 5
12:40-1:10	(30 minutes)	High School Lunch
1:12-2:02	(50 minutes)	Period 6
2:04-2:54	(50 minutes)	Period 7
2:56-3:46	(50 minutes)	Period 8

***3:42 Bus Rider Dismissal**

Friday: Junior High / High School Arrival and Departure

7:45-8:00	(15 minutes)	SST
8:00-8:43	(43 minutes)	Period 1
8:45-9:24	(39 minutes)	Period 2
9:26-10:05	(39 minutes)	Period 3
10:07-10:46	(39 minutes)	Period 4
10:48-11:27	(39 minutes)	Period 5
11:27-11:57	(30 minutes)	Junior High Lunch
11:29-12:08	(39 minutes)	High School Period 6
11:59-12:38	(39 minutes)	Junior High Period 6
12:08-12:38	(30 minutes)	High School Lunch
12:40-1:19	(39 minutes)	Period 7
1:21-2:00	(39 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 the 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). 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 that, when activated, includes the evacuation of the building or moving to safer areas of the building. All regular drills are held as required by law throughout 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 may have lunch privileges revoked. If students are utilizing open campus lunch they should leave school grounds and not return to the building or school grounds until the end of the lunch period. Students will reenter the building through the main entrance. **The school does not provide supervision for any student that leaves the designated lunch area at any time during the open campus lunch period.**

Section 5: Distribution of Food

Students are not permitted to distribute or sell food, beverages, or other items on school property without prior approval from the administration. The Nebraska Competitive Food Rule requires that no other program or school group sell food or beverages anywhere on the school campus without prior approval and is required to comply with specific guidelines. Any teacher or staff member has the right to confiscate food products from students during the school day that do not comply with Section 6: Food and Drinks.

Section 6: Food and Drinks

While gum is allowed in classrooms, it should be disposed of properly. Candy may be allowed on occasion when it is permitted by the teacher. Certain elementary grades and secondary courses, such as band and choir may restrict the use of gum and candy for safety and equipment reasons. Snacks that follow the school's wellness policy are permitted in the classroom. Large bags of food or candy, along with sugary drinks, coffee/smoothies, and energy drinks are a distraction from the educational environment for students and are not appropriate for the classroom setting. All drinks must have a sealable lid, no cans are permitted. Perishable food items shall not be kept in lockers.



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 who must leave school for any reason must check out of the office before leaving. Students leaving must be cleared in advance by a note or phone call from the student's parent or guardian. In the event that school personnel are unable to contact a parent or guardian the school principal or superintendent will make an in loco parentis decision about whether or not a student will be permitted to leave school. Students will be dismissed from the classroom at the designated time per parent request.

End of School: Our regular school day ends at 3:46 p.m. Monday thru Thursday and 2:00 p.m. on Fridays. The Elementary will end its day at 3:40 p.m. Monday thru Thursday and 1:55 p.m. on Fridays. Club meetings and other school activity practices may begin immediately after school Monday through Thursday and at 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, and 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

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 the 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 the 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: Protection of Student Rights

The Board of Education respects the rights of parents and their children and has adopted a Protection of Pupil Rights policy in consultation with parents to comply with the Protection of Pupil Rights Amendment (PPRA). The policy is available on the district's website or upon request from the district's administrative office. Parents may opt their child out of participation in activities identified by the Protection of Pupil Rights policy by submitting a written request to the superintendent. The approximate dates during the school year when a survey requesting personal information as defined in the Protection of Pupil Rights policy is scheduled are as follows: SHARPS Survey is typically administered in the fall, and Health Class surveys may be administered during health class rotation. More information shall be provided prior to survey administration. Parents may have access to any survey or other material described in the Protection of Pupil Rights policy by submitting a written request to the superintendent.

Section 6: 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 use of metal detectors and/or video/audio surveillance may be used when conducting searches.

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 that have been or are reasonably expected to be used to disrupt or interfere with the educational process (that is, “nuisance items”) may be removed from student possession.

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 7: Cell Phones and Electronic Devices (including earbuds)

Ref: SB Policy 504.12

Students may not use cell phones and electronic devices (including earbuds) while at school, except as permitted in this handbook.

- Personal cell phones and electronic devices (including earbuds) will remain off and out of sight and may only be used during class time for educational purposes. Students must comply with each teacher’s classroom rules regarding cell phone/electronic device use in class.
- Students may use cell phones and electronic devices (including earbuds) 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 and electronic devices (including earbuds) or other electronic devices while they are in locker rooms or restrooms.
- Students may not use cell phones and electronic devices (including earbuds) 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/or electronic devices (including earbuds) or any other electronic devices. The school district is not responsible for the theft, loss, or damage of a cell phone or any communication made to or from a cell phone.

Students who violate this policy may have their cell phones and electronic devices (including earbuds) 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.

Infractions:



During school hours students' personal cell phones and electronic devices (including earbuds) will remain off and out of sight or will only be allowed for educational purposes at the discretion of the teacher. If contact needs to be made with a student during school hours please call the office.

Consequences for Infractions:

- Level One: One verbal warning (per class). Once a student is given a verbal warning, any future noncompliance may become a Level Two offense, whether on the same day/class or on future days.

Protocol: A staff member will give the student a verbal reminder that their device needs to be off and out of sight.

- Level Two: The device is taken away for the class period (per class). If a device is taken away during a class any future non-compliance during that class may become a Level Three offense.

Protocol: A staff member will take away the student's device and keep it on their desk until the end of the class period.

- Level Three: The device is taken to the office and the student must pick it up there at the end of the day.

Protocol: A staff member will take away the student's device and it will be given to the office. The student may pick up the device at the end of the school day.

- Level Four: The device is taken to the office and a parent/guardian must pick it up, it will remain at the school office until a parent/guardian picks up the device.

Protocol: A staff member will take away the student's device and it will be given to the office. A parent/guardian must pick up the cell phone at the school office.

- Level Five +: A parent meeting may be held to develop a behavior plan which may include student device restrictions including cell phone and electronic devices (including earbuds) check-in/check-out daily in the office.

Protocol: The student will leave their cell phone, electronic device, or earbuds at the front office upon arrival at school and may pick up the cell phone prior to leaving for the day.

Section 8: 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 9: 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, wallets, 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 10: 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 11: 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 12: Laboratory Safety Glasses

Ref: SB Policy: 905.09

As required by law, every teacher, student, and visitor shall be required to wear eye protective devices at all times while participating in or observing the following courses of instruction:

1. Vocational, technical, industrial arts, chemical, or chemical-physical, involving exposure to:
 - A. Hot molten metals or other molten materials;
 - B. Milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials;
 - C. Heat treatment, tempering, or kiln firing of any metal or other materials;
 - D. Gas or electric arc welding or other forms of welding processes;
 - E. Repair or servicing of any vehicle; or
 - F. Caustic or explosive materials; and
2. Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards not enumerated.

Section 13: 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 a 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 14: 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.

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.
4. The respective Building's Principal shall be the editor of all school publications.

Section 15: 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 rules apply to dances.**

Section 16: 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 rules apply.** Parents of Homecoming candidates will be asked to help chaperone.

Section 17: 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 unless the junior class votes to allow freshmen to attend. 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 rules apply.**

Section 18: 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 19: 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 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 20: 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.

Section 21: Safe 2 Help Tip Reporting Service

Safety is one of our district's top priorities, that's why we're now using Safe 2 Help, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration and local law enforcement. The following are ways to access the reporting system:

1. HPS App: Click the Safe2Help icon.
2. Phone: 833-980-7233
3. Website: <https://safe2helpne.com>

Easily report tips on bullying, harassment, drugs, suicidal concerns, vandalism or any safety issue you're concerned about. Tips may be submitted anonymously too. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.

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

Section 22: Video Surveillance and Photographs

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

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



using smart-speakers or other devices which actively or passively create or transmit audio or video recordings, including Google Home, Amazon Alexa, Apple HomePod, and AngelSense devices.

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

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

ARTICLE 4: ATTENDANCE

Section 1: Attendance Policy

Ref: SB Policy: 503.03

Regular and punctual student attendance is required by Nebraska State Statute ([§79-201](#)). The Board's policies require such attendance, the administration is responsible for developing further attendance rules and regulations, and students and parents are responsible for developing behaviors that will result in regular and punctual student attendance. 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.

Section 2: Required Attendance

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

Expectations for Regular Attendance:

Students are expected to attend every class, every day.

- 1) The only "excused" absences shall be:
 - a.) absences when a licensed health care provider has confirmed in writing that, in his/her professional medical opinion and within his/her scope of practice, the student or a child whom the student is parenting is so physically or mentally ill that attendance of the student is impracticable or impossible;
 - b.) absences when severe weather conditions have made the roads impassable so that the student's attendance impracticable or impossible;
 - c.) student attendance at a school-sponsored activity;
 - d.) student has been suspended or expelled from school by the school district; and
 - e.) absences required by law enforcement, child protective services, or a court of competent jurisdiction confirmed in writing to the school district.
- 2) All other absences, including absences for minor illnesses, parent requests, family events, and routine medical appointments are simply "absences."

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 ensure that the student is accounted for. **Appointment cards may be requested to verify an absence.** Students not accounted for will be considered truant. When a student returns from an absence, he/she shall report to the office to check in. Parents should make every attempt to schedule medical and other appointments outside of school hours when possible.



Excessive Absenteeism

Ref: SB Policy: 503.04

When a student receives 10 absences or the hourly equivalent in any semester, the Attendance Officer will follow the district's policy to address barriers to the student's attendance.

When a student is absent more than 20 days per year or the hourly equivalent, the Attendance Officer will file a report with the county attorney of the county in which the student resides.

Section 3: Homework Policy

Ref: SB Policy: 503.03

As a general guideline, on the due date of an assignment, a "0" will be entered in the grade book as a placeholder until missing work is completed/turned in so long as the work is in prior to the end of the quarter. Late work will be handled in accordance with the grading practices guidelines. Students who are absent shall make up the work missed and receive full credit for the missed school work. It shall be the responsibility of the student to initiate a procedure with the student's teacher to complete the work missed. Students are responsible for communicating with their teachers regarding this and all absences. Students missing work due to absences will have 2 days to make up work before a "0" is entered however, a grade will be entered when the work is completed/turned in so long as the work is in prior to the end of the quarter. ***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.

Depending on the grade level and/or class make-up work will be accessible through Google Classroom, email, or a homework folder 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/or parent/guardian will make arrangements with the teacher for the student to make up the work within the required time.

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 4: 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 5: Leaving School

Ref: SB Policy: 503.05

Students who must leave school for any reason must check out of the office before leaving. Students leaving must be cleared in advance by a note or phone call from the student's parent or guardian. In the event that school personnel are unable to contact a parent or guardian the school principal or superintendent will make an



in loco parentis decision about whether or not a student will be permitted to leave school. Students will be dismissed from the classroom once the parent has signed the child out through the office.

Section 6: 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.

Section 7: 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. Elementary students should be picked up from the office so that they can be checked out by the building secretary. Elementary 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 8: 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.

Discontinuing Enrollment – 5 Year Old Students. The person seeking to discontinue the enrollment of a student who will not reach six years of age prior to January 1 of the current school year shall submit a signed, written request to the superintendent. 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 9: 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 the 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 consistent with grading guidelines issued pursuant to Board Policy 611.05.

Grades for Distance Learning and Dual Credit Courses

For grading and transcript recording purposes, the grading scale of the originating institution will be considered for incoming students and students taking distance learning and dual credit courses. For passing grades, these grades will then be adjusted numerically to align with the lowest number numerical range of the corresponding letter grade on Hemingford High School's grading scale. For failing grades with no reported numerical percentage, a percentage grade of 60 will be used for the purposes of numerical GPA calculation.



For the purpose of handling grades from other academic institutions for student transfers, the Hemingford Public Schools letter grading system above will be used when necessary to convert letter grades to numerical percentages.

Procedures for Calculation of Grade Point Average

Calculating Numerical Percentage GPA:

Numerical grades will be averaged by summing the percentage grades of all courses multiplied by the number of credits for those courses and dividing by the total number of credits taken. This average will be reported as the student's GPA in a numerical percentage format. This is the primary method of GPA calculation and reporting at Hemingford Public Schools.

Converting to a 4.0 Scale

Some academic and scholarship-granting institutions request reporting of Grade Point Average on a 4.0 scale. When converting grades to a 4.0 scale, the following scale will be used:

A+, A, A- = 4.0

B+ = 3.5

B, B- = 3.0

C+ = 2.5

C, C- = 2.0

D+ = 1.5

D, D- = 1.0

F = 0.0

Calculating GPA on a 4.0 scale:

Each grade is multiplied by the number of credits for the course.

The sum of these products is then divided by the total number of credits attempted to determine the GPA on a 4.0 scale.

Honors Recognized at High School Graduation and Grade Point Average (GPA) (Board Policy 611.06)

The official grade point average (GPA) of graduating students is based on all high school credit hours in order to allow students sufficient opportunity to demonstrate achievement. Temporary GPA's will be sent to colleges and universities who request information for admission.

The official GPA will be furnished to post-secondary institutions upon request.

Hemingford High School will use the cum laude system to recognize academic excellence at graduation with the following GPA standards for levels of achievement and recognition.

97% and above = Summa Cum Laude (gold medallion)

95-96% = Magna Cum Laude (silver medallion)

93-94% = Cum Laude (bronze medallion)

Beginning with the 2027 graduating class, valedictorian and salutatorian will no longer be determined or recognized.



Students may wear honor cords and other regalia as approved by the high school principal. As a general guideline, honor cords will only be recognized when associated with school-sponsored programs. Medals will be reserved for academic achievements. Stoles will be reserved for nationally recognized honors programs.

The following procedures will also remain in effect until after the commencement of the class of 2026, at which time they will be eliminated:

The district will name a Valedictorian (Rank 1st in class) and Salutatorian (Rank 2nd in class) based solely upon class rank. Students must have attended Hemingford Schools for a minimum of 3 consecutive semesters to be eligible. If there is a tie in GPA for 1st or 2nd ranking, then students tied will be honored.

Class Rank

~~The official grade point average (GPA) of graduating students is based on a minimum of 8 semesters of studies in order to allow students sufficient opportunity for demonstrating achievement. Temporary GPA's will be sent to colleges and universities who request information for admission. The official GPA will be furnished to post-secondary institutions upon request.~~

~~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 students in each subject area. This report is intended for parents and teachers 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 Growth

First Grade: NWEA: MAP Growth

Second Grade: NWEA: MAP Growth

Third Grade: NSCAS Growth (ELA and Math)



Fourth Grade: NSCAS Growth (ELA and Math), NAEP (when required)

Fifth Grade: NSCAS Growth (ELA, Math, and Science)

Sixth Grade: NSCAS Growth (ELA and Math)

Seventh Grade: NSCAS Growth (ELA and Math)

Eighth Grade: NSCAS Growth (ELA, Math, and Science), NAEP (when required)

Ninth Grade: NWEA: MAP Growth, Pre-ACT

Tenth Grade: NWEA: MAP Growth, Pre-ACT

Eleventh Grade: NSCAS ACT, NWEA: MAP Growth, ASVAB

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 Language Arts
 - 40 in Science
 - 40 in Social Studies
 - 30 in Mathematics
 - 30 in Career Technical Education
 - 10 in Physical Education/Health
 - 10 in Fine Arts

Each student shall also complete and submit a Free Application for Federal Student Aid prior to graduation, unless the required opt-out form is completed by either: (1) the student's parent or legal guardian; (2) the Principal, if the Principal determines that good cause exists not to require the student to complete the FAFSA; or (3) an emancipated student or student of at least 19 years of age.

Pre-college students should check additional requirements often prescribed by the college of their choice,



especially prior to 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.

Section 14: Academic Integrity

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

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

Definitions:

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

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

Cheating includes but is not limited to:

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

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

(2) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material or AI (artificial intelligence) systems, devices, or information while taking a test except as expressly permitted.

For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

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

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

(5) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

(1) Use of Another's Paper: Copying another student's paper, using a paper from an essay



writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(2) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(3) Assistance from Others or Unauthorized use of the work of an AI system: Having another person or program assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's. Likewise, using material generated through an AI (artificial intelligence) system and submitting it as original work is considered cheating.

(4) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(5) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

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

(2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works.

Plagiarism includes but is not limited to:

(a) Failure to Credit Sources: Copying work (words, sentences, paragraphs or illustrations, or models) directly from the work of another without proper credit.

Academic work frequently involves the use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to an outside source.

(b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

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

Sanctions:

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

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

(2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the



instructor or Principal will notify the student's parents or guardian.

(3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

4) Dual Credit or College Credit class academic integrity offenses may be reported to the college providing credit. The college guidelines and rules will have governance on sanctions.

For additional guidance on the use of Artificial Intelligence in the classroom please see School Board Policy 606.09

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 procedures and policies 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

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 the 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 the 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 the control of communicable diseases. These regulations include the 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/seaworm, 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 or is presenting symptoms of 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 records 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 the 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 for 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.

The 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 at their 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 Attack on 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 the form of a signature of the parent with the date of illness, the signature of the healthcare provider with the 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. A 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 attacks 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 documentation 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:

Ref: SB Policy: 508.20

1. Initial Identification and Parent/Guardian Notification Upon identification of a student with live head lice and/or nits, the parent/guardian will be immediately notified. The student will be discreetly and respectfully sent home with detailed instructions on appropriate treatment protocols. Whether the student is sent home at the end of the day or earlier will be at the discretion of the school nurse, based on the severity and risk of transmission to other students and staff. It is expected that the child will miss no more than one day of school due to head lice/nits. The responsibility of treatment rests with the parents/guardians.



2. **Treatment Verification and School Re-Entry** Prior to returning to school, the parent/guardian must treat the student and remove nits. Upon the student's return, a school nurse or designated qualified individual will inspect the student for live lice. If live lice are present, the student will be sent home. In cases where nits are found but no live lice, parents will be advised to continue nit removal and combing. Regular follow-up checks may be conducted to ensure effective lice management.

3. **Recurrent Infestations** In cases where a student experiences two instances of live lice within a single semester, they will be sent home until they are free from both live lice and nits. School personnel may also notify DHHS or other public health agencies to increase the likelihood of additional support being available to families with recurrent infestations.

4. **Additional Screening Procedures** Members of the same household as the affected student may also be checked for lice/nits. Whole classroom screenings will only be conducted if deemed necessary by the school nurse and/or building principal.

5. **Classroom Environment Management** The affected classroom and upholstered furniture will be vacuumed by the custodian. Stuffed animals and similar items will be either bagged for two weeks or washed and dried at high temperatures. Environmental pesticide treatments may also be utilized as necessary. Students will be encouraged not to share personal items that may facilitate the spread of lice.

6. **Notification Procedures** Notifications of head lice cases will be handled on an individual basis. Classroom notifications will be issued for the grade level of the student with an active case. In instances of multiple cases across different grades, notifications will be extended to all parents/guardians of students in the building, as determined by the school nurse or principal.

7. **Exclusion and Re-Entry for Chronic or Severe Cases** In rare instances of chronic or severe head lice infestation, the school nurse will assess the situation. If exclusion is considered, the nurse will consult with the administrator, documenting repeated unsuccessful management attempts. Re-entry of the student post-exclusion will depend on a head check showing progress in lice management, evidenced by the absence of live lice and a reduction in nits. The school nurse may monitor progress over time, with the aim of supporting the family in eradicating head lice. This policy is subject to the professional judgment of the school nurse and/or building principal, who may implement additional measures in extraordinary circumstances. The primary objective of this policy is to ensure the health and well-being of all students while minimizing disruptions to the educational process.

8. **Other Parasitic Insects** The school nurse and principal will apply similar procedures, subject to their professional judgment, for other parasitic insects, such as bedbugs, scabies, or fleas.

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 your 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.

Section 2: Smoke-Free Environment

The District implements regulations and practices which will ensure a smoke-free environment in compliance with The Nebraska Clean Indoor Air Act, section 71-5716, et seq., and the applicable Nebraska regulations (Nebraska Health and Human Services, Title 178, Chapter 7, "Rules and Regulations for the Implementation of the Nebraska Clean Indoor Air Act in Public Places and At Public Meetings"). Smoking is not permitted within any indoor facility owned or leased or contracted for, and utilized for the provision of routine or regular kindergarten, elementary, or secondary education or library services to children or for Head Start services.



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.
9. The possession, use, or distribution of any tobacco product, including cigarettes, cigars, chew or other tobacco or tobacco derivative products or any other such look-alike or imitation product.
10. The possession, use, or distribution of any vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product.

It shall further be the policy of the district that violation of any of the above prohibited acts will result in a 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 the parent or physician.

Random Drug Testing of Students Involved in Extracurricular Activities and Competitions

The Hemingford school district supports and values student participation in extracurricular activities and competitions. Such participation is a privilege and not a right. Students in all extracurricular activities and



competitions in grades 7-12 shall be subject to mandatory random testing for the presence of tobacco/nicotine, alcohol, and/or illegal drugs.

Purpose of Random Drug Testing

1. The purpose of this policy is to promote the health and safety of our students who participate in extracurricular activities or competitions and to deter the use of alcohol, illicit drugs, and tobacco among them.
2. The school district has recognized that observed and suspected drug, alcohol, and tobacco/nicotine use and abuse have increased among the student population, including students participating in extracurricular activities or competitions.
3. The school district seeks to provide safe, substance-free schools.
4. The school district seeks to deter the use of illegal and prohibited drugs, alcohol, and tobacco/nicotine among students.
5. The school district recognizes that students who use illegal and prohibited substances pose a threat to the health and safety of themselves, other students, teachers, administrators, and other persons.
6. The school district believes that the drug, alcohol, and tobacco/nicotine problem among the student body needs to be addressed. A large number of students who participate in extracurricular activities and competitions do not use drugs, alcohol, and tobacco/nicotine. The school district wishes to give those students an ongoing reason to say, "No," when presented with a chance to use.

**For more information please refer to the Hemingford Public Schools Random Drug Testing of Students Involved in Extracurricular Activities and Competitions Handbook.*

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.

Student Discipline Act

Neb. Rev. Stat. § 79-254 to 79-294

The purpose of the Student Discipline Act is to assure the protection of all elementary and secondary school students' constitutional right to due process and fundamental fairness within the context of an orderly and effective educational process. The sanctions defined in the act shall be interpreted at all times in the light of the principles of free speech and assembly protected under the Constitution of Nebraska and the United States Constitution and in recognition of the right of every student to public education.

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. Individuals placed in ISS will have closed campus lunch. 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 attendance in all schools within the system for a period not to exceed 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 interference with school purposes.
2. Prior to the 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 have been satisfactory or not shall be made by the 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 a 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 remains 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 with 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 79-294, 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 that 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 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, 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 stimulation 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 and electronic devices (including earbuds) 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 emails 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 is 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.



12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
14. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
15. Willfully violating the behavioral expectations for riding school buses or vehicles.
16. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
17. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.



For purposes of this policy, the term “dangerous weapon” includes any personal safety or security device (such as tasers, mace and pepper spray). If a student desires to carry or possess a personal safety or security device, the student must obtain prior approval from the building principal before bringing such device on school grounds. If a student obtains prior approval from the building principal, the student must store the device during the school day in the student’s locker, in the main office or in another secure location designated by the building principal. A student shall not carry a personal safety or security device during the school day.

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 the 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 a 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 a 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 a 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 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, 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 therefrom. 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, the 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 a substantial threat of unfairness. Such new evidence shall be recorded. The Board of Education or a 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.

Part 5: 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:



- Clothing or jewelry that is gang-related
- Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground
- Clothing or jewelry that advertises alcohol, tobacco, or illegal drugs
- Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
- Headwear including hats, caps, bandannas, hoodie hoods, scarves, and non-prescription glasses/sunglasses; Hats/headcover/glasses (none prescription) may be allowed under circumstances where a medical condition is present with approval of the building principal
- Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
- Clothing or jewelry displaying words or images that carry double meanings or profanity (bad words) in writing, pictures or slogans.
- Visible body piercing (other than ears)
- 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.
- Costumes and/or clothing intended for entertaining or special occasions may only be worn on days approved by the building principal.

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.

Part 6: Harassment and Bullying Policy:

Ref: SB Policy: 504.20

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.

Part 7: Inappropriate Public Displays of Affection (IPDA)

Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling, or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face additional discipline up to and including long-term suspension or expulsion.

Part 8: Specific Rule Items

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

- Students in the hallway during class time must have a pass with them, and may not leave class without permission.
- Students are expected to follow other classroom rules as set by individual teachers.
- Lunch is to be eaten in the cafeteria/Red Zone or off campus during open campus lunchtime unless special permission is granted.
- Students are expected to bring all books and necessary materials to class.
- Assignments for all classes are due as assigned by the teacher.
- 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.
- Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
- Students are to be in their seats and ready for class on the tardy bell.
- Students are not to bring "nuisance items" to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.



- Snow handling is prohibited.
- Sunflower seeds, etc. are not allowed in the school building or classrooms.
- Students are not to be in the school facilities without supervision.
- Lying or otherwise deceiving staff or administration.
- Willfully disobeying any reasonable written or oral request of a school staff member or voicing of disrespect to those in authority.

Part 9: 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 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 justifiable 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.

Part 10: 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, student, 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.

Part 11: 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.

Online Book Access: Sora by OverDrive & Nebraska Access

Unlimited access to thousands of books through our online library. Talk to your librarian for login information.

- **SORA:** The Sora reading app gives K-12 students one-tap access to ebooks, audiobooks, Read-Alongs, magazines, and more on any device, at any time.
 - Borrow: access the book on any device and it will keep your page.
 - Place Hold: Do not have access yet to this book, but if you place hold you will be notified when it is available.
 - All books are checked in after 20 days, you will not be fined, and when you renew the book your place will be held.
- **Nebraska Access:** Nebraska Access is a portal to information discovery, courtesy of the Nebraska Library Commission. It includes access to premium research databases, available exclusively to Nebraska residents, as well as additional sources of information about Nebraska that anyone can use.
 - Explora: Access to current, high-quality information resources at your library, in school, and at home. Search thousands of full text popular magazine and journal articles; genealogical, health, legal, small business, and science resources; reading recommendations; and research resources for K-12 students.
 - Information on Nebraska-related topics, including living and working in the state; researching Nebraska government, history, and genealogy; planning a Nebraska visit or exploring the state, finding services, entertainment, education; and other frequently asked questions.

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 reserved 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 the first period in the morning. If a reserved 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.

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 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.

Section 2: 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:

- Under the 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.
- Pupils must be on time; the bus can wait only 30 seconds for those who are tardy.
- If the pupil is not going to ride the bus, he/she should contact the driver so he/she will know beforehand.
- Unnecessary conversation with the driver is prohibited.
- 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.
- Pupils must not throw waste paper or other rubbish on the floor of the bus.
- No pupil will at any time, extend arms or head out of the bus window.
- Pupils must not get on or off or move about within the bus while it is in motion.
- When leaving the bus, pupils crossing a road must look both ways and make sure they can cross safely.
- The driver is in full charge of the bus and pupils. Pupils are requested to comply promptly, cheerfully, and fully with his/her requests.
- If monitors or patrols are on duty, pupils must obey and respect their orders.
- Any damage to the bus is to be reported at once to the driver.



Section 3: 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 educational resources. The following procedures and guidelines govern the use of school computers (including but not limited to school-owned tablets, laptops, and 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 online auctions, online gaming (except sponsored eSports activities), 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 a 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 or accounts. 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 educational 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 encourage staff to note such instruction in their syllabi or lesson plans.
4. It is also the responsibility of the parents/guardians to address their student(s) in regard 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, and 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 the 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 unsecured 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. Acknowledgments

- 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 for 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 students 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 a G Suite for Education Account) to target ads, whether in Core Services or in other Additional Services accessed while using a 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 the 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 4: 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 abilities 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.



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 2nd week of each semester.
3. Teachers will post the most recent academic grades for each student by 12:00 pm on Tuesday, the ineligibility list will go into effect on Wednesday morning. Eligibility runs from Wednesday through the following Tuesday beginning with the 3rd week of each semester.
4. The administrator will pull the current Quarter's 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. Students who are academically ineligible may attend practices, however, they cannot travel with any team/activity, suit up/participate in any event/performance, 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.
7. 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.
8. 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 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. 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. Playing time and team selection will be determined by the authority of the coaching staff and is based on a variety of factors.

At the high school level, 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, athletes should always strive to do their best in competition. Playing time and team selection will be determined by the authority of the coaching staff and is based on a variety of factors.

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.

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 3: 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. If extenuating circumstances arise the coach, in communication with the activities director & building principal may make an alternate plan to support the needs of the students and the program.

Section 4: 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 a practice to begin and the start of school.



Section 5: 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 sports season has ended, including the playoffs.

Section 6: Regular Practices

Regular practice for high school athletes begins after school. Junior high practice will be during 8th period Monday - Thursday. There will be no junior high practices. It is recommended that formal High School or Junior High practices be limited to approximately 1 ½ to 2 hours. Specialized work both before and after formal practices can be carried out as necessary.

The school day for Junior High students participating in a sport (during that sport season) will end after 7th period. Students participating in a sport are required to attend the full duration of practice with their team. Junior High students not participating in a sport are required to attend physical education class. When students are not participating in a sport (such as the times of the school year that fall between sports seasons) they are required to attend physical education class.

EXCEPTION ----- Students who are failing class(s) may be required to attend Academic Support during practice. If a student misses practice to due attending academic support, the coaches will have the discretion to assess whether prior engagement in practices was sufficient enough to allow a student to participate without unnecessary risk to the student and their teammates (e.g. a student doesn't know how to properly execute plays learned in practice or engage in sufficient conditioning, may potentially pose an unnecessary risk of injury.) If eligible, the student may still attend the contest/travel with the team, but the student's role will be subject to the coach's assessment.

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 7: 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 required to be dressed and ready for practice by the indicated start time for all practices, contests, and departures for contests. Failure to do so may result in loss of playing time at all levels.

Section 8: 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 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 by 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.

Updated: **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. Students may only be released to their parents or guardian unless prior approval has been authorized as stated below. 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 9: 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 10: 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 use or be in the possession of any tobacco product, including cigarettes, cigars, chew or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product.
- RULE 3 DRUGS** – A participant in sponsored activities shall not take drugs except under a doctor's prescription.
- RULE 4 CRIMES** – A participant in sponsored activities will not be convicted of a crime serious enough to be deemed a misdemeanor or felony offense. Misdemeanor traffic violation may not be included in this rule. (The Activities Counsel will address a charge of any law, which violates training rules.)
- RULE 5 ACTIVITIES SPECIFIC RULE** – Students participating in sponsored activities, which are in season, must also abide by any other rules of the activity as established by that coach or sponsor.

ACTIVITIES COUNCIL The activities council will consist of the head coach/sponsor from each activity, the activities director and the principal. The activities council will determine the extent of the punishment and also address other issues concerning the extra-curricular activities. Parents of the student under investigation will be invited to sit in during the meeting pertaining to their son or daughter.

Section 11: Violations of Activity Training Rules and Regulations

Ref: SB Policy: 506.01

Violations of Rules 1, 2, 3* or 4* will result in the investigation by the Activities Council.



*Violation of Rule 3 or 4 may result in punishment equal to “Second Offense” of rules 1 and 2. If a student first violates rule 3 or 4 and then violates either rule 1 or 2, the second violation will be considered a “Second Offense.” A second violation of rules 3 or 4 would result in punishment equal to “Third Offense” of rules 1 or 2.

FIRST OFFENSE: Suspension of all activities for 14 calendar days beginning with the 1st contest following the violation.

SECOND OFFENSE: Suspension of all activities for 30 calendar days beginning with the 1st contest following the violation.

THIRD OFFENSE: The student will forfeit eligibility for all school-sponsored activities for the remainder of the school year.

OTHER NOTES ON OFFENSES:

Ref: SB Policy: 506.01

- These time periods are the minimum requirements for loss of eligibility to participate in contests. Individual sponsors may assess additional consequences, as they deem appropriate.
- For activities with one- (1) time performances, the student will forfeit that event, if it occurs during the suspension.
- All students charged with any violation will be given the opportunity to defend themselves or their actions to the Activities Counsel if they so desire.
- Students cannot pick and choose the events that will be missed.
- All school-sponsored activities, clubs, and athletics count toward the suspension. (Dances added by the board at their 12/11/06 meeting).
- Conduct rules leading to activity restriction apply during the school year. The school year will begin with the official start of the fall activities, as determined by the NSAA, through the last scheduled event of the school year.
- Conduct rules leading to activity restriction apply both on and off school grounds.
- 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 12: 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 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 mouthpieces for sports
- Sports undergarments
- Shoelaces
- Various items for musical instruments

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.
- Band: Reeds, valve oil, music lyre, flip book, possible t-shirt

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:

The district may 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.

F. Admission Fees:

Students are charged an admission fee to attend school sponsored extracurricular activities in Grades K-6. They may pay single admission fees or purchase annual activity passes. Students in Grades 7-12 have free admission to all regular season hosted events.

- Varsity Contest
 - \$4.00-Students (7-12 students are provided passes to all home activities), Adults - \$5.00
- Freshman, Junior Varsity or Junior High
 - \$3.00 Students, Adults - \$4.00
- Invitational Tournaments Adults
 - \$5.00 all day, no activity passes accepted.
- Student Activity Pass (K-6) \$25.00 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, sub-district, and 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 are 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 fundraising activities of the organization in order to participate in the activities supported by the fundraising. The Board of Education must approve fundraising 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
● One Act	● Health Council	● National Honor Society
● H Club	● Speech	● Band / Choir

H. Other Student Activities:

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

- Summer band trips are sponsored entirely by fundraising. 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 fundraising 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 coursework 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	\$2.50	Adult Breakfast	\$3.00
Pre-School Lunch	\$3.00	K-6 Lunch	\$3.00
7-12 Lunch	\$3.25	Adult Lunch	\$5.00
Milk	\$0.55	Additional Entree/Meat	\$2.00

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 in accordance with the school's wellness policy. 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	Athletic Director
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 found on the Hemingford Public Schools website under school board policies or 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 the 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 the 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



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 unauthorized disclosure of education records. In some courses student work and/or projects may be displayed, posted on social media, 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 Engagement

Ref: SB Policy: 1005.02

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

In General,

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

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background, or are migratory children. Information related to school and parent programs, meetings, school reports, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
 - Hemingford Open House/Back to School Night
 - 7th grade and New Student orientation
 - Annual Title I Parent Meeting
 - Parent-Teacher Conference



- Parents are involved in the planning, review, evaluation, and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
 - Parent and Community Surveys
 - Annual Title I parent meeting
 - Development of the School Improvement Plan
 - School Advisory Meetings
- Parents of participating children will be provided timely information about programs under this part, a description, and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
 - Student handbook
 - Parent-Teacher Conferences
 - Standardized Test results
 - Progress reports & report cards
- 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.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and Local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

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 throughout 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.

Parents who wish to join their student(s) 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.**

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.** 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: _____

Student Name(s)

Grade

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 ACKNOWLEDGMENT PARENT-STUDENT HANDBOOK OF HEMINGFORD PUBLIC SCHOOLS

This signed receipt acknowledges receipt of the 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 the proper use of technology. The undersigned, as a 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 respond 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 25, 2023.



CERTIFICATED STAFF HANDBOOK



**Hemingford Public
Schools
2024-2025**

GUBN - Get Up Bobcat Nation

**Acknowledgement for Receipt of
Hemingford Public Schools
“CERTIFICATED STAFF HANDBOOK”**

I, _____ (your name) acknowledge that I was issued a copy of the Certificated Staff Handbook for Hemingford Public Schools for the school year 2024-2025 which included a copy of Board Policy 0402.15 Staff Conduct with Students. This handbook was issued to me before the first day for student classes.

I was given an overview of the contents of the handbook by the Hemingford Public Schools Administration. I am responsible for familiarizing myself with the contents of the Certificated Staff Handbook and the Student/Parent Handbook(s) for my building(s). My signature on this form indicates that I have read and intend to comply with the contents of the Certificated Staff Handbook.

Date

your signature

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ORGANIZATION

EDUCATIONAL PHILOSOPHY OF THE SCHOOL DISTRICT

As a school corporation of Nebraska, the Hemingford School District, acting through its School Board, is dedicated to promoting an equal opportunity for a quality public education to its students within the limitations of the school district's ability and willingness to furnish financial support to provide for students in cooperation with their parents and the school district community, the opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance to and encourages critical thinking in the students for a lifetime.

The board endeavors through the dedication of the school district's resources, to encourage students, who come to the school district from a variety of backgrounds, to look forward to the time when they will have jobs, homes, families, places in the school district community, and attain recognition as individuals. In order to achieve this goal, the board will seek qualified employees dedicated to development of their professional skills for the betterment of the education program and for the expertise for educational productivity.

Instruction and curriculum are the key elements of a public education. Critical thinking and problem-solving skills that will assist the students' preparation for life shall be instructed as part of a sequentially coordinated curriculum. The school district strives to prepare students for employment, to discover and nurture creative talent and to prepare them to meet and cope with social change in an atmosphere conducive to learning.

The support and involvement of the home and the school district community are essential to achieve educational excellence in the school district. The school district strives to maintain an active relationship with the home and the school district community to create within the students an awareness of dignity and worth of the individual, civic responsibility and respect for authority.

MISSION STATEMENT, OBJECTIVES AND BELIEFS**Mission Statement**

Empowering individuals to become Resourceful, Respectful, and Responsible Lifelong Learners.

Vision Statement

Our vision at Hemingford Public Schools is to work with parents and the community to:

- create a safe and healthy learning environment for all,
- provide and promote opportunities for academic success,
- inspire involvement using career interests and strengths, and
- prepare caring, responsible, and successful citizens.

School Improvement Goals

Academic Goal:

All students will demonstrate growth in math on state and/or national assessments by the end of the 2025-2026 school year.

Instructional Goal:

Students and teachers will be engaged in evidence-based instructional strategies to improve learning.

District Objectives

1. To develop each child to his full capacity.
2. To build an appreciation and an understanding of our democratic ideals and the functioning of democratic government.
3. To develop an understanding of and respect for all people with emphasis on their rights and responsibilities.
4. To develop ethical character with respect for moral and spiritual values.
5. To develop mastery of the basic skills which are needed for intelligent participation in the modern world.
6. To develop mental, social, and physical health.
7. To develop an understanding of world problems.
8. To encourage the child to think clearly, evaluate independently and work cooperatively with others.
9. To develop initiative in the worthy use of leisure time.

Beliefs

We believe That All Children

1. Look to us; parents, community and school for their personal foundation.
2. Are unique individuals and valuable resources deserving the opportunity to learn all they can.
3. Are worthy individuals deserving of respect, recognition and compassion.
4. Are entitled to a positive vision and the support of school, parents and community to obtain the best possible education.
5. Should be provided an education to help them develop to their fullest potential to prepare them for a changing world.
6. Are important and unique and if nurtured with love, they will learn and succeed.
7. Deserve a productive learning environment with quality facilities, facilitators and activities.
8. Have the ability to learn.

PURPOSE

This handbook is prepared for the purpose of providing information on customs and policies pertaining to the Hemingford Public Schools. It is intended for use by the staff as a guide in developing a well-coordinated instructional support program. It is hoped the statements set forth in this handbook will improve understanding and cooperation among all school personnel in the coming school year.

It is the purpose of this handbook to establish uniformity of operation. It will be supplemented from time to time as board policy, superintendent policy or the principals' policies are changed.

The quality of educational achievement is directly related to the employees of the school district. Each employee has been selected to provide for a certain phase of the child's needs as he/she grows in the educational program. As we coordinate our work and as each school employee grows professionally in his effectiveness, so grows the Hemingford Public Schools as a more effective school system.

CONTRACT AND RELATED ITEMS

Teachers are appointed to their position by the superintendent after election by the Board of Education. They are directly responsible for the welfare of the students under their control, which includes the development of the child's capacities in all phases: mental, physical, social, and moral.

Teachers are jointly responsible to the superintendent of schools and the principals in accordance with Board of Education Policy. Teachers are expected to carry out the policies of the Board of Education.

ABSENCES - TEACHER

Teachers who are to be absent from school for any purpose whatsoever shall request leave in writing through the Red Rover online leave system to the principal. After receiving written authorization to be absent, the teachers shall work with the building designee to arrange for the supervision of their classes and activities. This should be done 3 days in advance of anticipated absence if possible. The teacher is responsible for reporting the expected absence and for making necessary plans in advance, whether the absence is in the line of school duty or for private business. Substitutes will be secured through the principal's office.

For unexpected absences or illness please notify the building designee no later than 7:00 a.m. so a substitute teacher can be attained. Please provide adequate lesson plans for substitutes for all absences. Teachers must report unexpected leave through the Frontline online leave system within three days of taking leave.

RETURNING FROM ABSENCES

1. Justification for Absences Taken Without Prior Approval. If an employee is absent without advance approval either: (1) the day immediately preceding or immediately following a regularly scheduled school break (such as winter break, spring break, and quarter or semester breaks) or (2) during the first two weeks or the last two weeks of school (student contact days), the employee will be required to give verification (for example, a doctor's note) to establish that the employee was unable to work for an excusable condition or excusable reason.

2. Establishing Fitness for Duty. Employees must present a written statement from their physician or health care provider to their supervisor when absent for any period of time because of injury requiring care from a physician or health care provider, or absent from work for 5 days or more due to a personal health condition. The statement is to clearly verify that the employee is mentally and physically able to return to duty. This statement is to be presented in person to the employee's supervisor before the employee returns to duty in order that the readiness to perform work can be observed and discussed.

Employees are required to disclose any medical restrictions that limit their ability to perform the essential functions of their position to their supervisor and to request a meeting with the Superintendent to discuss the provision of reasonable accommodations. The District will not discriminate against any employee due to

disability and will provide reasonable accommodations. Information provided about medical conditions or disabilities shall be treated as confidential, as required by state and federal statutes, and will be divulged only to the extent necessary to provide reasonable accommodations.

CERTIFICATION

Each teacher must hold a Nebraska Teacher Certificate of the proper class for the position for which he or she has been employed. The certificate must be registered in the office of the Superintendent of Schools in Hemingford, Nebraska. Any contract is subject to cancellation if these requirements are not met. The superintendent may assign other duties or classes as necessary.

CONTRACT

Teacher contracts consist of a total of 185 days.

CONTRACT TERMINATION

The termination of contract, non-renewal of contract, cancellation of contract, amendment of contract, or disciplinary actions less severe than cancellation, non-renewal, termination or amendment will be in accordance to Nebraska Statutes 79-12, 107 to 79-12,120.

DEFINITIONS OF JUST CAUSE TERMS

Incompetence – A teacher is lacking the qualities necessary for establishing, maintaining and conducting an effective learning climate in the classroom or in the activities for which they are responsible.

Neglect of Duty – A teacher gives little attention or respect to, leaves undone or unattended, or is careless in fulfilling their duties as required by the administration, the Board of Education, or their teaching contract.

Unprofessional Conduct – A teacher does not regulate or restrain their personal or professional behavior at a level or a standard befitting a member of the teaching profession.

Insubordination – A teacher willfully and knowingly is disobedient and refuses to honor or act upon a request or a direct order of the administration, Board of Education or the terms of the teaching contract.

Immorality – A teacher displays conduct or language which does not have any positive educational aspect or legitimate professional purpose or does not conform to the standards expected by the administration, Board of Education, or the terms of the teaching contract.

Physical or Mental Incapacity – A teacher is lacking the physical or mental capacity, ability, or qualifications for the purpose of providing the school or students with positive educational experiences.

Failure to give Evidence of Professional Growth as Required by 79-12,113 – A teacher does not provide evidence of completing or did not complete the requirements for professional growth as established by the Board of Education Policy.

Other Conduct Which Interferes Substantially With the Continued Performance of Duties – A teacher to a large degree or in the main, becomes so involved in out-of-school activities, in school actions, or other activities or actions that by their involvement detracts from or prohibits the teacher from performing their required and professional duties and causes the teacher to become ineffective in their performance.

FACULTY EVALUATION

Faculty evaluation will be conducted in accordance with the procedures detailed in Board Policy 406.08R. The procedures and associated forms are included in Appendix A of this handbook.

~~The purpose of teacher evaluation involves communication between the evaluator and the teacher which is aimed at improvement of instruction that is being performed well.~~

~~The written evaluation report will address the following criteria:~~

- ~~1. Instructional performance~~
- ~~2. Classroom organization and management~~
- ~~3. Professional conduct~~
- ~~4. Personal conduct~~

~~Probationary teachers will be evaluated a minimum of one time per semester. Each tenured teacher will be evaluated in accordance with school board policy. The evaluator may evaluate a teacher more than the minimum if it is deemed necessary.~~

~~Documentation regarding the teacher evaluation may involve both narrative reports and/or checklist evaluation forms. Teacher evaluation documentation will be signed by both the teacher and the evaluator.~~

~~The evaluation report will include all teacher deficiencies, specific means for the correction of noted deficiencies, and an adequate timeline for implementation of the concrete suggestions for improvement.~~

~~The evaluated teacher will have the provision to offer a written response to the evaluation, and that response will be part of the evaluation. The teacher will be provided with a copy of the written evaluation. Another copy will be placed in the teacher's file. In addition to the written report of the evaluation, the evaluator and the teacher will communicate verbally regarding the evaluation.~~

~~All evaluators shall possess a valid Nebraska Administrative Certificate and shall be trained to use the evaluation system employed by the district. The superintendent shall be responsible for overseeing the evaluation process and in providing evaluators with the proper training and methods to be used in the evaluations. In addition to the~~

~~in-district training provided by the superintendent, available training workshops and materials provided by outside institutions (i.e., educational service units, colleges, the State Department of Education) will be utilized to enhance the evaluation process in the district~~

PAY DAY

Salaries for teachers are to be paid in twelve equal installments. Payment day shall be the fifteenth day of each month, unless the fifteenth falls on a weekend or holiday; then the payments will be made on the Friday before the fifteenth. Payment will be made by direct deposit to the teacher's account. Deductions from the payment will include social security, federal tax, state tax, and teacher retirement. Optional deductions are annuities, dental insurance, health insurance, and professional dues.

JURY DUTY

All certificated personnel selected to serve on jury duty will be paid the difference between what the court allows them and what they would have earned in a regular working day.

PROBATIONARY TEACHERS

Probationary teachers are those who have not completed three years of teaching with the employer school district. They are not protected by the "just cause" provision of 79-1254, and their contracts may be terminated as of the close of the school year for any reason the Board of Education chooses; except for exercising constitutionally protected rights such as free speech, freedom of assembly and association, etc.

Probationary teachers will be evaluated at least one time per semester.

GENERAL INFORMATION

ACADEMIC INTERVENTION/ACADEMIC DETENTION

Academic Intervention is established with the purpose of facilitating opportunities for the professional teachers of the district to help their students succeed in each content area. In the event that a student is failing any course, the expectation is for the teacher of the course to work with the student and parent to schedule academic intervention to stay and work on their assignments with direct instruction from the classroom teacher. Academic Intervention will be available every regular school day from 7:45am-8:00am and 3:40pm-4:00pm.

Teachers who have students failing any courses along with other staff members who assign Academic Intervention are directed to provide instruction and supervision to the student. Teachers are expected to utilize academic intervention to assist students seeking to improve their learning and grades in accordance with the grading procedures of the school district.

The school administration may assign students to attend the academic intervention program. Additionally, teachers may issue academic detention during the academic intervention period to students to provide for support and supplemental instructional time as needed to help students learn material and complete assigned learning tasks.

Students will be assigned to the academic intervention program on a mandatory basis when the following factors place them at academic risk:

- A current failing grade in any class.
- Missing/Late assignments.
- Risk of course failure.

Students attending the academic intervention program are supervised by both certificated and non-certificated staff members. Students attending the academic intervention program have access to support, encouragement, structure, and resources to complete their assigned learning tasks.

When students are assigned to participate in the academic intervention program, failure to attend will be considered truancy. Students who are assigned to the academic intervention program are directed to avoid scheduling medical and other appointments for times when academic intervention is in session. In instances when no alternative scheduling options exists, the school administration reserves the right to grant a make-up attendance time to be decided by the assigning administrator.

Although attendance is mandatory when assigned, the academic intervention program is open to all students in grades 7-12 who need additional work time, support, or access to learning technology.

Student failures are often (but not always) the result of not turning work in or late work. One of the best ways that parents/guardians can help students be successful is by providing time and structure at home for students to complete all of their assignments. Parents can monitor their students' grades, assignments, and attendance via PowerSchool our online student information system.

Teachers who have students meeting the qualifications for participation in the academic intervention period are required to provide supervision and instructional support to these students for the entire duration of the academic intervention period. When circumstances arise where teachers are assigned to other duties during the academic intervention period the teachers involved are to work with the principal to ensure that students are supervised and have the opportunity to receive academic support. It is the responsibility of the classroom teacher to communicate with students, parents, and the principal when students have missing or late assignments or are otherwise at risk of course failure.

STUDENT ABSENCE

Work missed because of absence can be, and often needs to be, made up on the student's return to school. Make-up provisions vary depending upon the type of absence. Teachers will work with students to ensure work is made up in accordance with the district's grading practices to promote learning.

ATTENDANCE PROCEDURES

Teachers are to take attendance within the first 10 minutes of each instructional period in the secondary school and at such times as assigned by the principal in the elementary school. Teachers are to contact the office immediately regarding any student who is absent and not previously marked as absent by the school office in the school's computerized attendance system. Teachers are responsible for ensuring that attendance records are accurate and regularly updated. For example, if a student comes to class after attendance has been taken then the student's attendance record needs to be updated to "tardy" instead of "absent". Additionally, teachers are required to read email announcements regarding students' attendance at activities so that student attendance properly reflects the students' attendance at school/activity functions as being "present."

BAD WEATHER/SCHOOL CLOSING

The importance of notifying employees, parents, and students when school will be delayed in opening, not opened at all, or be dismissed early is of prime concern. We will be using an automated messaging system (Remind) which will allow the school to contact each family with regard to school closing and other notifications. This system is designed to message the phone number or numbers listed in your employment file. Please ensure that the school district is continually notified of any changes to your contact information.

The school also uses local radio station KCOW, KNEB, and KCSR to inform staff, parents, and students of closing due to inclement weather. The school will make every effort to make this information available as soon as possible.

CLASSROOM MANAGEMENT

Teachers have the responsibility of managing their classrooms in a manner that allows students to effectively accomplish their learning tasks. Realizing there is a wide variety of teaching styles, learning styles, and subject content, classroom management should also vary. There are, however, some common procedures teachers of well-managed classrooms follow:

1. Be prepared for class. When the bell rings, the teacher is ready to begin class. A meaningful activity is planned for each class on each day.
2. Make assignments reasonable and clear.
3. Be a neat dresser, well groomed; be businesslike and friendly.
4. Do not allow students to address you by your first name or a nickname.
5. Communicate your classroom expectations to the students. Keep rules to a minimum.
6. Incorporate technology in various ways to enhance student learning and engagement.
7. Staff and Student personal cell phones and electronic devices including ear buds will remain off and out of sight and may only be used during class time or times of supervision for educational purposes.
8. Be consistent each day of the school year.
9. Avoid punishing the entire class for the actions of a few.
10. Avoid comments to students you would not make in the presence of their parents.
11. Avoid comments or actions that could humiliate a student.
12. Be willing to apologize.
13. Communicate with the parents---call them on the telephone or write a note when concerns arise. Use Progress Reports and Eligibility Reports appropriately.
14. Avoid arguments with students in front of a class. Even if you win, you've lost.
15. Be enthusiastic. If you don't want to be here, neither will the students.
16. Keep the level of your voice under control. Avoid yelling.
17. Be creative with assignments and instructions. Facilitate success.
18. Get to know your students, take an interest. Attend activities.
19. Physically manhandling students will not be supported, except when defending yourself, separating students in a confrontation, or preventing injury to a student.
20. Seating arrangements should be maintained in classrooms. Inspect desks daily for damage.
21. Detentions assigned by an individual teacher are the responsibility of that teacher. Do not assign detentions to students if you are unable to supervise the student during the assigned time.
22. Limit free time; maintain appropriate control of your classroom and area.

COMMUNICATION

Teachers at Hemingford Public Schools are expected to utilize effective communication strategies and technological resources when appropriate to collaborate and engage with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

In order to facilitate such communication between the school and homes, teachers are expected and directed to follow the communications plans and protocols developed at the school and district levels. Such communications plans will include directions for frequency, content, and method/mode of communication teachers will be expected to utilize.

COMMUNITY RELATIONS

The Board of Education, through the administration, demands dignity, neatness, and seriousness of purpose for its teachers. The teaching profession, as a whole, is frequently and unjustly judged by the attitude and conduct of a single teacher. Since all are judged by what only a few may do, it is imperative that each of us give considerable thought to our actions as they relate to community customs.

Teachers should regard the community in which they are employed as their home. You should be interested in its institutions, its worthwhile activities, and participate in those in which you have special interest and abilities. Good judgment should be used in all practices.

Poor public relations can ruin the finest faculty in a good school. It is imperative that we all use common sense and discretion in and out of school.

Staff should refrain from commenting on or posting negative comments on social media platforms about school personnel or the school community. Engaging in this type of behavior erodes the public's trust in you as an educator and the school system as a whole. Any concerns or complaints should be addressed through the chain of command and/or the grievance process.

CONCESSIONS/CASH BOXES

Arrangements for concessions stand dates are to be made through the office of the Activities Director. Concessions and other cash boxes, such as gate receipts for athletic events, are to be counted and signed-off by two adults before the funds are remitted to the school administration and office staff.

CONCUSSIONS: RETURN TO LEARN

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

The school administration of Hemingford Public Schools adopts the NDE Guidance entitled "Bridging the Gap from Concussion to the Classroom," and accompanying Appendix, as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

CONFIDENTIALITY AND CONFIDENTIALITY OF RECORDS

Employees should not discuss school matters outside the job nor discuss confidential or personal information about students or staff. Requests from anyone, including fellow building staff members, for personal information about students or staff should be referred to the principal. School staff shall maintain student records in compliance with state and federal law.

COPYRIGHT AND FAIR USE POLICY

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

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

CRISIS SITUATIONS

Behavior in the first moments, by those actually involved in a crisis situation, will largely dictate the outcome. In the event of a crisis situation, Hemingford School personnel are expected to follow the procedures as written in the Emergency Response Manual.

CUSTODIAL ASSISTANCE

Our custodians strive to keep the school neat, clean and functional. It is a difficult job, and we should all encourage students to conduct themselves in ways that contribute to an attractive and safe environment. If custodial assistance is needed, all requests must go through the building principal's office. Staff members who observe any areas of

custodial/maintenance concern are expected to complete a Custodial/Maintenance Work Request Form and submit the form to the building principal.

DETENTIONS

In order to modify certain behavior, it is allowable to require students to come to school early (if not a bus issue), come in at lunch (and eat), or stay after school. Please make this time related to the work in class and to addressing undesirable behavior. Due to individual students' geographic situations, it may be necessary that you give the student one day to make transportation arrangements. Detentions should be 30 minutes in length (or the length of the lunch period). Be consistent within yourself and the staff. Detentions assigned by an individual teacher are the responsibility of that teacher. Do not schedule detentions for times when you are unable to supervise the student.

DISCIPLINE

As professional educators, teachers are expected to create reasonable classroom rules and consequences. Students should know what behaviors are expected, and these expectations should be firmly but fairly enforced. Discipline does not automatically mean punishment, but it does always mean encouraging a desired behavior. Threatening, yelling, criticism, sarcasm, etc. are questionable discipline techniques and often prove inadequate. The student's improper behavior should be the focus of the discipline and not the student's personality, family, dress, appearance, etc. Discipline that punishes all students for the wrong doing of a few is discouraged. Grades are not to be reduced as a form of discipline for poor behavior. The forms of discipline that you choose should be consistent, reasonable, and fair.

Discipline is a very important factor in the success of any teacher. Teachers may know their subject matter and the most current research, but these are of little value unless they are able to control the pupils in their classes.

Discipline is the responsibility of each individual teacher. The principal's role is to assist and advise in the event of flagrant or continued misbehavior. Flagrant misbehavior should be brought to the attention of the principal immediately. A student shall not be sent to the office without an explanation of the offense. If assistance is needed in the removal of a student, the teacher is to send someone to the principal's office immediately for assistance. Each student dictates different strategies, but effective teaching and adequate preparation prevent many behavioral problems from occurring. Teachers are encouraged to read and may be required to read "Tools for Teaching" by Fred Jones for additional guidance in proper classroom management.

Corporal punishment shall not be administered. Students causing excessive discipline problems may be recommended to the Superintendent for expulsion.

DISCIPLINARY DOCUMENTATION, AND REFERRALS

Staff members are directed to utilize the student information system (PowerSchool) for all disciplinary and behavioral documentation and referrals. All discipline referrals must be submitted to the principal or his/her designee via PowerSchool. All student disciplinary documentation is to be kept in the PowerSchool system.

DISPENSING MEDICATION

Employees are not permitted to give any medication to students unless trained under the Medication Aide Act. To ensure the proper care of our students, employees who are asked to take the medication training and administer medications shall do so.

Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the nurse's office; with the exception of students who have a diabetes self-management or asthma self-management plan. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission slips to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel are not to administer medicine, including over the counter medicine, without a signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: student's name, name of medication, dosage needed, and time of dispensing the medication.

DISRUPTED DAY

Use disrupted days for review, special help, or enrichment activities. Disrupted days become wasted days for students only if teachers allow it. Teachers may videotape instruction and other classroom activities to make available to students who were absent or who would like to otherwise review such content.

DISTRICT INSTRUCTIONAL MODEL

The Nebraska Teacher and Principal Performance Standards (NTPPS) and Rubrics provide the basis of an instructional framework for Hemingford Public Schools, which includes focusing on evidence-based instructional strategies to enhance teaching and learning. ~~The instructional model of Hemingford Public Schools is the Danielson model.~~ Teachers are expected to effectively utilize the Nebraska Teacher and Principal Performance Standards and Rubrics ~~Danielson model~~ as a routine component of their instructional design and delivery.

DUTY HOURS

All teachers are expected to report for duty as determined by their building principal. Currently 7:45 am to 4:00 pm (Teachers will be allowed to leave at 2:15 pm on those Fridays when administration does not schedule professional development). All teachers are to remain on duty during these hours unless otherwise excused by the principal or superintendent. During school hours, no teacher is to leave unless the

superintendent or principal have been notified, or arrangements have been made previously through the superintendent or principal. Under no condition should a teacher leave the room while his/her pupils are in attendance. In case of emergency, send another student to either the superintendent's or principal's office.

EMPLOYEE FAMILY MEMBERS AND VISITORS

Employees are welcome to bring their children to visit their worksite, provided that the visits are infrequent, brief, and planned in a fashion that limits disruption to the workplace and/or staff member responsibilities. Other family members, spouses, significant others, or visitors may be allowed from time to time at the discretion of the administrator/supervisor. If the frequency, length, or nature of visits becomes problematic, the employee will be advised of the situation and will be expected to take corrective action.

Employees are not permitted to bring ill children to work. This guidance is not to be utilized as a backup childcare arrangement. Employees are provided paid time off benefits which should be used for personal reasons or to care for an ill child.

EMPLOYEE BENEFITS ONLINE PLATFORM

As part of a comprehensive benefits package, the district provides access to various elective benefits, including vision insurance, supplemental insurance, emergency transportation insurance, and Section-125 (flex spending) plans. These are available for employees to purchase at group rates through an online benefits platform.

FACULTY MEETINGS

Teachers' meetings will be called by the principal when necessary. Advance notice will be given in time for activity teachers to plan their work in order to attend. The only exception to this will be meetings of an emergency nature.

FORMS, REPORTS, AND RECORDS

The following items need to be supplied to the appropriate office as scheduled.

Superintendent's Office

New or changes on

1. W4's
2. Address
3. Telephone Number
4. Marital Status

Payroll Deductions

1. Annuities

2. Health Insurance Coverage
3. Supplemental Insurance
4. Savings or Investment Plans

NOTE: All of the above are due prior to September 1st.

High School Principal's Office

Daily

1. Attendance at the beginning of each period
2. Daily announcements by the end of the day for the next day's email announcements and reading of announcements
3. Outgoing school business mail to Superintendent's Office
4. Staff Absence Forms
5. Professional development forms

Weekly

1. Student grades entered/updated on the online grade book
2. Travel requests to AD's Office
3. Bus Requests to AD's Office
4. Contests and special events for the calendar to the AD's Office
5. Lesson Plans (format determined by the Principal)

Yearly

1. Grades posted on the online grade book
2. Yearly report which includes complete inventory, classroom maintenance/repair request, and professional growth and development record
3. Curriculum guides/ALL criteria to Curriculum Director for reporting purposes

Elementary Principal's Office

Daily

1. Lunch count
2. Absentee list
3. Announcements
4. Staff Absence Forms
5. Professional development forms

Weekly

- Lesson Plans Lesson Plans (format determined by the Principal)

- Travel requests (field trips, etc.), **immediately after dates and details are confirmed**
- Student grades entered/updated on the online grade book

Yearly

1. Yearly report which includes complete inventory, classroom maintenance/repair request, and professional growth and development record
2. Attendance records
3. Grade books or grade sheets or Grades posted on the online grade book
4. Curriculum guides/**ALL** criteria to Curriculum Director for reporting purposes
5. Supply orders and requests

FUNDRAISERS AND ACTIVITIES ACCOUNTS

In order to ensure that the resources of the community are not strained as a result of multiple fundraisers occurring at simultaneously, all student organization fundraisers (other than the concession stand) must be approved by the organization's sponsor, the activities director, building principal, bookkeeper, and superintendent. When an organization wishes to engage in a fundraising activity the sponsor will need to complete a Fundraiser Request Sheet and submit the form to the Activities Director. Fundraising activities should not begin until the request has been approved by the superintendent. Fundraising activity should be limited to the actual needs of the organization. As a general rule, the concession stand should be a component of the fundraising strategy of student organizations. Food and/or drinks shall not be sold during school hours without annual approval of the building principal and must be in compliance with the school wellness policy.

Cash and checks which are collected are to be accounted for by the sponsor and remitted to the school bookkeeper each business day. All cash and checks must be remitted to the bookkeeper within 24 hours of the completion of any fundraiser.

Funds earned in the name of a school organization belong to the organization rather than to the individual student. When students engage in fundraising as a member of a school organization (such as activities, groups, teams, or clubs) the proceeds from the fundraising shall remain with the organization regardless of the continued participation status of the student in such organization. If organizations are disbanded all funds remaining with the organization will be transferred to the activity travel account.

Senior class funds remaining after graduation expenses are paid may be designated for a specific school project or activity by a majority vote of the senior class. If no project or activity is designated prior to graduation the remaining funds will be transferred to the secondary school account in the activities fund.

GRADES AND REPORT CARDS

Teachers are expected to enter grades into the online grading program in a timely manner. As a general rule grades should be updated at least weekly. Grades should be of a sufficient number to provide meaningful feedback to students and parents regarding

learning/performance and to allow students to work toward mastering the learning objectives of the course of study.

Grades are to be a reflection of student understanding of content and skills in each academic area. Grading guidelines will issued from time to time by the superintendent of schools in accordance with policy. Grading practices (including grades for late work and subject-specific grading criteria) are to be approved by the building principal prior to the beginning of each school year. Grading practices should be clearly communicated to parents and students at the beginning of each school year to promote understanding of student performance as communicated through student grades.

Report cards will be provided at the end of each quarter. The grading system used is as follows:

Kindergarten-Third grade uses the following grading system:

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

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

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

Each teacher should define for students the grading procedures to be used in their classes consistent with grading guidelines issued pursuant to Board Policy 611.05.

Early Elementary

~~4 Exceeds Expectations~~

- ~~3 Consistently meets Expectations~~
~~2 Inconsistently Meets Expectations~~
~~1 Does not meet Expectations~~

~~Grades 3 – 12~~

~~94% – 100% = A~~

~~86% – 93% = B~~

~~78% – 85% = C~~

~~70% – 77% = D~~

~~Below 70% = F~~

Parents may ask for a progress report on their child at anytime. No pupil may be penalized for discipline by or through his/her grades.

GUM, FOOD, AND CANDY

While gum is allowed in classrooms, it should be disposed of properly. Candy may be allowed on occasion when it is permitted by the teacher. Certain elementary grades and secondary courses, such as band and choir may restrict the use of gum and candy for safety and equipment reasons. In accordance with the school wellness policy, gum and candy should be limited as a classroom reward. Staff members interested in having class parties or supplying food need to have that approved by the principal prior to planning the event.

HALL SUPERVISION

Every teacher is expected to step into the hall between classes to help maintain order. Students must be supervised at all times when they are on school premises because of possible accidents and subsequent liability. Teachers are to file all accidents no matter how large or small. Lawsuits can happen several years later. A written record could be great assistance in presenting requested testimony.

HOMEWORK

The purpose of homework is to:

1. Reinforce learning; practice a skill previously taught.
2. Encourage independence, self-discipline, self-direction, and develop productive work habits.
3. Create a school-home bridge by acquainting parents with what the children are learning in school.

Factors bearing consideration:

1. Adequate notice, time, and reminders should be given for long-range projects.
2. Homework should be used for valuable tasks. "Busy work" creates resentment and fosters the idea that schoolwork is meaningless.
3. Assignments should be clearly explained to students, with work beginning at school under the teacher's supervision.

4. Individual student abilities should be considered in determining the amount and nature of homework assignments.

Parents show an interest in the homework assigned to their children. They form opinions of and attitudes toward the school and you as a teacher based on the nature of the homework assigned to their children.

INSTRUCTIONAL AREAS

Each teacher is responsible for the appearance and organization of their assigned classroom, lab, shop, etc. The appearance of the instructional area has an impact on the learning that occurs; therefore each teacher should devote time and energy to developing an attractive, stimulating, and orderly instructional setting. Take pride in your educational setting, as well as your teaching. Be an example for students. When a room is unoccupied, lock and shut doors behind you and shut off lights. ***Teachers are expected to be with their students during the entire period their classes are in session.***

Occasionally teachers are required to share rooms. Upon leaving an area please insure that:

a) materials and equipment are stored properly, b) chairs and desks are properly placed, c) the floor is free of litter. On leaving your room for a length of time or for the day, teachers will turn out all lights, close and lock all windows and close and lock all doors. Teachers using the building after hours must check all lights and doors and see that all students are out of the building. Students are not to be left to close the building. Whenever the facility is being used, there must be a staff person present and directly supervising the students. Do not give your keys to students or any other person. Individuals and organizations wishing to use the school facilities must complete an Application for Facility Use and submit such application to the office for approval.

LESSON PLANS, CLASS ROSTERS, AND SEATING CHARTS

Written lesson plans are required. They are to be completed in a format determined by the principal and submitted to the principal's office before classes resume each Monday. Lesson plans may be required to be prepared collaboratively and/or during common planning time at the discretion of the principal. Lesson plans; class rosters, and seating charts must be easily accessed in the event a substitute needs to cover for a teacher.

LETTERS TO PARENTS

Please have all general letters to parents cleared through the principal before releasing.

MUTUAL RESPECT

The Hemingford Public Schools expects every staff member and student to be treated with respect and dignity.

OBSERVING AND ENFORCING RULES

It is the duty of each teacher to become familiar with the rules, regulations, and policies of the school and to do all that you can at all times to see that they are enforced. Ignorance of the rules does not excuse you.

OUTSIDE RESOURCE PEOPLE

The administration feels that the utilization of outside resource people has the capability to greatly enhance the learning process in the classroom. The building principal shall be made aware of the teacher's plans to bring in an outside speaker, and the principal is authorized to terminate plans to bring in an outside speaker should there be doubt about the visiting speaker's credentials.

The teacher does, however, assume the responsibility for what happens in the classroom whether it is the teacher presenting a lesson or an outside resource person. It is the responsibility of the teacher to exercise mature judgment in the selection of people brought in. The teacher must stand ready to limit any speaker who strays into questionable topics, or when the speaker's veracity seems questionable.

It is suggested that you utilize the following check-list before inviting any person to speak to your class.

1. Is the prospective resource person known to me as one who will present honest factual information? If not, will someone well known to me verify the personal characteristics to me?
2. Will the prospective speaker present the types of information and topics which are appropriate for the maturity level of those in your class.
3. Will the prospective speaker cover material cognate to that currently being pursued in your classroom?

PARENT – TEACHER CONFERENCES

Parent-teacher conferences will be held for the elementary grades and the secondary school twice a year. They are a vital part of the evaluation and public relations program. During this time, many things can be discussed with the parents: test results, daily grades, samples of daily work, the student's strong and weak points, how the parent can help their child improve his/her work, and any problems that may exist.

Although the conferences involve considerable time and work, you will find that they are extremely worthwhile. This short visit with the parents will be of great value to the student, to the parent, and to the teacher.

Individual conferences with parents are encouraged and can be requested by the teacher whenever necessary. It is best to schedule a conference whenever a problem appears or whenever a problem seems about to develop.

PARKING AT THE SCHOOL

In order to provide a safe and invitational atmosphere to parents and visitors, staff members are to refrain from parking in the parking spaces located on the curbcut on the south side of the school. These spaces are to be reserved for parents and other visitors to the school.

PROFESSIONAL COLLABORATION AND PEER COACHING

As professional educators, teachers are expected to engage in collaboration and common planning to support improvement in teaching and learning. As part of district efforts to promote continuously improved professional practice, teachers will be expected to engage in non-evaluatory observations of other teachers and to engage in peer coaching. Engaging in peer coaching and providing feedback enhances the professional dialogue within the school district and provides a growth opportunity for both the teachers who are observing, and those being observed. Building principals will be responsible for determining the number of peer observations and the processes to be used for collaboration and coaching.

PROFESSIONALISM AND CODE OF ETHICS

Professional conduct is expected from all personnel of Hemingford Public Schools. This behavior is reflected in your dress and grooming, relationships with students and parents, and interaction with your peers. A positive school climate is critical to everyone's success. All holders of public school certificates must be familiar with the Standards of Conduct and Ethics as set forth in Title 92, Nebraska Administrative Code, Chapter 27.

PUBLICITY/PUBLICATIONS

Take pride in the school and be proud to tell about the positive elements of the school. Any items to be submitted to local papers or sent home to the parents should be appropriate and approved by the building principal. Any concerns should be presented to the principal in advance. The Secondary Principal shall serve as the editor of all student publications.

PURCHASING

Board Policy on Purchases: **Any employee who purchases supplies or equipment without expressed authorization of the Superintendent shall be personally liable for payment of the bill.** Teachers should make requests for supplies or equipment in sufficient time to allow for economical and wise purchasing.

Class and club sponsors will have responsibility for supplies ordered through their organizations. In many cases, items can be procured through regular school channels more economically. All purchases which are handled through the activity fund should be cleared through the Office of the Superintendent or the Activities Director.

All purchases charged to the school district or to any organization of the school will be accompanied a requisition order approved through the Weblink online requisitioning system. Requisition Orders for a class or organization must be approved by the authorized personnel in the Office of the Superintendent or the Activities Director. No bills will be paid by the Board of Education or from the Activity Fund which have not been authorized.

RADIOS AND OTHER COMMUNICATION DEVICES

In order to facilitate effective and timely communication, employees may be assigned to wear and use a handheld radio or similar communications device while on duty.

RECESS SUPERVISION

Supervision of students at recess or other non-instructional times is an expectation for teachers in the district. When supervising please engage in the practices described in the “Supervision of Students” section of this handbook.

RECORDS MANAGEMENT AND DISPOSITION – LITIGATION HOLDS OF ELECTRONIC MESSAGES

When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue.

As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue.

Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

SANITATION, HEALTH, AND ROOM MAINTENANCE

Teachers are expected to engage in keeping a sanitary classroom. This includes directing students in the process of regularly sanitizing desks, counters, doorknobs, light switches, and other frequently touched surfaces, according to specific instructions given by the Building Principal or Superintendent, in addition to the regularly scheduled sanitation by the custodial staff.

Teachers may be expected to engage in monitoring student health including taking temperatures, recording health screening data, and reporting any health concerns to the school nurse or other designated individual, according to specific instructions given by the Building Principal or Superintendent.

Teachers are expected to serve as role models in meeting and complying with health practices and guidelines, including those enacted for public health purposes.

Before leaving the classroom each day, close windows, turn out all lights, and lock the room. Elementary teachers, please make sure your air-conditioners are turned off when you leave. When repairs are needed, notify the principal in order for arrangements to be made for the repair.

SAFETY INSTRUCTIONS

All head coaches will conduct a safety lecture in regards to potential dangers that might be incurred by participating in that particular sport. All coaches will instruct participants in their sports in the correct fundamentals of the sport and will not teach fundamentals that have been determined as illegal or unsafe.

All other faculty members who supervise activities or classroom activities where a student could sustain an injury from the activity, will also conduct a class on the dangers and the safety precautions to be used during the activity or classroom sessions.

SCHOOL BOARD POLICIES

School Board policies are made available to the staff and to the public through the school website. Staff are encouraged to become familiar with board policies. Please direct any questions about board policy to the Superintendent. Policies can be accessed at the following link:
<https://meeting.sparqdata.com/public/Organization/Hemingford>

SCHOOL LUNCH

School employees are strongly encouraged to utilize payroll deduction to pay for school lunches purchased by themselves and or members of their family. This ensures convenience for employees and timely payment of lunch bills to the school. Lunches must be paid for in advance. The school will not charge meals to employees or students with negative lunch account balances.

SCHOOL PROCEDURES

Employees are expected to adhere to the following school procedures in the performance of their duties:

1. Use of Cell Phones and Other Electronic Devices. Employees are to refrain from use of personal cell phones for non-school purposes during duty time.

1.a Employees are not to use cell phones or otherwise engage in distracted driving while transporting students or using school vehicles. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies. Employees will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems are to be utilized by all occupants.

1.b Employees are not to use radar detectors, laser detectors, or similar devices while transporting students or using school vehicles.

2. Checking Out of Equipment. All equipment must be checked out through the appropriate office. School equipment may be used only for school purposes. School equipment and other resources may be used for personal purposes only as authorized by Board policy or contract.

3. Requisition of Equipment and Supplies. Books and supplies which are needed for instruction should be requested through the appropriate office. Employees shall not make purchases on behalf of the District without prior approval of the Superintendent.

4. E-mail. Use of the District's e-mail system for personal communications should be limited and is subject to the rules governing overall computer usage found in Board policy.

5. Employee Mail Box. Employees may be assigned a mailbox. Employees should check for mail upon arrival, in the course of the work day, if possible, and upon departure. If something requires an answer employees are responsible for responding promptly. Employee mail boxes are to be limited to communicate regarding school business.

STUDENT CONDUCT

A student handbook will be used to familiarize students and parents or guardians with the school's practices and procedures. Students will be given a copy of the handbook, which will explain general regulations and requirements.

Students are expected to act, dress, and conduct themselves in the school building and at school sponsored events, in such a fashion that their behavior and dress will reflect favorably on the individual and on the school, will show consideration to fellow students, and will create a harmonious school atmosphere. All students must recognize their individual responsibilities and obligations, and discharge them in accordance with the school regulations.

All staff members are responsible for overseeing the conduct of students, both during school hours and at school sponsored events. In each instance in which an employee acts to help a student conduct him/herself properly, emphasis shall be placed upon the growth of the student and the ability to discipline him/herself.

STUDENT PASSES

Teachers should limit the amount of traffic in the hallways during class time. It is a distraction to other classes. Each student that leaves your class must have a pink pass. The student is to go directly to the designated destination and return. Please make an effort to reduce hall wandering. Students absent from your room are your responsibility. Limit restroom and drink privileges to one student leaving the room at a time. Pink passes are required for the students coming to the office for any reason.

SCHOOL KEYS

No key is to be duplicated without the Superintendent's written permission. **DO NOT GIVE YOUR KEYS TO ANY ONE ELSE TO USE.** Prior arrangements must be made if student managers use your keys. Staff members may be required to pay for the cost of lock/key replacement in the event that the staff member's keys are lost, misplaced, or stolen.

SECTION 504 PLANS, IEP PLANS, STUDENT ASSISTANCE TEAM PLANS, DYSLEXIA PLANS, READING INTERVENTION PLANS, AND BEHAVIORAL/HEALTH PLANS

All teachers are responsible for reading and following the educational plans for the students with whom they work. Section 504 Plans, IEP Plans, Student Assistance Team (SAT Team) plans, Dyslexia Plans, Reading Intervention Plans, and Behavioral/Health Plans. State and Federal laws require that Individualized Educational Programs (IEPs), Section 504 Plans, Behavioral Plans, and Health Plans and the modifications/accommodations within such plans be accomplished by both general education and special education teachers. These programs and plans are available for review in their entirety by teachers working with students on any such plan or plans.

SOCIAL ACTIVITIES

The class sponsor shall be responsible for the approval or disapproval and scheduling of the (7-12) social activities of classes and organizations with the scope of the regulations with the final decision resting with the administration.

On Sunday school activities will be limited to only activities which have advanced approval by the principal and only under extenuating circumstances. This includes practice for any activity.

School activities will not be permitted after 5:30 p.m. on Wednesday evening. Buildings must be cleared of students and staff by 6:00 p.m.

SPONSOR/CHAPERONE DUTIES

Most teachers, in addition to their regular assignments, are asked to sponsor a class or organization.

At the first meeting of the year, students in each class or organization should elect officers, and determine projected plans for activities and fundraising activities. Projects must be approved by the principal and scheduled by the activity director to avoid conflicts with other organizations and competition with local businesses. Parliamentary Procedure will be used in all class meetings.

If a project involves the use of the cafeteria and/or kitchen, the head cook must be consulted. If a cook needs to be present at the project, the organizer will be billed for that individual's time. If a janitor is asked to do the cleaning, make prior arrangements and be prepared to pay that individual for the services.

The sponsor is responsible for the financial records for each class or organization. They should review the records with the treasurer of the organization and the district bookkeeper at least once a month.

No students are to be in the building during a project or event unless a sponsor is present. Sponsors should check to see that lights are off and doors locked when they leave. The facilities should be left in a clean condition.

No organization is to meet at the school or any other location for any purpose without prior clearance from the principal. Sponsors are also to be aware that any money earned from fundraisers is to be used to benefit the school or community or for a growth experience. Using the school's name to raise money for a party is prohibited.

STAFF DRESS

Staff members should be conscious of the importance of appropriateness and neatness in dress and grooming. Set a positive example about the importance of school. Dress the part of a professional educator. Business casual attire is appropriate.

This includes polos, button down shirts, dress pants, khaki's, etc. The wearing of T-shirts should be limited to promotion of school spirit and messaging that supports educational initiatives and school endorsed educational causes, such as post-secondary learning promotion, “#BeKind,” and “I Love Public Schools” days. Staff attire needs to be compliant with expectations for student dress. Staff Members are permitted to wear jeans on Fridays when they have contributed to the jean scholarship program. Staff members will wear shoes at all times.

STAFF WELLNESS

Hemingford Public School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Staff members are expected to serve as role models for students in the area of wellness. HPS staff members are encouraged to serve as healthy role models for students.

STUDENT BOOKS

Each teacher is responsible for issuing books to students. The number and condition of the book must be recorded in the grade book when issued. New books must be stamped and numbered before being issued to the student. If a student loses or destroys a textbook, report it to the principal's office immediately.

STUDENT DRESS CODE

The school administration and teachers encourage everyone to behave and dress in a fashion reflecting good taste and in a style appropriate for a school day or school activity. An individual's dress, personal appearance, and cleanliness, like his/her behavior, should reflect sensitivity to and a respect for others.

Student dress and personal appearance that disrupts or distracts from the educational environment of the school, is offensive, in violation of any statute, or is a health or safety hazard is not acceptable and is not permitted.

Examples of inappropriate dress: midriff blouses; low cut blouses; hats; caps; headbands; chains or straps on pants; articles displaying obscene or vulgar writing or symbols; articles displaying tobacco, alcohol, or drug advertisement; jewelry with potentially harmful accessories; any clothing in reference to membership in gangs: bandanna; sagging clothes; or tagging with gang signs or letters. Any type of shorts worn to school will reach to the middle of the thigh. Shoes and socks must be worn.

Teachers will send students to the office, or notify the office, if a student's clothing or dress is questionable. The final decision will rest with the administration.

If students are participating in extra-curricular activities or school-sponsored activities, their dress or appearance will be the responsibility of the coach or sponsors.

STUDENT ERRANDS

Students are not to be sent on errands during the school hours unless by permission of the principal. Students are entrusted to our care, therefore, it is essential that we know where they are at all times. Notify the principal well in advance when you desire to go with your groups during school time on class trips. Students should not be sent to unsupervised areas of the building without staff supervision.

STUDENTS - LEAVING THE ROOM

Teachers should honor excuses for leaving the room, but discourage and guard against leaving too often or unnecessarily. Only one student at a time should be out of the room and they should have a proper hall pass. Unless teachers are careful, some pupils will take advantage and misuse a well meant privilege. Teachers must use their best judgment in cases of illness or emergencies. **It is seldom necessary for a high school pupil to be excused.** Pupils who become ill are to be reported at once to the Principal's office and sent to the nurse. Do not send ill pupils home alone. Students will phone the principal's office upon arrival at home.

STUDENT HANDBOOK

All staff members should be familiar with and know the student handbook, encouraging students to know and follow its guidelines and regulations, too.

SUBSTITUTE TEACHERS

Substitute teachers will be hired by the principals' offices. Teachers are responsible for having a complete substitute teacher folder if required by the principal. Lesson plans, class rosters, and seating charts must be easily accessed in the event a substitute teacher is needed. **PLEASE BE PREPARED FOR YOUR SUBSTITUTE TEACHER.** Sometimes substitutes are difficult to find.

SUPERVISION OF STUDENTS

Proper supervision of students is an important responsibility for teachers and other adults responsible for our students. Teachers and other adults responsible for student supervision are expected to meet the following:

Proper Supervision

1. Report to all duty assignments on time.
2. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
3. Be vigilant while supervising students. **Never leave your students unattended;** the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students are doing.
4. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that

student must increase with the known risk of injury. Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs.

5. Be careful with touching students. Use of corporal punishment is prohibited at Hemingford Public Schools. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment), and that which professional educators determine appropriate for purposes of proper student relationships.
6. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to the administration.

Proper Instructions

1. Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
2. Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
3. When you go over safety rules with students, note it in your written records (e.g., your lesson plan book or daily reports).
4. Review playground and classroom safety rules with students at least once each semester, and note when you do it in your written records. Also, if any students are absent when you review the rules; contact the student(s) to review the same information and also note that contact in your written records.

Contact the Principal for Assistance

The principal should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

1. Student fight
2. Student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern
3. Reported incident or a suspicion that a student has a weapon or other dangerous item(s), drugs, alcohol, or other illegal substances
4. Presence of an intruder (a non-student or non-staff member who refuses to go to the office)

Student Searches

School staff members should notify the school principal of any situation in which a student is suspected of having an item in violation of school rules. Teachers are not to

conduct searches of students or their belongings unless authorized to do so for a specific situation by the school administration.

Student Rights

Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

TEACHERS' WORKROOM

The work room is to be kept as neat as possible. Avoid discussing individual students in the teacher's workroom. Additionally, ensure that communications in the teacher's work room are positive and conducive to a productive and effective school climate. Parents and community members often form impressions of our schools based upon the professionalism exhibited in the school offices and in the teachers' workroom and teachers' break room. Your assistance in this is greatly appreciated.

TEACHER WEBSITES

Each teacher is authorized to maintain a webpage containing grade-appropriate and relevant information such as contact information, professional profile information (with qualifications and degree(s) held), grading procedures, upcoming coursework, a list of class rules or course syllabus, and other information of educational value. Posting of student information, student work, and images of students must be approved through the school principal and must be in accordance with board policy and any state and federal regulations.

TELEPHONE

Teachers are welcome to use the school telephone. The school telephones are not to be used for personal long distance calls. School telephones are tax exempt and are to be used for official school business only. Teachers **will not** be called to the telephone during class time except in case of emergency.

VIDEOS

Although there are times when it is appropriate to use videos in the classroom, teachers must make sound educational decisions when showing videos to students. Teachers are expected to follow these basic guidelines:

- The teacher has viewed the material in advance and in its entirety.
- The material is related to the curriculum; teacher has articulated in the lesson plan the educational purpose for showing the film or video.
- The material is appropriate for the age of the students (including the movie rating, e.g., no "R-Rated videos."
- Written parental consent when the content or age appropriateness is unclear or undetermined.
- Comparable learning opportunities will be given to students when parents do not

want their children to see a film or video.

VIDEO SURVEILLANCE

The Board of Education has authorized the use of video cameras on Hemingford School District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property; and to safeguard District facilities and equipment and to further the educational process. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies. Teachers may videotape instruction and other classroom activities to make available to students who were absent or who would like to otherwise review such content.

VISITORS

All visitors are to be directed to the principal's office. This is for the preservation of classroom order as well as to protect students and staff.

Parental interest and concern should be welcomed. However, if a visitation becomes hostile, another teacher or an administrator should be present. Be prepared to support any issues you discuss with parents with sufficient documentation. Students and school employees are not to open any doors for non-school personnel, as visitors must enter through the main doors to the building and check-in at the office. School employees have the responsibility and the right to question visitors in the building.

WORK AREA SAFETY AND ACCIDENT REPORTING

All employees share in the responsibility for maintaining a safe and healthy school environment. All staff members, more specifically, the teaching staff shall avail themselves of every possible opportunity to instruct students in the safe use and handling of any school property or equipment that could cause injury to students or school personnel. Any unsafe or unhealthy conditions in the immediate work area, building, or on the school campus should be reported immediately to the school principal. In the event of an accident to an employee, student, or visitor, the safety and care of the injured individual should be of primary concern. A written report of the incident should be made to the principal within 24 hours, if not sooner. An incident which requires the attention of medical personnel and any other incident deemed important by the principal, should be reported to the superintendent of schools.

EYE AND FACE PROTECTIVE DEVICES

Instructors or sponsors of groups using laboratories, including science, art or shop areas will be responsible for seeing that individuals or groups working with the following materials or in the following areas will wear the appropriate eye and/or face protection or other protective gear deemed appropriate:

(1) Every student and teacher in schools or other educational institutions shall be required to wear appropriate industrial-quality eye protective devices at all times while participating in or observing the following courses of instruction:

- (a) Vocational, technical, industrial arts, chemical, or chemical-physical, involving exposure to:
 - (i) Hot molten metals or other molten materials;
 - (ii) Milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials;
 - (iii) Heat treatment, tempering, or kiln firing of any metal or other materials;
 - (iv) Gas or electric arc welding or other forms of welding processes;
 - (v) Repair or servicing of any vehicle; or
 - (vi) Caustic or explosive materials; and
- (b) Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards not enumerated.

Such devices shall be furnished by the school or educational institution for all students, teachers, and visitors to shops and laboratories of such institutions. Teachers are directed to ensure that the proper devices are available and in use prior to any instruction or observation.

(2) For purposes of this section, unless the context otherwise requires, industrial-quality eye protective devices means devices which meet the standard of the American National Standard Practice for Occupational and Educational Eye and Face Protection, Z 87.1(1979) as approved by the American National Standards Institute, Inc.

“WORK FROM HOME” EXPECTATIONS

In the event work from home is needed, (such as during a pandemic or due to other circumstances, the district may employ personnel in work from home. It is essential that remote staff members understand the District’s expectations for those staff members while they are “on duty.” When work from home is authorized, the following expectations apply to all staff members working remotely during the workday and during working hours:

1. If a staff member will appear via videoconference (such as Zoom), the staff member must be dressed professionally and in the same manner expected as if the staff member reported to work in-person. A staff member appearing by videoconference is expected to minimize background noise (such as a dog barking) that may interfere with the communication, and be in a professional setting (such as at a table or in a home office—not in bed).
2. Staff members should respond promptly to school-related communications. “Promptly” will depend on the context but, as a general matter, staff members who are not teachers will be expected to respond to phone calls

within 15 minutes of receiving such calls. Teachers who receive a phone call or other school-related communication (such as an email) will be expected to respond after their teaching assignments, but not later than the end of the workday. We understand that staff members may be engaged during the workday with webinars, teaching, holding office hours, talking with colleagues or parents, and so forth. As such, each staff member's situation will depend on the circumstances. However, generally, all staff members (including teachers) are expected to be checking their phone and email during the workday and responding in a timely manner. The intent of this rule is to ensure that no staff member who is being paid during working hours is misusing worktime by not working.

3. During working hours, all staff members are bound by the same computer and Internet expectations as if they were in the physical classroom. This expectation includes not watching shows or movies, shopping for personal items, browsing social media, and so forth. Staff members who use District-owned devices may be subject to a search of their Internet browsing history. Staff members' District-owned email accounts may also be searched. We would prefer not to have to use these options, so please use work time for work purposes only.

4. All staff members continue to be bound by the applicable professional boundaries policy and/or rules. Staff members will not communicate directly with students via texting, social media or one-on-one video conference sessions, unless the staff member has received approval in advance from a school administrator.

5. Hourly staff members must keep track of their work time. Hourly staff members must receive prior approval from their immediate supervisor before working overtime. The District may review each hourly staff member's Internet browsing history and/or email history to determine whether a staff member was working during their claimed work time. Hourly staff members must keep current a detailed log of the time they spent on work-related items and the time that they spent working on such items.

6. All staff members must communicate in a professional manner. Although much communication may be accomplished via electronic means, all staff members need to remember that communications should be professional and avoid inappropriate or vulgar language.

7. Staff members should refrain from communicating with each other about non-school business during the workday. For instance, calling or emailing other staff members during worktime to gossip is not an appropriate use of the workday.

8. Staff members should coordinate with their immediate supervisor on clock-in/clock-out procedures so that your immediate supervisor ensures that you are working that workday. If you need to miss work during a workday, you must contact your immediate supervisor as soon as practicable.

9. Each staff member's duty hours will be determined by each staff member's immediate supervisor. As a result, staff members are expected to

maintain regular communication with their immediate supervisor about the upcoming workweek.

10. Staff members will comply with the recommendations of the Instructional Technology Coordinator with regards to secure technology arrangements.

11. Staff members are expected to follow all other directives from their supervisors in a positive and professional manner.

12. A staff member who repeatedly violates these expectations may be subject to discipline.

13. All other provisions of board policy and the staff handbook remain in effect.

If a staff member has any questions or needs clarification, they should contact their supervisor in advance for clarification. Please know that these expectations are subject to change and may be modified by the Superintendent or Superintendent's designee.

SELECTED BOARD POLICIES

EMPLOYEE GRIEVANCES - 0402.05

School employees are encouraged to solve difficulties and problems within the school or department in which they are employed. In the event that a difficulty or grievance cannot be settled within the school or department, the employee is encouraged to bring the matter to the attention of the district administrator in charge of certificated personnel. This grievance procedure serves to secure, at the lowest possible administrative or supervisory level, proper and equitable solutions to grievance, and to guarantee orderly succession of procedures within which solutions may be pursued. School personnel are encouraged to ask their immediate supervisor for assistance on any matters that relate to their duties.

It will be incumbent upon all district employees to follow these procedures to settle their grievances. Within this general framework the following specific purposes are to be served by this grievance procedure:

1. To ensure that a complaint is considered fairly, with all due speed and without prejudice or reprisal to the aggrieved person.
2. To encourage teacher expression regarding conditions that affects him or her professionally.
3. To provide a specific procedure that will facilitate the understanding of district policies that affect teachers.
4. To build confidence in the sincerity and integrity of the procedure as a means to establish the facts upon which a grievance is based and a fair conclusion is reached.

Nothing in this policy shall contradict the requirements stated in the Negotiated Contract between employees in that certified collective bargaining unit and the board.

Cross Reference:

301.04 Communication Channels

STAFF CONDUCT WITH STUDENTS - 0402.15

The Board expects all staff members, including teachers, coaches, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers. The term “students” excludes a staff member’s immediate family members.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

Unacceptable Conduct

Examples of unacceptable conduct by staff members include but are not limited to the following:

- Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment By Employees;
- Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- Associating with students in any situation or activity that includes the presence of alcohol, drugs, or tobacco or that could be considered sexually suggestive;
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;

- Sending students on personal errands;
- Sexual banter, allusions, jokes, or innuendos with students;
- Asking a student to keep a secret;
- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner; and
- Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner.
- Being alone with individual students by closing a room door except when dealing with issues of health by appropriate personnel, or being alone with individual students outside of normal school hours;
- Maintaining personal contact with a student outside of school by phone, email, Instant Messenger or Internet chat rooms, social networking websites, or letters (beyond homework or other legitimate school business);
- Exchanging personal gifts (beyond the customary student teacher gifts); and/or
- Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school sponsored events or except as participants in organized community activities.

Students and/or their parents/guardians are strongly encouraged to notify the principal if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the principal or superintendent if they become aware of a situation that may constitute a violation of this policy.

Staff violations of this policy may result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services and/or law enforcement in accordance with the Board's policy on Child Abuse Reporting.

Every report of alleged violations of this policy that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing investigation of this policy, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged violations of this policy.

This policy shall be included in future employee, student and volunteer handbooks.

Appendix A

406.08R - Growth and Evaluation Procedures

Purpose and Scope

The purpose of this regulation is to outline the procedures for the evaluation of certificated employees, ensuring consistency, fairness, and a focus on continuous improvement. This regulation supports the district's commitment to high standards of classroom organization and management, instructional performance, professional conduct, and personal conduct among its staff.

Goals and Annual Plan for Growth

All teachers, educational specialists, principals, and administrators are required to develop goals and a plan for growth annually. Ideally, this process will involve reflecting on student performance data, aligning practice with the Nebraska Teacher and Principal Performance Standards and Self-Reflection Rubrics, or other areas of opportunities for personal and professional growth. The sole intent of this part of this process is to improve individual effectiveness.

Formal Evaluation

Written Criteria: The formal evaluation forms shall be documented in writing and made available to all certificated employees.

Observation: Each formal evaluation process shall include an observation of the teacher for a full instructional period.

Evaluation Discussion: The formal evaluation process shall include observation of the teacher for a full instructional period (at least 40 minutes), a meeting between the evaluator and the certificated employee to discuss the educator's performance and future areas of growth.

Documentation: The formal evaluation shall be completed by the evaluator, signed by the certificated employee, and transmitted to the superintendent to be filed in the certificated employee's personnel file. The documentation shall specify all noted deficiencies, include specific means for the correction of the noted deficiency, and provide an adequate timeline for implementing the concrete suggestions for improvement.

Teacher Response: The teacher shall be allowed to offer a written response to the evaluation within 7 days of the evaluation discussion.

Frequency of Evaluation: 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 full instructional period each semester.

Non-probationary certificated employees will be evaluated formally at least once every three years. The evaluation shall include at least one classroom observation for one full instructional period. Principals will annually establish and publish to the teachers a list of observations/evaluations to be completed each year.

Evaluation Components

The evaluation process will assess, at a minimum, the following areas:

- Instructional Performance
- Classroom Organization and Management
- Professional Conduct and Personal Conduct

Nebraska Teacher and Principal Performance Standards and Rubrics

The evaluation forms will utilize the Nebraska Teacher and Principal Performance Standards and Rubrics as a framework. The Nebraska Teacher and Principal Performance Standards and Rubrics provide the basis of an instructional framework for our school which includes focusing on evidence-based instructional strategies to enhance teaching and learning.

Evaluators will be trained to use these standards and rubrics to ensure evaluations are consistent, objective, and supportive of professional growth. Evaluators will be trained annually by the Superintendent or his/her designee.

Proficiency Identification:

Proficiency determinations in each standard shall be rated by the evaluator at one of the following levels: Highly Effective, Effective, Developing, and Ineffective.

- Ratings of Highly Effective shall be considered exemplary.
- Ratings of "Effective" shall be considered to meet the district standard of proficiency for educators.
- Ratings of "Developing" shall be considered to be working toward the district standard of proficiency for educators.
- Ratings of "Ineffective" shall be considered to be below the district standard of proficiency for educators.

Improvement and Deficiency Identification and Correction

Ratings of "Ineffective" are considered to be below the district's standard of proficiency and will require recommendations for correction of deficiencies and plans for correction of those deficiencies.

- A Plan of Assistance is required for Teachers/Educational Specialists who receive a rating of “Ineffective” on any of the Standards covered by the evaluation.

An adequate timeline for implementing the concrete suggestions for improvement shall be established within each Plan for Improvement or Plan of Assistance.

Ratings of “Developing” are considered to be working toward the district standard of proficiency and may require additional goals and plans for growth in addition to the annual goals.

Classroom Walkthroughs and Differentiated Supervision

Classroom Walkthroughs: The use of classroom walkthroughs is authorized as part of the evaluation process to gather data on instructional performance and classroom management. The nature and focus of walkthroughs will necessarily change from time to time based on changing district and building initiatives, the expertise of teachers, and

Differentiated Supervision: Supervision may be differentiated based on the expertise and experience of the teachers, allowing for more targeted and effective evaluation and support.

Ongoing Informal Evaluation: This regulation supports and does not preclude the ongoing informal evaluation of the certificated employee’s skills, abilities, and competence.

Approved:

Reviewed:

Revised:

Hemingford Public Schools Goals and Plan for Growth

Educator Name:

Building/Position:

School Year:

Evaluator:

All teachers, educational specialists, principals, and administrators are required to develop goals and a plan for growth annually. These goals may be set based on reflecting on student performance data, alignment of practice to the Nebraska Teacher and Principal Performance Standards and Self-Reflection Rubrics, or other areas of opportunities for personal and professional growth. The sole intent of this process is to improve individual effectiveness.

An additional or supplementary plan may also be implemented for educators who receive a rating of "Developing" on any of the Standards covered by their evaluation. A plan may also be implemented in response to other performance concerns.

Additional information about the *Nebraska Teacher and Principal Performance Standards and self-reflection rubrics* can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

Standard(s) identified for growth based on self-reflection and/or consultation with the evaluator.	Goals: Opportunities or Strategies for Growth	Assistance and/or Resources Requested (if appropriate)	Timeline for Growth

My signature verifies that we have discussed goals and plans for growth.

Educator Signature: _____ Date: ____/____/____

Evaluator Signature: _____ Date: ____/____/____

Hemingford Public Schools Teacher/Educational Specialist Evaluation

Educator Name:

Grade/Subject:

School Year:

Evaluator:

Additional information about the *Nebraska Teacher and Principal Performance Standards* can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

STANDARD: (1) Planning and Preparation. The teacher plans using district and state content standards, district-supported curriculum, instructional materials, and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.	
Evaluator	Description
Highly Effective ☐	The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, community context, and standards, and purposefully and consistently leads efforts to develop, test, model, or promote processes that support the growth of individual student learning, development, and achievement.
Effective ☐	The teacher consistently integrates knowledge of content, pedagogy, students, community context, and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support the growth of individual student learning, development, and achievement.
Developing ☐	The teacher demonstrates a limited knowledge of content, pedagogy, students, community context, and standards, but consistently seeks necessary resources to build on experiences to integrate them with the established curriculum to develop units, lessons, and learning activities.
Ineffective ☐	The teacher displays a very limited knowledge of content, pedagogy, students, community context, or standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.
Comments:	
Click here to enter text	

STANDARD: (2) Classroom Organization and Management (The Learning Environment). The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social and emotional development, and academic growth and achievement.	
Evaluator	Description
Highly Effective ☐	The teacher creates and maintains an exceptional learning environment and purposefully and consistently leads efforts to develop, test, model, or promote processes that foster positive relationships, inclusivity, social and emotional development, student engagement, and academic growth and achievement.
Effective ☐	The teacher consistently creates and maintains an effective learning environment that fosters positive relationships, inclusivity, social and emotional development, student engagement, and academic growth and achievement.
Developing ☐	The teacher struggles to create and maintain an effective learning environment but consistently seeks necessary resources to gain experience in building positive relationships, inclusivity, social and emotional development, student engagement, and academic growth and achievement.
Ineffective ☐	The teacher fails to create and/or maintain a learning environment that promotes positive relationships, inclusivity, social and emotional development, student engagement, and academic growth and achievement.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (3) Instructional Performance and Instructional Strategies. The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.	
Evaluator	Description
Highly Effective ☐	The teacher uses highly effective and evidence-based instructional strategies and purposefully and consistently leads efforts to develop, test, model, or promote processes that result in continuous growth in learning for each student.
Effective ☐	The teacher consistently uses effective and evidence-based instructional strategies that result in continuous growth in learning for each student.
Developing ☐	The teacher demonstrates limited knowledge of effective and evidence-based instructional strategies but consistently seeks necessary resources to gain experience in creating and utilizing strategies that result in continuous growth in learning for each student.
Ineffective ☐	The teacher displays a very limited knowledge of effective and evidence-based instructional strategies and/or fails to utilize them to ensure continuous growth in learning for each student.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (4) Assessment. The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.	
Evaluator	Description
Highly Effective ☐	The teacher effectively creates and uses multiple methods of formative, interim, and summative assessments to measure student progress, and purposefully and consistently leads efforts to develop, test, model, or promote processes that foster disaggregation of data for use in planning, preparing for instruction, and reporting.
Effective ☐	The teacher consistently develops and uses multiple methods of effective formative, interim, and summative assessments to measure student progress and disaggregates data for use in planning, preparing for instruction, and reporting.
Developing ☐	The teacher demonstrates limited knowledge of the various methods of assessment, but consistently seeks necessary resources to gain experience in creating and utilizing effective formative, interim, and summative assessments to measure student progress.
Ineffective ☐	The teacher displays a very limited knowledge of effective assessment strategies, and/or fails to utilize them to measure student progress.
Comments:	
Click here to enter text	

STANDARD: (5) Personal and Professional Conduct. The teacher exhibits a commitment to personal conduct and professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self-learning, and contributes to the profession.	
Evaluator	Description
Highly Effective ☐	The teacher demonstrates a commitment to high levels of personal and professional conduct and practice and purposefully and consistently leads efforts to develop, test, model, or promote processes to support student and self-learning as a member of the professional community.
Effective ☐	The teacher consistently demonstrates a commitment to personal and professional conduct and practice to support student and self-learning as a member of the professional community.
Developing ☐	The teacher inconsistently demonstrates the level of personal and professional conduct and practice necessary for a member of this professional community, but consistently seeks necessary resources to gain experience in practices that support student and self-learning.
Ineffective ☐	The teacher fails to demonstrate the level of personal and professional conduct and practice necessary for a member of this professional community.
Comments:	
Click here to enter text	

STANDARD: (6) Classroom Presence and Academic Engagement. The teacher actively engages with students, maintains high academic expectations, and fosters a collaborative and inclusive learning environment. <i>(HPS local district standard.)</i>	
Evaluator	Description
Highly Effective ☐	The teacher consistently demonstrates a strong presence in the classroom, engaging students in meaningful and academically focused lessons. The teacher maintains high and consistent academic expectations, ensuring students are engaged from the beginning to the end of each period, week, quarter, and school year. The teacher fosters a highly collaborative and inclusive environment, provides numerous opportunities for students to learn with timely formative feedback for students, and proactively adjusts instruction to support diverse learning styles.
Effective ☐	The teacher regularly engages with students, maintaining solid academic expectations and a strong classroom presence. The teacher ensures students are engaged throughout instructional periods and fosters a collaborative and inclusive environment, providing numerous opportunities for students to learn with timely formative feedback and adjusting instruction as needed to meet student needs.
Developing ☐	The teacher demonstrates occasional engagement with students and a presence in the classroom but lacks consistency. The teacher makes efforts to maintain academic expectations and foster collaboration and inclusivity. The teacher needs to improve responsiveness to student needs, provide additional opportunities for students to learn, improve timeliness and helpfulness of formative feedback for students, and ability to make instructional adjustments.
Ineffective ☐	The teacher fails to engage with students and lacks a strong presence in the classroom. The teacher does not maintain high academic expectations or foster a collaborative and inclusive learning environment. The teacher fails to provide multiple opportunities for students to learn. The teacher does not provide timely or helpful feedback for students.
Comments:	
Click here to enter text	

STANDARD: (7) Accessibility, Relationship Building, and Professional Growth. The teacher is accessible to students and parents, builds strong relationships, and engages in continuous professional growth through reflection, mentoring, and collaboration. <i>(HPS local district standard.)</i>	
Evaluator	Description
Highly Effective ☐	The teacher is highly accessible to both students and parents, building strong, trusting relationships. The teacher consistently engages in active listening, provides support, and creates a classroom atmosphere where students feel valued and heard. The teacher effectively mediates conflicts, balances discipline with opportunities for growth, and engages in end-of-year reflections to improve instructional practices. The teacher actively participates in mentoring, collaboration, and contributes significantly to the school and educational community.
Effective ☐	The teacher is accessible to students and parents and has developed good relationships. The teacher engages in active listening, provides support, and creates a positive classroom atmosphere. The teacher mediates conflicts effectively, balances discipline with growth opportunities, and participates in end-of-year reflections and professional growth activities, including mentoring and collaboration.
Developing ☐	The teacher demonstrates some level of accessibility and relationship building but needs improvement. The teacher engages in listening and provides support but needs to strengthen his/her approach to conflict mediation, balancing discipline with growth opportunities, and engaging in end-of-year reflections and professional growth activities.
Ineffective ☐	The teacher is not accessible to students or parents and fails to build strong relationships. The teacher does not engage in active listening, provide support, or create a positive classroom atmosphere. The teacher does not effectively mediate conflicts, balance discipline with growth opportunities, or engage in end-of-year reflections and professional growth activities.
Comments:	
<i>Click here to enter text</i>	

Evaluator's Summary Comments:
Areas of Strength
Click here to enter text
Areas of Development
Click here to enter text

Plan of Improvement or Plan of Assistance (Only if Needed)

A Plan for Improvement is required for Teachers/Educational Specialists who receive a rating of "Developing" on any of the Standards covered by this evaluation. A Plan of Assistance is required for Teachers/Educational Specialists who receive a rating of "Ineffective" on any of the Standards covered by this evaluation.

- ☐ Plan for Improvement (Attached if Applicable)
- ☐ Plan of Assistance (Attached if Applicable)

Signature Page

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

Educator Signature: _____ Date: ____/____/____

Evaluator Signature: _____ Date: ____/____/____

Hemingford Public Schools Plan of Assistance

Educator Name:

Building/Position:

School Year:

Evaluator:

A Plan of Assistance is required for Teachers/Educational Specialists or Principals or Administrators who receive a rating of "Ineffective" on any of the Standards covered by their evaluation and may also be implemented in response to other concerns about the performance of the educator.

Additional information about the *Nebraska Teacher and Principal Performance Standards* can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

Standard Rated as "Ineffective" (or Other Areas of Concern)	Performance Deficiencies Leading to "Ineffective" Rating	Recommendations to Correct Deficiencies	Assistance and Resources to be Provided (if appropriate)	Timeline for Correction of Deficiencies

At the discretion of the evaluator, an assistance team may be appointed to provide resources and expertise to the educator. If such a team is used, list the members of the Assistance Team below:

Team Member	Position	Area of Expertise	Time/Schedule of Availability to Educator

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 evaluation within 7 days of receipt.

Educator Signature: _____ Date: ____/____/____

Evaluator Signature: _____ Date: ____/____/____

Hemingford Public Schools Plan for Improvement

Educator Name: _____

Building/Position: _____

School Year: _____

Evaluator: _____

A Plan for Improvement is required for Teachers/Educational Specialists or Principals or Administrators who receive a rating of “Developing” on any of the Standards covered by their evaluation and may also be implemented in response to other concerns about the performance of the educator.

Additional information about the *Nebraska Teacher and Principal Performance Standards* can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

Standard Rated as “Developing” (or Other Areas of Concern)	Rationale for Rating	Recommendations for Improvement	Assistance and Resources to be Provided (if appropriate)	Timeline for Improvement

My signature verifies that this Plan for Improvement has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing regarding this evaluation within 7 days of receipt.

Educator Signature: _____ Date: ____/____/____

Evaluator Signature: _____ Date: ____/____/____

Hemingford Public Schools Principal or Administrator Evaluation

Educator Name:

Building/Position:

School Year:

Evaluator:

Additional information about the *Nebraska Teacher and Principal Performance Standards* can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

STANDARD: (1) Vision for Learning. The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student achievement, reduction of opportunity gaps, and enhanced student and staff well-being.	
Evaluator	Description
Highly Effective ☐	The principal leads the educational community with a systems approach to instruction, investing in building an environment of collective efficacy and commitment to vision, resulting in improved student academic achievement and the enhanced well-being of staff, students, and self.
Effective ☐	The principal utilizes a systems approach to instruction, establishing an environment with a commitment to vision, improved student academic achievement, and the enhanced well-being of staff, students, and self.
Developing ☐	The principal demonstrates a lack of systems leadership to create an approach to instruction that improves student achievement and the well-being of staff, students, and self, but seeks necessary resources to build on experiences to develop as a leader to create an environment of collective efficacy and commitment to vision.
Ineffective ☐	The principal fails to engage the educational community in shaping a commitment to vision designed to result in improved student achievement and the well-being of staff, students, and self.
Comments:	
Click here to enter text	

STANDARD: (2) Continuous Improvement. The principal, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness.	
Evaluator	Description
Highly Effective ☐	The principal leads the educational community with a systems approach to continuous school improvement, to sustain an environment of collective efficacy, contributing to effective instruction, improved student academic achievement and the enhanced well-being of staff, students, and self.
Effective ☐	The principal utilizes a systems approach to continuous school improvement, establishing an environment with a commitment to vision, improved student academic achievement, and the enhanced well-being of staff, students, and self.
Developing ☐	The principal demonstrates a lack of systems leadership to create an approach to continuous school improvement that improves student achievement and the well-being of staff, students, and self, but seeks necessary resources to build on experiences to develop as a leader to create an environment of collective efficacy and a systems approach to continuous school improvement.
Ineffective ☐	The principal fails to engage the educational community in a continuous school improvement process designed to result in a systemic approach to instruction, improved student achievement, and the well-being of staff, students, and self.
Comments:	
Click here to enter text	

STANDARD: (3) Staff Support and Development. The principal, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school's vision, mission, and goals.	
Evaluator	Description
Highly Effective ☐	The principal leads the educational community with a systems approach to instruction, investing in staff, students, and self to sustain an environment of collective efficacy for innovative personnel practices that result in the recruitment, selection, development, support, and retention of high-quality personnel.
Effective ☐	The principal utilizes a systems approach to instruction, establishing an environment for innovative personnel practices that result in the recruitment, selection, development, support, and retention of high-quality personnel.
Developing ☐	The principal demonstrates a lack of systems leadership for creating a systemic approach to instruction by investing in staff and self, but consistently seeks necessary resources to build on experiences to develop as a leader to impact the recruitment, selection, development, support, and retention of high-quality personnel.
Ineffective ☐	The principal fails to engage the school community in a process designed to impact the recruitment, selection, development, support, and retention of high-quality personnel.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (4) Operations and Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.	
Evaluator	Description
Highly Effective ☐	The principal leads the educational community with a systems approach to instruction, investing in staff, students, and self to sustain an environment of collective efficacy for a safe, efficient, and effective learning environment, resulting in improved student academic achievement and the enhanced well-being of staff, students, and self.
Effective ☐	The principal utilizes a systems approach to instruction, establishing a safe, efficient, and effective learning environment, resulting in improved student academic achievement and the enhanced well-being of staff, students, and self.
Developing ☐	The principal demonstrates a lack of systems leadership to impact student achievement and the well-being of staff, students, and self, but consistently seeks necessary resources to build on experiences to develop as a leader to create an environment of collective efficacy for a safe, efficient, and effective learning environment.
Ineffective ☐	The principal fails to manage the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (5) Culture of Learning. The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.	
Evaluator	Description
Highly Effective ☐	The principal leads the educational community with a systems approach to instruction, investing in staff, students, and self to sustain an environment of collective efficacy for culturally responsive practices, resulting in improved student academic achievement and the enhanced well-being of staff, students, and self.
Effective ☐	The principal utilizes a systems approach to instruction, establishing an environment of culturally responsive practices, resulting in improved student academic achievement and the enhanced well-being of staff, students, and self.
Developing ☐	The principal demonstrates a lack of systems leadership to create an approach to instruction that improves student achievement and the well-being of staff, students, and self, but seeks necessary resources to build on experiences to develop as a leader to create an environment of collective efficacy for culturally responsive practices.
Ineffective ☐	The principal fails to engage the school community in culturally responsive practices designed to result in improved student achievement and the well-being of staff, students, and self.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (6) Personal and Professional Conduct and Professional Ethics and Advocacy. The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.	
Evaluator	Description
Highly Effective ☐	The principal leads the educational community with a systems approach to instruction, investing in staff, students, and self to advocate for policies of equity that result in sustained collective efficacy for improved student academic achievement and the enhanced well-being of staff, students, and self.
Effective ☐	The principal utilizes a systems approach to instruction, investing in staff, students, and self to advocate for policies of equity that result in improved student academic achievement and the enhanced well-being of staff, student, and self.
Developing ☐	The principal demonstrates a lack of systems leadership to create an approach to instruction that improves student achievement and the well-being of staff, students, and self, but seeks necessary resources to build on experiences to develop as a leader to create an environment of collective efficacy and the advocacy for policies of equity.
Ineffective ☐	The principal fails to advocate for policies of equity designed to result in improved student achievement and the well-being of staff, students, and self.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (7) Engagement and Collaboration in Educational Environments. The principal actively engages with teachers, students, and parents to foster a collaborative and supportive educational environment, ensuring presence in classrooms and promoting a culture of continuous improvement. <i>(HPS local district standard.)</i>	
Evaluator	Description
Highly Effective ☐	The principal frequently visits classrooms, engages in meaningful conversations with teachers and students, and demonstrates a deep understanding of classroom activities. The principal fosters a culture of collaboration, actively involving teachers in decision-making processes and working together to enhance instructional practices.
Effective ☐	The principal regularly visits classrooms, engages with teachers and students, and has a good understanding of classroom dynamics. The principal promotes collaboration and involve teachers in discussions about instructional improvement, contributing positively to the school's educational environment.
Developing ☐	The principal occasionally visits classrooms and engages with teachers and students but lacks consistent involvement. The principal makes efforts to collaborate with teachers but needs to strengthen his/her engagement to create a more cohesive and collaborative educational environment.
Ineffective ☐	The principal rarely visits classrooms or engages with teachers and students. The principal fails to promote collaboration and does not involve teachers in discussions about instructional practices, leading to a lack of cohesion and support within the educational environment.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (8) Building Trust and Positive Relationships. The principal establishes and maintains strong relationships with teachers, students, and parents, fostering a high level of trust and promoting a supportive and inclusive school culture. <i>(HPS local district standard.)</i>	
Evaluator	Description
Highly Effective ☐	The principal has established strong, trusting relationships with teachers, students, and parents. The principal is highly accessible, engages in active listening, and effectively mediates conflicts. The principal demonstrates deep care for students, balancing discipline with opportunities for growth, and consistently provides support and positive interactions.
Effective ☐	The principal has developed good relationships with teachers, students, and parents. The principal is accessible and listens actively, helping to resolve conflicts effectively. The principal shows care for students, balancing discipline with opportunities for growth, and provides support through positive interactions.
Developing ☐	The principal has established some relationships with teachers, students, and parents but needs to strengthen trust and accessibility. The principal listens and mediates conflicts but requires improvement in balancing discipline with opportunities for growth and in providing consistent support.
Ineffective ☐	The principal has poor relationships with teachers, students, and parents, lacks accessibility, and fails to engage in active listening. The principal is ineffective in mediating conflicts and does not balance discipline with opportunities for growth, leading to a lack of trust and support within the school community.
Comments:	
<i>Click here to enter text</i>	

Evaluator's Summary Comments:
Areas of Strength
Click here to enter text
Areas of Development
Click here to enter text

Plan of Improvement or Plan of Assistance (Only if Needed)

A Plan for Improvement is required for Teachers/Educational Specialists who receive a rating of "Developing" on any of the Standards covered by this evaluation. A Plan of Assistance is required for Teachers/Educational Specialists who receive a rating of "Ineffective" on any of the Standards covered by this evaluation.

- ☐ Plan for Improvement (Attached if Applicable)
- ☐ Plan of Assistance (Attached if Applicable)

Signature Page

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

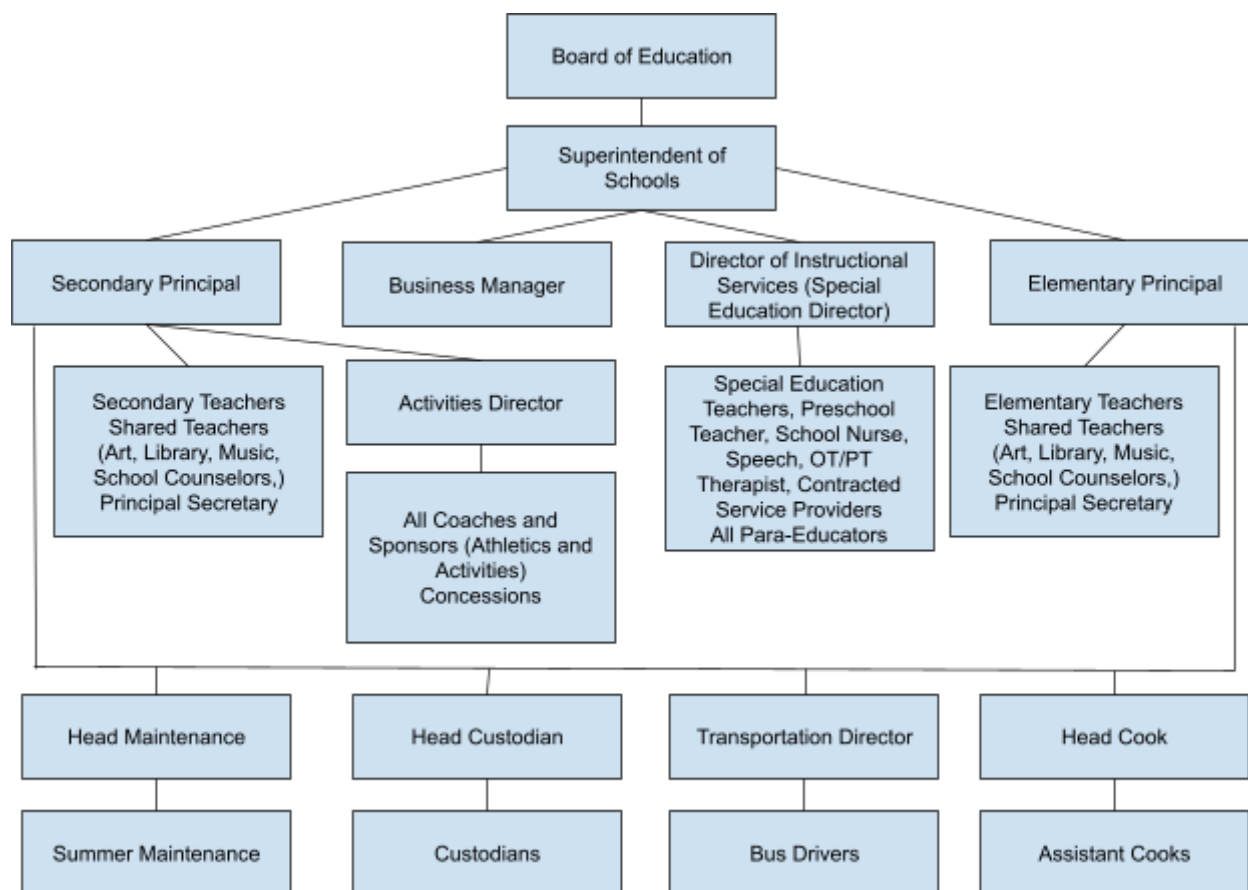
Educator Signature: _____ Date: ____/____/____

Evaluator Signature: _____ Date: ____/____/____

APPENDIX B: CHAIN OF COMMAND, CONFLICT RESOLUTION, AND COMMUNICATION

HEMINGFORD PUBLIC SCHOOLS

Chain of Command



Directives for School Personnel

Conflict Resolution Responsibilities:

All school employees have a responsibility to ensure individuals are directed to the appropriate source for resolving their conflicts. If people complain about decisions, practices, or staff members, direct them to the person with whom they have an issue. If they have already addressed the issue with that person, guide them to the next level in the chain of command. Avoid sympathizing with those who do not follow proper channels, as this erodes trust and undermines effective team dynamics.

Speaking Well of Others:

Except during necessary evaluations or assessments, school employees are to avoid making unkind or critical remarks about any employee, student, parent, or administrator. Blaming others when things do not go well erodes trust and undermines the collaborative culture in our schools.

How to Effectively Communicate with Our School Team

When students, parents, or community members need to work through questions or issues, it is essential to know whom to contact. This document outlines the appropriate contacts for various matters, starting with the first person listed. Most issues can be resolved at this initial level. If necessary, appointments can be made with the next person in the chain of command.

Matters involving student schedules and course placement:

1. Classroom Teacher
2. School Counselor
3. Principal
4. Superintendent

Matters involving instruction/curriculum:

1. Classroom Teacher
2. Principal
3. Superintendent

Matters involving student activities:

1. Coach/Sponsor (wait 24 hours after the activity to contact)
2. Activities Director
3. Secondary Principal
4. Superintendent

Matters involving student discipline:

1. Classroom Teacher and Special Education Teacher (if the student has an IEP)
2. Principal
3. Special Education Director (if the student has an IEP)
4. Superintendent

Matters involving transportation:

1. Bus Driver
2. Transportation Director
3. Activities Director (if related to activities)
4. Principal
5. Superintendent

Matters involving school nutrition:

1. Head Cook
2. Elementary Principal
3. Superintendent

Matters involving student physical health:

1. School Nurse
2. Building Principal
3. Superintendent

Matters involving student mental health:

1. School Counselor
2. Building Principal
3. Mental Health Professional (LMHP or School Psychologist)
4. Superintendent

Matters involving facilities:

1. Building Custodian
2. Head Custodian or Head of Maintenance (whichever is applicable)
3. Building Principal
4. Superintendent

Matters involving technology:

1. Classroom Teacher
2. Technology Coordinator
3. Building Principal
4. Superintendent

Matters involving attendance:

1. Classroom Teacher
2. Building Principal
3. Superintendent

Matters regarding students in the SAT Process or 504 Plans:

1. Classroom Teacher
2. School Counselor
3. School Nurse (if 504 plan is health-related)
4. Principal
5. Special Education Director
6. Superintendent

Matters regarding students with disabilities involving general education:

1. Classroom Teacher and Special Education Teacher
2. Principal

3. Special Education Director
4. Superintendent

Matters regarding students with disabilities involving special education:

1. Classroom Teacher and Special Education Teacher
2. Principal
3. Special Education Director
4. Superintendent

Matters involving school safety/security:

1. Safety Committee Chair
2. Principal
3. Superintendent

Thank you in advance for partnering with our team to find effective ways to meet the educational needs of our students.

Conflict Resolution Steps

Five Steps:

1. **Identify the source of the conflict:** Go directly to the source to seek resolution.
2. **Look beyond the incident:** Understand the broader context and underlying issues.
3. **Request solutions:** Write down the specific solution you are seeking and share it with the person involved.
4. **Identify solutions both disputants can support:** Find common ground and mutually agreeable solutions.
5. **Agreement:** Reach a final agreement that resolves the conflict.

Additional Guidelines:

- Address the person directly in a respectful and constructive manner.
- Arrange meetings in a place free of distractions, possibly with a mediator or facilitator if needed.
- Consider using a hearing officer or mediation framework for more complex conflicts.
- Encourage all parties to participate in good faith and with a collaborative mindset.

HEMINGFORD PUBLIC SCHOOLS



2024-2025
Coaches and Sponsors
Handbook

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INTRODUCTION

This handbook has been prepared to guide all extracurricular personnel in the successful performance of their assigned tasks. In establishing this guide, many factors are considered. An attempt has been made to include all areas, problems and circumstances that normally occur in daily performance of duties. However, not all possible situations can be planned for or against. Procedures for particular situations not covered by this handbook will be established as they occur.

While carrying out your duty assignment always act for the best interest of all students concerned and for the best interest of each individual student. There are no minor sports or activities; whatever you do is important. Each sport or assignment is vital and necessary to you, to your school, to our community and to the overall excellence of our total program.

GOALS AND OBJECTIVES

Positive Experience and Maximum Potential

To provide opportunities that will allow the program to serve as a classroom where the students learn to cope with problems and deal with situations similar to those encountered as a part of daily life. These opportunities could include, but are not limited to:

- Physical, mental, and emotional growth and development.
- The acquisition and development of special skills in activities the students choose to be a part of.
- Team play with the development of such characteristics as loyalty, cooperation, fair play, and other desirable social traits.
- Directed leadership and supervision that stresses self-discipline, self-motivation, excellence, and the ideals of good sportsmanship that develop a habit of winning and losing graciously.
- Achievement of initial goals as set by the school, the program, and the student as an individual.
- To enable all participants to expand possibilities for future vocational pursuits.
- To provide sufficient activities that offer an outlet for a wide variety of student interests and ability levels.
- To strive for excellence that will produce successful programs within the bounds of good sportsmanship.
- To create a desire to succeed and excel.
- To provide for the constructive use of leisure time now and in the future.
- To develop high ideals of fairness in all human relationships.
- To practice self-discipline and emotional maturity in learning to make decisions under pressure.
- To be socially competent and operate within a set of rules, thus gaining a respect for the rights of others.
- To develop an understanding of the value of participation as part of a balanced educational program.
- To provide a positive image of school activities at Hemingford Public Schools

HEMINGFORD ACTIVITIES PHILOSOPHY

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.

COACHING CREED

1. Be a resource person able to assist the athlete to develop his or her athletic potential and self-dependency.
2. Recognize individual differences in athletes and always think of the athlete's long-term best interest.
3. Aim for excellence based upon realistic goals and the athlete's growth and development.
4. Lead by example. Teach and practice cooperation, self-discipline, respect for officials and opponents and proper attitudes in language, dress and deportment.
5. Make sport challenging and fun. Skills and techniques need not be learned painfully.
6. Be honest and consistent with athletes. They appreciate knowing where they stand.
7. Be prepared to interact with the media, league officials and parents. They too have important roles to play in sports.
8. Coaching involves training by responsible people who are flexible and willing to continually learn and develop.
9. Physical fitness should be a Lifelong goal for all. Encourage athletes to be fit all year, every year and not just for the season.

GENERAL INFORMATION

Mascot: Bobcats

Colors: Red & White

Administration:

Dr. Travis Miller
Superintendent

Dr. Travis Miller
Principal

Todd Westover
Activities Director

Western Trail Conference

Bayard
Bridgeport
Hemingford
Gordon-Rushville
Kimball
Mitchell
Morrill

Panhandle Conference

Crawford
Cody Kilgore
Edgemont, SD
Hay Springs
Hemingford
Hyannis
Morrill
Sioux Co.
St. Agnes Academy(JH only)

SCHOOL SPONSORED ACTIVITIES

Basketball*	FFA	Play Production**	Student Council
Cheerleading	Football*	eSports	Track*
Golf*	Vocal Music**	Wrestling*	Speech **
Cross Country*	Instrumental Music**	Softball*	Volleyball*
FCCLA	H-Club	NHS	Mathcounts
Quiz Bowl	Science Olympiad	Yearbook	HAL
Hope Squad			

*** Denotes sports that will determine 12 season sport award winners.**

****Denotes activities that will determine 12 season fine arts award winners.**

COACH/SPONSOR EXPECTATIONS

1. Develop reasonable training rules and regulations and be sure your team/organization members understand what is expected of them. A copy of your training rules should be given to the Athletic Director.

2. Watch closely the health of your athletes. This includes reporting any potential illegal or harmful activities up to and including concussions, bullying or hazing to the activities director immediately.

3. Have water breaks and rest periods.
4. Keep the length of practice sessions reasonable and release students from practices on time!
5. No swearing among coaches or athletes. There is no defending or justifying this action. Coaches set the example.
6. No tobacco among coaches on school property.
7. A professional relationship between coaches, players and game officials is a must.
8. Winning is an important goal, but the welfare of your athletes is always number one. Don't let the pressures cause you to forget this.
9. Emphasize often to your team that good sportsmanship will prevail. Only captains communicate with game officials and then only in a courteous manner. Again coaches set the example. Cool heads are a must in highly emotional situations.
10. Take some practice time periodically to discuss the intangibles. Emphasize the importance of good behavior and sportsmanship and the benefits derived from athletic participation. If we are to justify athletics and our own positions as coaches, we need to continually point out the educational values of our program. Let your behavior and sportsmanship be a model to your team.
11. Be sure that all athletes receive the required number of practice sessions.
12. Be sure all athletes have completed the Athletic Participation, Parental Consent, and Physician's Report Form. It is mandatory that all parts of these forms are completed, signed by all concerned, and on file with the high school office before athletes are allowed to participate in any way.
13. No practice sessions until the official starting practice date for your sport. It is all right to check out gear and pass out forms and information sheets before the official start date. Pre conditioning will be allowed one week prior to the start of practice.
14. Supervision especially in the places like the locker room have the highest frequency of incidents where you as coaches/sponsors and the school district may be found negligent and liable. Coaches and sponsors will have a plan in place to ensure the best possible supervision of students while they are under their responsibility during practice and competitions.
15. District requires head coaches to complete the online or in person NSAA rules meeting in the sport(s) they coach if such meetings are required.
16. All Open Gyms must be approved in advance. Established prior to the school year ending.
17. Work with the Athletic Director on developing a budget for your sport and seeing that eligibility lists are checked each week.
18. Work with the Athletic Director on submitting transportation requests such as departure times for the entire season two weeks in advance of the opening contest. Bus requisition forms must be submitted and

approved well in advance of an activity. If no requisition form is submitted and approved, then no transportation will be available.

19. Maintain accurate records on all equipment. See that all equipment is accounted for and checked in immediately at the close of the season. Inventory all equipment and submit a report to the Athletic Director within two weeks of the end of your season. Uniforms are not to be worn around the community unless approved by the coaches in conjunction with the Athletic Director and administration.

20. Prepare and submit requests for replacement equipment to the Athletic Director.

21. No Sunday athletic practices, walkthroughs or shoot-arounds are permitted without prior approval.

22. All coaches/sponsors are required to adhere to NSAA and school guidelines relating to summer participation, camps and practices.

23. Coaches must visually witness the signing out of student-athletes by their parents or guardians.

24. Maintain effective communication with parents/guardians/families. This is especially important when dealing with violations of behavioral expectations, student injuries, or other situations where parents need to receive information from coaches/sponsors.

WORKING WITH PARENTS

- Coaching is exciting and rewarding, but from time to time you may experience difficulty with parents. *Some may want* their children to play more or they might question some of your judgments as a coach. This is normal, so do not feel that you are alone if this happens. Here are a few thoughts to remember when dealing with parents:
- Always listen to their ideas and feelings. Remember, they are interested and concerned because their children are involved. Encourage parental involvement.
- Express appreciation for their interest and concern. This will make them more open and at ease with you.
- No coach can please everyone. Don't try.
- Know what your objectives are and do what you believe to be of value to the team.
- Make certain all parents know your ground rules. Have rules and regulations, your philosophy, practice dates and times, etc. printed on a sheet of paper you can pass out to all parents. Have a parent meeting before the season begins to discuss your operating procedures if necessary.
- Resist unfair pressure. You are the coach and it's your responsibility to make decisions.
- Most importantly, be fair. If you treat all players fairly ~~equally~~, you will gain respect. Be consistent! If you change a rule or philosophy during the season, you may be in for trouble. If you do change something, make sure the parents are informed as soon as possible.
- Handle any confrontation one-on-one and not in a crowd situation. Don't be defensive. Don't argue with a parent. Listen to their viewpoint, and thank them for it. Don't discuss individual players with other parents.
- Ask parents not to criticize their children during a practice game. Don't let your players be humiliated, even by their own parents.
- Don't blame the players for their parents' actions, if negative. Try to maintain a fair attitude.
- Parents must accept the fact that officials and coaches should not be subjected to criticism during or after ball games. Parents and coaches should wait 24 hours before engaging in any type of criticism directed towards a coach.

- Always remember that you will be dealing with all types of children and parents with different backgrounds and ideals. One of your main challenges as a coach is to deal with these differences in a positive manner so the team's season will be an exciting and enjoyable experience for all.

INVENTORY

Each season, each coach/sponsor is responsible for maintaining an inventory of equipment and supplies. Each assistant coach should work with his/her head coach and each head coach should work with his/her athletic director to requisition and maintain equipment with which to prepare his/her team for the season.

At the end of each season, each coach is responsible for making an inventory of equipment and supplies and for reporting to the athletic director any equipment or supplies that are missing, damaged, lost or that need to be replaced.

The athletic director should maintain an inventory of all equipment and supplies and utilize this inventory when making requisitions.

The Inventory Sheet on the following page is for you to use to record your inventory if you need it. Your actual inventory list will be kept on a Google Sheet that will be provided for you by the Activities Director.

Hemingford Activities Inventory Form

Location Small Gym Storage

Date_10-25-22

Activity JH FB Sponsor Bailey Branson

[illegible]

HEAD COACHES RESPONSIBILITY CHECKLIST

1. **Attire:** All students will wear a shirt of some kind at all times inside or outside.
2. **Athletic Team Handbook:** Prior to the first day of practice, for each sport season, every head coach will supply all athletes a handbook including; training regulations, lettering requirements, schedules, rules and procedures, practice information, and all other pertinent information deemed necessary by the head coach/sponsor.
3. **Awards:** Coaches will determine the lettering criteria for their sport beyond what is outlined in the school handbook. Awards earned from the media need to be turned into the Activities Director with the season summary. Year end athletic awards will be presented at the Awards Banquet.
4. ~~**Bleachers:** The bleachers are to remain pushed in at all times unless a competition is taking place. When they are pushed in no one is allowed to sit, stand or climb on the bleachers. Coaches may be required to pull bleachers to prepare for a contest in order to facilitate practices. The bleachers are not a storage area; no equipment should be stored behind the bleachers.~~
5. **Booster Club:** Coaches are strongly encouraged to be an active part in meetings, fundraisers, and work days sponsored by the booster club. Wish lists should be turned in with the season summary. Requisitions through the booster club must be approved by the administration (activities director) before being approved by a vote at a booster meeting.
6. **Budget Procedure:** All requests for purchases will need to be made through the WebLink online requisitioning program. Justification and/or changes may be required for purchases. Requests will be reviewed by the Activities Director and Superintendent prior to approval of any orders.
7. **Camps and Fundraising:** Spending must be in line with the NCAA, NSAA and school policy. Please see additional information later in this handbook regarding fundraising, fund accounting, cash management, and expenditure procedures.
8. **Church Nights:** Practices need to be completed and all students out of the gym by 6:00 p.m. As a general rule, no contests will be permitted on Wednesday if such contests will conflict with community activities. No contest will be allowed on Sunday. Sunday practices must follow the guidelines and procedures for approval as stated in this handbook.
9. **Coaches Aides/Volunteers:** Coaches Aides/Volunteers are defined as a non-certified person employed by the school district, or a volunteer who is helping with an athletic program. It is extremely important that all Head Coaches communicate with these people what our expectations of them are and what parameters they are to work under. These individuals should not be left as the only supervisor. Coaches Aides/Volunteers will follow the same code of ethics as all certified persons.

10. **Coaches Clinics:** All coaches may attend the All-Sports Clinic sponsored by the Nebraska Coaches Association in Lincoln in late summer. This cost will be paid by the district. The district also will pay for your NSAA Gold card if you request it.
11. **Contests:** The Activities Director will schedule and contract all contests. Requests for contests or changes need to be discussed with the administration before making any other arrangements. Contests on school days where students will miss classroom activities require a heads up to those teachers 2 days in advance when possible.
12. **Damaged Equipment/Property:** Report any damaged or broken equipment or property to the Activities Director immediately.
13. **Ejections:** If at any time a coach/sponsor is ejected from a contest the following steps will be taken:
 1. The coach/sponsor will miss the next contest at that level of competition and all other levels of competition in the interim.
 2. The coach/sponsor will be responsible for taking the NSAA required course offered through the NFHS website at their own expense.
 3. The coach/sponsor will sit down with the activities director and discuss their plan of action for correcting the inappropriate behavior and ensuring that it does not happen again.
14. **Emergencies:** Refer to the Emergency Action Plans in this handbook.
15. **End of Season Report:** All head coaches and sponsors will submit a summary report which includes:
 1. Letter winners
 2. Team Record (include scores/places/opponents)
 3. Team Records
 4. Awards (including media awards)
 5. Inventory
 6. Purchase Requisitions
 7. General Comments
16. **Equipment:** Every coach is responsible for documenting all equipment handed out and collected. Collection for missing or damaged equipment must be done before the student is checked out for the year.
17. **Facility Use:** The safety of the facility should be checked on a daily basis. Any hazard should be brought to the attention of the Activities Director. A school employee must be present when facilities are being used by an organization or group affiliated with the school district. Youth teams may use the practice facility through contact with the Activities Director.
18. **Fundraising:** Must follow the procedures outlined later in this handbook.

19. **Game Day Preparations:** Every coach/sponsor is to check with the Activities Director to be sure that all final arrangements have been made for game day. **Coaches/Sponsors are expected to help with setup, teardown, and cleanup of any home event.**
20. **Hazing:** Unacceptable behavior that is tolerated by the coaching staff will put that coaches' job status in jeopardy. Coaches are expected to be vigilant for any kind of hazing.
21. **Hiring officials:** Head Coaches will collaborate with the Activities Director to determine who is hired for contests. The Activities Director will hire officials based on availability.
22. **Inclement Weather:** If school must be canceled or dismissed early because of inclement weather, practices and contests will be postponed as a rule. Occasionally, weather and road conditions clear by the early afternoon; this does not mean practices can then be held. If severe weather strikes during a practice follow the emergency medical plan included in this handbook.
23. **Injuries:** In the event that an athlete becomes injured, the coach or athletic trainer will administer emergency first aid as needed. The coach will complete an injury report and notify the school nurse, activities director and parents or guardians when an injury occurs. If an emergency situation arises, follow the emergency medical plan included in this handbook.
24. **Inventory:** After the last athlete has checked in his/her equipment a complete inventory of all equipment will be taken. Check the inventory against the previous years and report all lost, worn-out and destroyed equipment. When inventory is complete, make out a tentative list of needs to aid in the planning and budgeting for next season.
25. **Invitational Tournaments:** The Activity Director will be assigned as the tournament director. It shall be his/her responsibility to keep the coaches informed. The coaches/sponsors will assist in directing the tournament as requested by the Activity Director.
26. **Keys:** Keys are not to be loaned to athletes or patrons. If a person needs entry into the building they must be accompanied by a staff member.
27. **Locker Rooms:** Coaches are needed to help supervise the locker rooms as well as patrol who are occupying the lockers.
28. **Lodging:** As soon as the number of qualifiers are determined for state competition, lodging arrangements will be made by the Activities Director and the participating coach.
29. **Loyalty:** Success of our total program comes from supporting your fellow coaches. Communication between coaches is essential to running an effective program. Attend as many different activities as possible and encourage support for all activities.
30. **Maintenance:** All coaches must ensure the cleanliness and general appearance of all areas. Any problems or complaints will be directed to the Activities Director who in turn will deal directly with custodian, maintenance personnel and other coaches.

31. **Managers:** A list of duties and responsibilities will be made up by every coach/sponsor for his/her sport. Success many times is based on the little things that must be done and good managers are a big part of this. Each coach must encourage students to serve in this area.
32. **Negligence and Liability:** Every coach must know the legal aspect involved with negligence and liabilities. The general rule is to act the way a prudent person would in all situations and make sure you or an assistant are supervising all phases of practices and games. This includes bus pick up after games. Make all players aware of any dangers or dangerous phase's of your sport and be sure to use up to date training methods. Complete outlines of your season practices should detail what is covered with all of your athletes.
33. **NCA:** The School District will pay Nebraska Coaches Association dues for all coaches.
34. **NSAA Bulletins:** The bulletin is distributed each month and provided to coaches to read. It is the expectation that each coach will read through the bulletin. If you did not receive the coach's copy a binder of past bulletins is located in the Activities Directors office.
35. **NSAA Moratorium and Dead Week:** The NSAA has a 5-day moratorium in December. During these days all rules apply for every level of activities. Summer camps may run from the Tuesday after Memorial Day to July 31st. July 31st is the ending date for any summer camps. For interpretations of the rules contact the Activities Director.
36. **NSAA Rules meeting:** Head coaches are reminded that they must attend one of the NSAA sponsored rules meetings for your particular sport. Head coaches are asked to communicate the information to their assistants.
37. **Off-Season Programs:** Coaches are encouraged to conduct off-season programs to promote increased athletic skills; however **these programs are not to interfere with programs which are currently in-season in any way.** Coaches must supervise and organize the program.
38. **Overnight Trips:** Overnight trips may be approved at the discretion of the administration. As a general rule overnight trips should be limited to situations where there is a significant need. Use the following guidelines when teams are traveling on overnight trips.
- Room checks, both announced and unannounced
 - No boys sleeping in girls rooms and vice a versa
 - Set curfews
 - Communicate with the front desk that no charges to the rooms by individuals is permitted.
 - Complete walk through when departing.
 - Obtain a full set of itemized receipts for each room and check to ensure that state sales tax has not been charged to any room.
39. **Parental Consent Form:** All athletes must complete the NSAA parental consent form.

40. **Physicals:** All athletes must have a yearly physical examination before starting practice. The form must be signed by the physician and parent/guardians. The head coach is responsible for collaborating with the activity director to make sure that every team member has been approved to participate according to the information in Ecollect/PowerSchool Activity Register site. Physicals are valid for one calendar year. Students participating in Summer weights, open gyms, leagues, and camps will need to have a physical on file on the Activity Registration site for the upcoming school year.
41. **Postponement or Cancellations:** The changing postponing or canceling scheduled events is the responsibility of the Activities Director. Coaches and administration will work together to make the best possible decision for the entire school body.
42. **Practice Sessions:** Practices should be with reason with regard to length. Practices that are extended past the normal amount of time should be communicated to the Activities Director as to the reason. When school is not in session, practice time needs approval from the Activities Director. Coaches must leave last and make sure all doors are locked and your athletes out of the building and have a ride home.
43. **Program and Eligibility:** Coaches need to turn in program information prior to the first practice. Coaches must follow the eligibility guidelines in the activity handbook.
44. **Publicity:** It's the duty of the head coach to handle the publicity for his/her teams both pre and post game. Coaches are responsible for turning in statistics, game summaries and other media relations paperwork.
45. **Safety of Facility and Players:** Coaches should check daily on all aspects of safety, (field, gym, equipment, players, etc.) and notify the Activities Director of any problems. Athletes and coaches should document any hazardous conditions and warn everyone involved of the issue.
46. **Scheduling:** All scheduling of events must be done through the activities director. The school, conference and NSAA determine the schedule for contests. Coaches cannot schedule practices, jamborees, tournaments, etc. with authorization for the Activities Director.
47. **School Attendance:** Students participating in school activities
- o must be in school the for the equivalent of a half day in the afternoon on the day of the event/activity in order to participate in the event/activity
 - o must be in school the Friday afternoon the day before the event/activity if the event/activity is scheduled for a Saturday;
 - o must be in school the afternoon prior to the event/activity if the event/activity is scheduled for the next morning.
 - o Exceptions may be made in the case of previously scheduled doctor's appointments or unforeseen circumstances. These exceptions will be made by the Administration.
48. **Scouting/Mileage:** Subject to administrative approval, mileage will be paid at a rate determined annually when a coach is required to use his/her own vehicle. School vehicles are preferred if available, Only coaches on staff are privileged to this.

49. **Senior Night:** In fall and winter sports there will be a scheduled game to honor seniors and their parents. The night may include multiple activities.
50. **Social Media:** All communication to the team or to individual team members will be made using the “Remind” app. This is for your protection from liability.
51. **Squad selection:** The head coach is to work with assistants in the selection of all squads. You were hired as a professional. This will not be an issue or source of conversation by any stakeholder relevant to the team other than the coaching staff.
52. **State Tournaments:** The head varsity coach of teams that do not qualify for state may be allowed PTO days to attend the state tournament with approval of the supervising administrator. Transportation may be approved, subject to availability. Additional costs of attendance may be paid for by the fundraising of the organization, subject to approval by the activities director within budgetary constraints.
53. **State Tournament Tickets:** If requested the district will purchase a “Gold Card” which will allow admittance into most state championship venues. The school will NOT reimburse the price of tickets for coaches to attend state tournaments when not qualified if they choose not to get a “Gold Card.”
54. **State Tournament Qualifiers:** The school will provide meals for qualifiers, coaches, and drivers. Coaches/Sponsor are expected to keep and submit all itemized receipts to the Business Manager upon return from competition. Meal cost should be reasonable and not excessive. Rooms and transportation will be provided for those who qualify. If a team does not qualify the coaches may use the rooms and pay the reserved rate.
55. **Storage Rooms:** All athletic equipment must be stored properly. Storage areas will be reserved for specific sports and it is the coach’s responsibility to keep it cleaned and secure. Equipment is not to be left in the gym.
56. **Summer Camps:** Varsity head coaches are encouraged to have a summer camp for their sport. All receipts and expenses from the camp need to be accounted for through the business office. The monies from these camps should be used to support the student athletes.
57. **Suspensions:** If an athlete is suspended from school it will include all activities. The Activities Director will inform coaches of suspensions for athletes. Any coach suspending an athlete must turn in a written report to the Activities Director explaining the circumstances for the suspension. The coach should have a rule in place and have explained this to the athletes in a meeting.
58. **Training Room:** The athletic training room is a healthcare facility for athletic injuries. Therefore, only athletic trainers, coaches and athletes are allowed in the training room. Athletes should only be allowed in the training room under the supervision of the coach or trainer.
59. **Transportation:** Busses and vans are provided depending on the number of participants. Athletes are only permitted to drive to practices. Athletes are to ride home on the bus. Parents may sign out their students on sight at the completion of an activity as long as the coach is actually present at the time of the parent signing them out and the person signing the student is a legal parent or guardian. If an individual is riding home with someone other than a legal parent or guardian, notification must be arranged prior to the team

leaving for the competition. This form can be found on the [Ecollect/PowerSchool Activity Registration](#) site. A copy should be filed with the office and the head coach.

60. **Transportation/Bus Schedule:** Coaches are responsible to collaborate with the activity director and transportation director to ensure dates, locations, and leave times are correct. All transportation request will be made by filling out the “Bus List” form shared with all coaches and sponsors. Any errors or changes need to be made a week prior to the event to prevent confusion with the transportation drivers.
61. **School Vehicles:** Don’t assume they will be full of gas when you get in them you need to check in advance. You are responsible for topping off any small vehicle on return from activities. You must complete required training and file the proper paperwork to be eligible to drive a school vehicle.
62. **Ipads and Hudl:** Coaches are responsible for making arrangements to video their contests and upload to Hudl for review/analysis of film, verification of statistics, and to promote opportunities for student-athletes desiring to compete at the collegiate level (to share with college scouts/recruiters).
63. **Washing of Uniforms:** Coaches and athletes are responsible for washing practice and game uniforms. This responsibility includes the care of the uniform.
64. **Weight Room:** the weight room is available for use by all athletes but must be supervised by a coach at all times.

Changes and additions will be made only with the approval of the Administration and Board of Education.

HEAD COACH/SPONSOR JOB DESCRIPTION

Coaches and Sponsors will be provided a copy of the job description. A signed acknowledgement and affirmation of review of the handbook will be provided to the school district. Coaches/Sponsors are expected to meet the expectations as set forth in the job description, in addition to the expectations in this handbook.

COACHING APPRAISAL/ASSESSMENT PROCEDURE

The basic purpose behind appraisal/assessment is to improve the instruction athletes receive and to improve our ability to meet our activity program objectives. Other purposes of an appraisal evaluation system are as follows.

- Afford an opportunity to identify, recognize and praise quality coaching and instruction
- Provide an opportunity to identify potential leadership within a system
- Create a climate to achieve individual improvement through job targets
- Provide information necessary to make an objective assessment of the performance of the coach.
- Assure that quality coaching is a responsibility shared by the entire coaching staff and the activities director.

Coaches should plan to complete the following as part of the assessment/appraisal process:

1. Head coach will conduct appraisal/assessment of assistant coaches.
2. Activities director will conduct appraisal/assessment of head coaches/sponsors
3. Activities director and the principal will be responsible for the contract recommendation.
4. As a general rule, appraisal/assessment should be completed within two weeks after the conclusion of the season.
5. A review of the appraisal/assessment will be held with the coach and activities director.
6. A coach may provide a rebuttal to the appraisal/assessment.
7. The coach will be provided a copy of the appraisal/assessment.

END OF SEASON RESPONSIBILITIES

All coaches within the district must complete certain end of the season responsibilities before their coaching assignment is finalized. Failure to comply may affect future assignments.

ANNUAL SPORTS REPORT

To inform the Board of Education about accomplishments and problems of the program, all varsity, junior varsity and freshman coaches and sponsors must submit an annual sports report.

The reports must be completed within a **15-day period** after the season is over and include the following:

1. Brief summary of the season and suggestions for improving the program, (coach self-evaluation form, & evaluation form completed by the activities director).
2. Complete an inventory of all equipment and supplies.
3. Name of squad members indicating letter winners, captains, managers, etc.
4. Schedules played and results of games, meets or matches.
5. Special honors received by team members.
6. New records set for the seasons for individual performance, team scoring, etc.
7. Final statistics that were kept both for individuals and the team.
8. Budget requests for the next season listing all items in priority order.
9. An updated three-year plan for the program. (Instructions below).

PROFESSIONAL COACHING AND PROGRAM PLANNING: “Development of the Three-Year Plan”

A three-year interscholastic athletic plan is designed to help you look at where your program is and how to get it to a desired level three years into the future. It doesn't matter whether you are a first year coach seeking stability in your program or an established, successful program which is seeking the proverbial "next rung" of success, a three-year plan will help you look at what is working within your program, where technical and tactical trends are moving, and design the steps to achieve student-athlete skill-set goals. The ultimate objective of this process is to assess the direction of the sport program and to indicate a "prescription" for the continued success and improvement of the sport for all participants.

- Part One: Mission Statement

What is the defining objective and purpose of the specific sport program? "*Why does your program exist?*" The mission statement should guide the actions of the organization and all participants as well as spell out your overall goal. It provides a "pathway" to guide all decision-making and is the framework from which your program strategies are formulated.

- Part Two: Program Description

Describe the program in detail; this section should provide a brief history of the program over the course of recent years.

- Part Three: The Student Profile

Look at your underclassmen; "What's coming up?" "What are the numbers like?" "What are the expectations of each grade level group?" If you want to move beyond the next three years in this section based on your knowledge of junior high or upper elementary students feel free to do so.

- Part Four: Program Assets and Challenges

What are the foundational pieces you have to work with currently? What are the equipment/budget/facility needs expected to be year-by-year over the next three years? Identify the obstacles that you believe you need to overcome and indicate plausible options to address in correcting these challenges.

- Part Five: Academics

What types of strategies do you have in place to address academic and/or eligibility concerns? How will you monitor academic progress and provide appropriate support/encouragement for academic success?

- Part Six: Timeline and Athletic Department Support

Create a timeline of where your program is now and where it will be in three years. Identify those specific areas of support necessary from the Athletic Department.

SUNDAY ACTIVITIES

For the purposes of maintaining good community relations and limiting unnecessary intrusion upon students and families, the following policy shall guide the school and its employees regarding school-related activities on Sundays.

To the greatest extent possible, the school and its employees shall refrain from involving students in school activities or school-related activities that occur on a Sunday.

School-related activities involving students shall be prohibited from taking place on a Sunday unless authorized in advance by the Superintendent. The Superintendent may consider approving student participation in school-related activities on Sundays under the following circumstances:

1. The school-related activity is reasonably necessary to prepare for a Conference, District, State, or National-level event that is to take place on the Sunday in question or on the immediately subsequent Monday, Tuesday, or Wednesday.
 - a. When such school-related activity is used for practice or preparation, such activity shall be limited to the hours of 1 PM to 5 PM unless other approval has been granted.
2. The school-related activity is reasonably necessary for approved participation in a Conference, District, State, or National-level event to take place on the Sunday in question.
3. The school-related activity is reasonably necessary for approved participation in a community event to take place on the Sunday in question.
4. The school-related activity is reasonably necessary for approved travel related to a Conference, District, State, or National-level event.
5. Other instances, not already listed, that are determined by the Superintendent to be reasonable, highly beneficial to students, and caused by extraordinary circumstances.

INJURY/EMERGENCY ACTION PLAN GUIDELINES

The risk of injury, catastrophic injury, and even sudden death are inherent to sports. This is something we must always keep in mind as we prepare both mentally and physically to practice our plan of action. In all emergency situations it is important to attempt to remain calm, avoid making hasty decisions, and to trust your knowledge and the training you have been given.

The following emergency action plan includes identification of the personnel involved, specific equipment needed to respond to the emergency, and an established communication system to summon the needed emergency care.

In all venues used by Hemingford Jr/Sr High School the following emergency protocol should be used:

- If there appears to be a life-threatening injury or illness, call 911.
- Inform emergency medical services (EMS) of the exact location relative to our campus and that we have an individual in need of emergency medical treatment.
- The EMS operator will ask several questions, but you need to be sure to give them the following information:
 - Name, address and telephone number of the caller
 - Condition of the individual needing emergency medical treatment
 - Details of the first-aid treatment that has been initiated
 - Any other information requested by the dispatcher/operator
- Have another staff adult contact the parents (this individual should be designated on your emergency plan in advance so there is no question as to who is responsible for this should the need arise). Do not leave information on an answering machine, go to the next emergency contact listed (use PowerSchool for additional numbers if needed). Explain the situation to them and ask if there is a specific location they would like their son or daughter transported.
- Administration, site supervisors and all other school personnel present (as needed) will act as crowd control around the injured individual.
- Provide appropriate emergency care until the arrival of EMS. This includes the use of emergency equipment such as a portable AED and emergency bags if necessary. When EMS arrives, give them all necessary information (specific injury including the events leading up to it, vital signs, treatment given, medical history of the individual involved) and answer any questions they may have.

EMERGENCY CONTACT LIST

Phone Numbers

Police/Sheriff and Emergency Medical	911
Sheriff Non-Emergency	(308) 762-6464
Hemingford Police Non-Emergency	(308) 762-6464
Superintendent: Dr. Travis Miller	(308) 641-5489
Principal: Dr. Travis Miller	(308) 641-5489
Activities Director: Todd Westover	(402) 806-8065
Athletic Trainer:	(308) 752-6660

Alliance Hospital

(308) 762-6660

Chadron Hospital

(308) 432-5586

Basic Emergency Response Team

- Certified Athletic Trainer (if on duty)
- EMS personnel that may be on site
- School administration &/or site supervisors
- Coaches
- Other school personnel in attendance

LIGHTNING: What You Need to Know

- ***NO PLACE*** outside is safe when thunderstorms are in the area.
- If you hear thunder, lightning is close enough to strike you.
- When you hear thunder, *immediately* move to safe shelter: a substantial building with electricity or plumbing or an enclosed, metal-topped vehicle with windows up.
- Stay in a safe shelter at least 30 minutes after you hear the last sound of thunder.

Lightning During a Game

1. Should lightning occur during games when athletes are outside, the certified athletic director and site supervising administrator will be in charge of monitoring the situation.
2. The AD and site supervising administrator will use both visual and technology to monitor the lightning.
3. If the AD and site supervising administrator is alerted that there is lightning 10 miles from an outdoor sports venue they will notify at least one coach of each team of the approaching weather situation either in person or via cell phone. Play may continue at this point.
4. If the AD and site supervising administrator is alerted there is lightning less than 10 miles from an outdoor sports venue, they will notify at least one coach of each team of the approaching weather situation either in person or via cell phone. Additionally, the game officials/umpires will also be notified. Coaches, athletes and spectators will be instructed to seek shelter immediately.
5. No athletic contests will be allowed to resume outdoors until there have been no lightning strikes for 30 minutes that have occurred within 10 miles of the outdoor facility in which the contest is being held.

Lightning During a Practice

1. Should lightning occur during games when athletes are outside, the head coach and any administrator(s) still on campus will be in charge of monitoring the situation.

2. The head coach and administrator(s) will use both visual and technology to monitor the lightning.
3. If the head coach and administrator(s) are alerted that there is lightning 10-20 miles from the venue they will notify all assistant coaches of that program as well as head and assistant coaches of other programs of the approaching weather situation either in person or via cell phone. Practice may continue at this point.
4. If the head coach and administrator(s) are alerted there is lightning within 10 miles of the venue, they will notify all assistant coaches of that program as well as head and assistant coaches of other programs of the approaching weather situation either in person or via cell phone. Coaches and athletes will be instructed to seek shelter immediately.
5. No practices will be allowed to resume outdoors until there have been no lightning strikes for 30 minutes that have occurred within 10 miles.

Indoor Lightning Safety

- Stay off corded phones, computers and other electrical equipment that put you in direct contact with electricity.
- Avoid plumbing, including sinks, baths and faucets.
- Stay away from windows and doors and stay off porches.
- Do not lie on concrete floors, and do not lean against concrete walls.

Last Resort Outdoor Risk Reduction Tips

If you are caught outside ***with no safe shelter anywhere nearby*** the following actions *may* reduce your risk:

- Immediately get off elevated areas such as hills, mountain ridges or peaks
- Never lie flat on the ground
- Never shelter under an isolated tree
- Never use a cliff or rocky overhang for shelter
- Immediately get out and away from ponds, lakes and other bodies of water
- Stay away from objects that conduct electricity (barbed wire fences, power lines, windmills, etc.)

INJURY/EMERGENCY PLAN: Big Gym – Volleyball, Basketball, Wrestling, and Concerts

1. The certified athletic trainer (ATC) or most qualified individual on the scene will evaluate the injury situation. The head coach, or a designated assistant coach will stand by to assist. If an ATC is not on duty, a designated assistant coach will contact the ATC if needed. An AED is located in the gym if needed.
2. An additional designated assistant coach or student manager will be responsible for retrieving ice &/or any necessary emergency equipment (splint, crutches, etc.).

3. Administration, site supervisors and all other school personnel present (as needed) will act as crowd control around the injured individual.
4. If the Emergency Medical System (EMS) needs to be activated, a designated assistant coach will make the call. When the call is made the following script should be used:

“This is **caller’s name** from Hemingford High School. There has been an accident at the **sport/activity** game at Hemingford, and **give the general extent of the injury**. We are located at 913 Niobrara Ave. and the entrance to the gym is on the South side of the big gym building. Please enter through the gym entrance, the door marked ____ (state which door) Someone will be waiting outside to direct you in.” Allow the 911 operator to hang up first at the conclusion of the call.

5. The designated assistant coach that made the call to EMS will go to the designated door after making the call to direct EMS to the injured person when they arrive.
6. Administration/site supervisors will clear a path for the ambulance to meet the injury situation.
7. The head or assistant coach that remained with the ATC will record all vital information as directed.
8. If the injured individual requires a spine board, EMS will complete that procedure at which point the patient will be turned over to them for transport.
9. The designated assistant coach will call and notify parents and administration of the situation and transport location.
10. If available, the ATC, designated assistant coach or a school representative will accompany the individual to the hospital.

The same protocol will apply to visiting team injuries as well.

In the event of severe weather, the administrator(s)/site supervisor(s) will make an announcement over the PA system and direct everyone to safe shelter locations.

Todd Westover, AD: 402-806-8065

Dr. Travis Miller, Principal: 308-641-5489

Dr. Travis Miller, Superintendent: 308-641-5489

INJURY/EMERGENCY PLAN: Elementary Gym – Volleyball, Basketball

1. The certified athletic trainer (ATC) or most qualified individual on the scene will evaluate the injury situation. The head coach, or a designated assistant coach will stand by to assist. If an ATC is not on duty, a designated assistant coach will contact the ATC if needed. An AED is located in the gym if needed.

2. An additional designated assistant coach or student manager will be responsible for retrieving ice &/or any necessary emergency equipment (splint, crutches, etc.).
3. Administration, site supervisors and all other school personnel present (as needed) will act as crowd control around the injured individual.
4. If the Emergency Medical System (EMS) needs to be activated, a designated assistant coach will make the call. When the call is made the following script should be used:

“This is **caller’s name** from Hemingford High School. There has been an accident at the **sport/activity** game at Hemingford and **give the general extent of the injury**. We are located at 911 Niobrara Ave. and the entrance to the gym is on the East side of the cafeteria. Please enter through the main High School entrance, the door marked ____ (state which door). Someone will be waiting outside to direct you in.” Allow the 911 operator to hang up first at the conclusion of the call.

5. The designated assistant coach that made the call to EMS will go to the designated door after making the call to direct EMS to the injured person when they arrive.
6. Administration/site supervisors will clear a path for the ambulance to meet the injury situation.
7. The head or assistant coach that remained with the ATC will record all vital information as directed.
8. If the injured individual requires a spine board, EMS will complete that procedure at which point the patient will be turned over to them for transport.
9. The designated assistant coach will call and notify parents and administration of the situation and transport location.
10. If available, the ATC, designated assistant coach or a school representative will accompany the individual to the hospital.

The same protocol will apply to visiting team injuries as well.

In the event of severe weather, the administrator(s)/site supervisor(s) will make an announcement over the PA system and direct everyone to safe shelter locations.

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Dr. Travis Miller, Principal: 308-641-5489

Dr. Travis Miller, Superintendent: 308-641-5489

INJURY/EMERGENCY PLAN: Football Field – Football, Cross Country

1. The certified athletic trainer (ATC) will handle the immediate care of the injured individual and stabilize the head/neck/spine if needed. A portable AED will be on site if needed.

2. A designated assistant coach or student manager will be responsible for retrieving ice &/or any necessary emergency equipment (splint, crutches, etc.).
3. Administration, site supervisors and all other school personnel present (as needed) will act as crowd control around the injured individual with the person in charge at the shoulder of the medical personnel.
4. If the Emergency Medical System (EMS) needs to be activated, they will be signaled to the field by the ATC or their designee. The ATC will remain with the injured individual providing any needed treatment until EMS arrives. If EMS is not on site, the designated assistant coach will call 911. When the call is made the following script should be used:

“This is **caller’s name** from Hemingford High School. There has been an accident at the **sport/activity** game at Hemingford and **give the general extent of the injury**. We are located at Box Butte Fairgrounds at the football field/track. Someone will be waiting by the fairground entrance to give you directions.” Allow the 911 operator to hang up first at the conclusion of the call.

5. The designated assistant coach that made the call to EMS will go to the fairground entrance after making the call to direct EMS to the injured person when they arrive.
6. Administration/site supervisors will clear a path for the ambulance to meet the injury situation.
7. The head or assistant coach that remained with the ATC will record all vital information as directed.
8. If the injured individual requires a spine board, EMS will complete that procedure at which point the patient will be turned over to them for transport.
9. The designated assistant coach will call and notify parents and administration of the situation and transport location.
10. If available, the ATC, designated assistant coach or a school representative will accompany the individual to the hospital.

The same protocol will apply to visiting team injuries as well.

In the event of severe weather, the administrator(s)/site supervisor(s) will make an announcement over the PA system and direct everyone to safe shelter locations.

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PUBLIC ADDRESS ANNOUNCEMENTS FOR EMERGENCIES

Football Field & Cross Country Meets

Spectators (Non-tornadic weather): Please exit the stadium at a walking pace. If you are staying on school property, please stay in your vehicles. Please remain there until the weather has passed. Re-admittance to the game will be allowed if and when we continue the game.

Spectators (Tornadic weather): Please exit the stadium and proceed to the school. As you enter the school through the main west doors labeled W 13 there will be school officials to direct you to designated tornado shelters. Please remain there until the all clear sounds. Re-admittance to the game will be allowed if and when we continue the game.

Coaches/Players/School Personnel (Non-tornadic weather): Please go to the school and remain in your locker rooms or the gym. Stay away from all exterior doors and windows.

Coaches/Players/School Personnel (Tornadic weather): Please exit the stadium and proceed to the school. We ask that you stay in your locker rooms until the all clear sounds.

School Gymnasiums

Spectators (Non-tornadic weather): If you are staying on school property please remain in the gym. Please stay off the playing floor and remain in the stands.

Spectators (Tornadic weather): We ask that you exit the gym to the lower locker rooms and wrestling room. Please remain there until the all clear sounds.

Coaches/Players/School Personnel (Non-tornadic weather): Please stay on the team bench or go to your designated locker room. Stay away from all exterior doors and windows.

Coaches/Players/School Personnel (Tornadic weather): Please proceed to your designated locker room. Please remain in your locker room until the all clear sounds.

CONCUSSIONS

- Concussions continue to be a focus of attention in football at all levels of competition. The NFHS has been at the forefront of national sports organizations in emphasizing the importance of concussion education, recognition and proper management.
- Discussion of proper concussion management at all levels of play in all sports has led to the adoption of rules changes and concussion-specific policies by multiple athletic organizations, state associations and school districts. Coaches and game officials need to become familiar with the signs and symptoms of a concussed athlete so that appropriate steps can be taken to safeguard the health and safety of participants.
- Athletes must know that they should never try to “tough out” a suspected concussion. Teammates, parents and coaches should never encourage an athlete to “play through” the symptoms of a concussion. In addition, there should never be an attribution of bravery associated with athletes who play despite having concussion signs or symptoms. The risks of such behavior must be emphasized to all members of the team, as well as all coaches and parents. If an athlete returns to activity before being fully healed from an initial concussion, the athlete is at an increased risk for a repeat concussion. A repeat

concussion that occurs before the brain has a chance to recover from the first can slow recovery or increase the chance for long-term problems. In rare cases, a repeat concussion can result in severe swelling and bleeding in the brain that can be fatal.

- Governing bodies at all levels of play continue to review and revise playing rules and encourage practices that decrease the risk of concussion. Among the most concerning data from the past several high school football seasons is that concussions continue to account for a high percentage of the injuries reported and that more than half of all concussions were a direct result of helmet-to-helmet contact!
- All coaches should undergo education and utilize available professional development tools regarding the signs and symptoms of concussion and the proper management of athletes with a suspected concussion. The NFHS offers the free course “Concussion in Sports: What You Need to Know” that is available at www.nfhslearn.com. The free course is a brief and user-friendly resource not just for coaches, but also for students, parents and other interested persons. Many states have developed their own education programs. It is incumbent upon coaches to lead by example in recognizing the seriousness of all suspected concussions.
- Contact to and with the Helmet: Over the years, the NFHS Football Rules Committee has repeatedly emphasized the need to keep the HEAD OUT OF FOOTBALL because of the potential for catastrophic head and neck injuries. The committee in its publications for review by coaches and game officials has specifically targeted some form of helmet review or illegal helmet contact emphasis 24 times since 1980. In the past few years, all levels of football have increased the focus on decreasing the risk of concussion, and it is widely conceded that one of the biggest steps in this effort is to eliminate direct helmet-to-helmet contact and any other contact both with and to the helmet.
- Any initiation of contact with the helmet is illegal; therefore, there must be a focus on enforcing the existing rules. These rules include fouls such as butt blocking, face tackling and spearing (all of which are illegal helmet contact fouls) as well as other acts prohibited by the provisions regarding unnecessary roughness. These types of contact, such as blows to the head by the defender, initiating contact to the head, and helmet-to-helmet contact are all unnecessary to the playing of the game. When in doubt, contact to or with the helmet should be ruled a foul by game officials.

Hemingford Concussion Management Team:

The concussion management team (CMT) will consist of the activities director, school nurse(s), athletic trainer(s), teachers, and coaches of the individual diagnosed with a concussion.

Concussion Protocol

If at any time a student participating in an activity is thought to have a possible concussion the following steps will be taken:

- A coach/sponsor/teacher will call a parent/guardian & they or a trainer, doctor, or nurse will stay with the participant until they have been picked up by the parent/guardian to be taken to see a doctor. If a parent/guardian/emergency contact is not able to pick up the participant, it is acceptable for the coach/sponsor/teacher to give the student a ride to a

location where they will be supervised. The participant is not to ride home on a bus or with another student. Document that you informed a parent/guardian/emergency contact.

- The coach/sponsor/teacher will contact the parent/guardian later in the evening to find out the diagnosis. Document this contact as well.
- If the diagnosis is a concussion, the coach/sponsor/teacher will notify the activities director and school nurse, and be responsible for making sure the participant does not take part in any activities (this includes all practices and competitions) until cleared to do so in writing by a doctor.

Protocol for returning to “normal” activity:

- Parents will be informed that the best thing they can do for their child after a concussion diagnosis is to keep them at home with limited exposure to light and/or electronic devices. It is also recommended that there be very limited mental exertion and no prolonged periods of concentration.
- Parents will also be asked to complete a form that will allow the physician who saw the child to share information with the school CMT.
- At school, we will provide a quiet place for rest, a quiet place to eat lunch, and academic modifications as needed while helping the child gradually transition back to a “normal” day.
- Teachers and coaches of the individual diagnosed with a concussion will be asked to observe the child for symptoms and fill out a form for the school CMT. The school CMT will then complete a symptom checklist regularly to determine the appropriate level of academic activity for the child.
- Once the child is symptom free and able to resume “normal” academic activity, the athletic trainer will follow a progression to get the child back to “normal” physical activity. This process will include an impact test.
- Once the child is able to resume “normal” physical activity, and has been cleared to do so by a physician, they will be allowed to participate in school activities again.

HELMET TECHNOLOGY AND PROPER HELMET FITTING

The heightened concern about concussions and the variety of football helmets available have led participants and coaches to seek a helmet that they believe will best protect a player from concussion. While many new football helmets incorporate innovative materials and designs, no existing football helmet is “concussion proof.” Therefore, it is incumbent upon athletic administrators, coaches, game officials, parents and participants to understand the limitations of all protective equipment, including the helmet. Everyone must realize that a combination of best practices, including but not limited to, repeated instruction on proper tackling and blocking techniques, proper helmet fitting and equipment tracking/recertification procedures, and proper and consistent officiating, are the keys to limiting injury risk and must be emphasized within each program.

Proper helmet fit has been a concern in recent years as anecdotal and documented reports of players having helmets completely dislodged during games continue to mount. To emphasize this

point, the NFHS Football Rules Committee has passed a rule in 2012 that requires the athlete to leave the game for a single play if the helmet comes off during live ball action, unless the removal is due to a foul by the defense. If no foul is called, then the player must be removed. It is imperative that the athletes take an active role in the proper fitting, wear and use of the helmet and realize the “comfort” shortcuts are not permitted.

Every football helmet manufacturer provides various helmet-fitting pamphlets with each helmet sold, detailing how to properly fit the helmet. If the helmet-fitting pamphlets or other football helmet-related instructions are missing, please contact the respective football helmet manufacturer.

HEAT ACCLIMATIZATION AND PREVENTING HEAT ILLNESS

Exertional Heat Stroke (EHS) is the leading cause of preventable death in high school athletics. Athletes participating in high-intensity, long-duration or repeated same-day practices during the summer months or other hot-weather days pose the greatest risk. Football has received the most attention because of the number and severity of exertional heat illnesses. Notably, the National Center for Catastrophic Sports Injury Research reports that 37 high school football players died of EHS between 1995 and 2010. EHS also results in thousands of emergency room visits and hospitalizations throughout the nation each year.

In the spring of 2012, the NFHS Sports Medicine Advisory Committee (SMAC) released a new position statement “Heat Acclimatization and Heat Illness Prevention.” The position statement is intended to provide an outline of “Fundamentals” and may be used as a guiding document by member state associations. Also, the

NFHS has released a 20-minute free online course “A Guide to Heat Acclimatization and Heat Illness Prevention” at www.nfhslearn.com, regarding this life-threatening topic. Further and more detailed information will be found within the NFHS online course, as well as the 4th Edition of the NFHS Sports Medicine Handbook, the NFHS SMAC position statement “Recommendations for Hydration to Minimize the Risk for Dehydration and Heat Illness” and other resources.

The new position statement and online course are intended to reduce the risk and incidence of EHS and the resulting deaths and injuries. The NFHS recognizes that various states and regions of the country have unique climates and an assortment of resources, and that there is no “one-size-fits-all” optimal acclimatization plan. However, the NFHS and the NFHS SMAC strongly encourage member state associations to incorporate all of the “Fundamental Musts” into any heat acclimatization plan to improve athlete safety. In addition, the online “A Guide to Heat Acclimatization and Heat Illness Prevention” should be required viewing for all coaches.

Heat Acclimatization and Heat Illness Prevention Keys for Coaches

1. Recognize that Exertional Heatstroke (EHS) is the leading preventable cause of death among high school athletes.
2. Know the importance of a formal preseason heat acclimatization plan.

3. Know the importance of having and implementing a specific hydration plan, keeping your athletes well hydrated, and providing ample opportunities for, and encouraging, regular fluid replacement.
4. Know the importance of appropriately modifying activities in relation to the environmental heat stress and contributing individual risk factors (e.g., illness, obesity) to keep your athletes safe and performing well.
5. Know the importance for all staff to closely monitor all athletes during practice and training in the heat, and recognize the signs and symptoms of developing heat illnesses.
6. Know the importance of, and resources for, establishing an emergency action plan, practicing the aspects of that plan, and promptly implementing it in case of suspected EHS or other medical emergency.

Fundamentals of a Heat Acclimatization Plan

1. Physical exertion and training activities should begin slowly and continue progressively. An athlete cannot be “conditioned” in a period of only two to three weeks.
2. Keep each athlete’s individual level of conditioning and medical status in mind and adjust activity accordingly. These factors directly affect heat illness risk.
3. Adjust intensity (lower) and rest breaks (increase frequency/duration), and consider reducing uniform and protective equipment, while being sure to monitor all players more closely as conditions are increasingly warm/humid, especially if there is a change in weather from the previous few days.
4. Athletes must begin practices and training activities adequately hydrated.
5. Recognize early signs of distress and developing exertional heat illness, and promptly adjust activity and treat accordingly. First aid should not be delayed!
6. Recognize more serious signs of exertional heat-related distress (clumsiness, stumbling, collapse, obvious behavioral changes and/or other central nervous system problems), immediately stop activity and promptly seek medical attention by activating the Emergency Medical System. On-site rapid cooling should begin immediately.
7. An Emergency Action Plan with clearly defined written and practiced protocols should be developed and in place ahead of time.

The NSAA has adopted a Heat Acclimatization and Contact Plan specific to football & it is required that all member schools follow the plan. That plan is on the following page(s).

14-Day Heat-Acclimatization Period

1. Days 1 through 5 of the heat-acclimatization period consist of the first 5 days of formal practice. During this time, athletes may not participate in more than 1 practice per day.
2. If a practice is interrupted by inclement weather or heat restrictions, the practice should recommence once conditions are deemed safe. Total practice time should not exceed 3 hours,
3. A 1-hour maximum walk-through is permitted during days 1–5 of the heat-acclimatization period. However, a 3-hour recovery period should be inserted between the practice and

walk-through (or vice versa). The only pieces of player equipment to be worn by the individuals during the walk-through are shoes and helmets. The only pieces of general equipment to be used during the walk-through are footballs and kicking tees.

4. During days 1–2 of the heat-acclimatization period, in sports requiring helmets or shoulder pads, a helmet should be the only protective equipment permitted (goalies, as in the case of field hockey and related sports, should not wear full protective gear or perform activities that would require protective equipment).

During days 3–4, only helmets and shoulder pads should be worn.

A. Football only: On days 3–4, contact with blocking sleds and tackling dummies may be initiated.

Beginning on day 5, all protective equipment may be worn and full contact may begin.

B. Full-contact sports: 100% live contact drills should begin no earlier than day 6.

5. Beginning no earlier than day 6 and continuing through day 14, double-practice days must be followed by a single-practice day. On single-practice days, 1 walk-through is permitted, separated from the practice by at least 3 hours of continuous rest. When a double-practice day is followed by a rest day, another double-practice day is permitted

6. On a double-practice day, neither practice should exceed 3 hours in duration, and student-athletes should not participate in more than 5 total hours of practice. Warm-up, stretching, cool-down, walk-through, conditioning, and weight-room activities are included as part of the practice time. The 2 practices should be separated by at least 3 continuous hours in a cool environment.

7. Because the risk of exertional heat illnesses during the preseason heat-acclimatization period is high, we strongly recommend that an athletic trainer be on site before, during, and after all practices.

NSAA SMAC Revised and Approved – April, 2014

NSAA SMAC Recommendations – April, 2013

1. Casa DJ, Csillan, D. Preseason Heat-Acclimatization Guidelines for Secondary School Athletics. *Journal of Athletic Training*. 2009;44(3):332-333.
2. Casa DJ, Almquist J, et al. The Inter-Association Task Force for Preventing Sudden Death in Secondary School Athletics Programs: Best-Practices Recommendations. *Journal of Athletic Training*.
3. National Federation of State High School Associations Sports Medicine Advisory Committee. Heat acclimatization and heat illness prevention position statement. Published 2012.

PRACTICE: LEVELS OF PHYSICAL CONTACT

Levels of Contact focus on the varying levels of intensity throughout practices to build player confidence, ensure their safety and prevent both physical and mental exhaustion. These Levels of Contact will increase player safety by reducing the risk of helmet-to-helmet contact without sacrificing skill.

Five intensity levels are used to introduce players to practice drills which position them to master the fundamentals and increase skill development.

Air (Coach determined outcome)

Players run a drill unopposed without contact.

Bags (Coach determined outcome)

Drill is run against a bag or another soft-contact surface.

Control (Coach determined outcome)

Drill is run at assigned speed until the moment of contact; one player is predetermined the “winner” by the coach. Contact remains above the waist and players stay on their

Thud (No coach determined outcome)

Drill is run at assigned speed through the moment of contact; no predetermined “winner”. Contact remains above the waist, players stay on their feet and a quick whistle

Live Action (No coach determined outcome)

Games, scrimmages and drills run in game-like conditions. These are the only times that players are taken to the ground.

Day 1-2

3.11.4.6 – No Contact Rule

Equipment – Helmets

Allowable Contact – “Air” and “Bag”

- Unlimited

Day 3-4

Equipment – Helmets and shoulder pads

Allowable Contact – “Air”, “Bag” and “Control”

- Unlimited

Day 5-14

Equipment – Full protective equipment may be worn

Allowable Contact – “Air”, “Bag” and “Control”

- Unlimited

Allowable Contact – “Thud” and “Live Action”

- Maximum 30 minutes per practice
- No more than 2 consecutive days
- Only one practice (on a scheduled 2-a-day)
- 2 scheduled scrimmages, not to exceed 90 minutes each

Day 15-Remainder of the Season

- Equipment – Full protective equipment may be worn

Allowable Contact – “Air”, “Bag” and “Control”

- Unlimited

Allowable Contact – “Thud” and “Live Action”

- Maximum of 4 days per week (including games)
- No more than 2 consecutive days

- Maximum of 30 minutes per practice

SOCIAL MEDIA

INTENT

The school district supports the appropriate use of technology to communicate with students for legitimate educational purposes. Employees and agents of the school district are responsible for conducting themselves professionally, exercising sound judgment, and teaching and modeling high standards of behavior and civic values, regardless of location. This expectation applies to employees' conduct and interactions with students and to all material that employees post through school district media, texting, personal websites, blogs, and other social networking sites including but not limited to Facebook, MySpace, YouTube, and Twitter.

PROHIBITED ACTIONS

District employees, volunteers, and others serving as agents of the school district are prohibited from engaging in inappropriate communication with students including but not limited to online or digital socializing, social networking (i.e. Facebook, Twitter, YouTube, etc.), internet use, email, texting, blogging, or other electronic communication that violates the law, district policies, or the Regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education ("Rule 27").

The following use of social or digital media is a violation of this policy. The following list is intended to be illustrative and does not describe every kind of prohibited behavior.

1. Sending any correspondence, including but not limited to text or email, that does not directly serve a school or educational purpose.
2. Authorizing students to access your personal, social media accounts (e.g. "friending" or "following") or requesting that students provide you with access to their personal social media accounts.
3. Communicating with students about sex, personal matters, intimate matters, or similar matters.
4. Joking with students about matters involving sex, using double entendre, or making suggestive remarks of a sexual or intimate nature.
5. Sharing sexually inappropriate material or objects with students.
6. Displaying pornography.
7. Making a sexual advance or engaging in any activity of a sexual or romantic nature with a student.
8. Disclosing confidential student records or information.
9. Disclosing confidential personnel records or information of other school district employees, agents, or volunteers.
10. Behaving in any manner that results in a disruption to the school environment.
11. Behaving in any manner that impairs the employee's ability to perform his or her employment duties or impairs his or her ability to be an effective employee.

12. Using an employment title or including any reference to the employee's affiliation with the school district unless the communication is school related and in compliance with the law, district policies, and Rule 27.
13. Including mascots, symbols, logos, or other district trademarks in non-school related communications.

EXCLUSIONS

The aforementioned prohibition shall not apply to the following such that these exclusions do not otherwise constitute a violation of the law, district policies, or Rule 27:

- A. School-purposed, non-personal social media accounts and messaging applications created solely for school-related matters to which all of the employees' students within an established group, their parents, and school officials are allowed or offered access.
- B. Personal, social media accounts and messaging applications of students who are immediate family members (limited to children, grandchildren, brothers, sisters, nieces, and nephews).
- C. Contact with students through personal social media accounts or messaging applications when students are not immediate family members but for which explicit, parental consent has been obtained by the employee from the student's parent/guardian and whereby the employee acts within the parameters for which parental consent has been given.

LIMITATIONS NOT CONSTRUED

Nothing in this policy should be construed to:

- A. limit an employee's right to speak as a citizen about matters of public concern; or
- B. prohibit an employee from communicating with students about non-school organizations or activities for which the employee is a coach or sponsor so long as the employee's communication is in compliance with the non-school organization's standards of conduct, school district policies, the law, and Rule 27; or
- C. regulate any communication that is unrelated to the employee's position of employment with the school district and otherwise protected by the United States Constitution and the Nebraska Constitution.

DUTY TO NOTIFY

School district employees are required to promptly notify an administrator if they become aware of any situation that may constitute a violation of this policy.

Students, parents, or any other person should notify an administrator if they believe that a school district employee or any other person affiliated with the school district may be engaging in conduct that violates this policy.

VIOLATION

A violation of this policy will form the basis for employee discipline up to and including termination or cancellation of employment, filing a report with law enforcement officials, and filing a report with the Commissioner of Education.

FUNDRAISERS AND MANAGEMENT OF CASH AND OTHER RECEIPTS

Coaches and Sponsors need to keep in mind when planning fundraising activities that we live in a small community that gets asked to donate money for multiple school and community activities. Hemingford is a very generous community, but we do not want to take advantage of this situation. With that in mind please plan fundraising using the following guidelines.

Purpose

The purpose of this section is to provide guidance to coaches and activity sponsors in organizing and conducting fundraisers, to ensure that all funds raised are properly secured, managed, and deposited.

Approval Process

All proposed fundraisers must be submitted for advanced approval to the activities director, principal of the school, and the superintendent's office. The approval process includes a review of the fundraising activity, its purpose, timeline, target amount, and any potential risks. The approval process may take up to 10 business days, and no fundraising activity should be conducted until approval has been obtained.

Fundraising Methods

Coaches and activity sponsors must ensure that all fundraising activities comply with all federal, state, and local laws and regulations, as well as any applicable school district policies. Only those fundraising activities that are legal, ethical, and aligned with the school district's values and mission should be approved.

On-Campus Fundraising

If you are interested in selling food items at a contest that is in the gym your group will need to also be in charge of the concession stand that day as well.

You are responsible to secure and set up any tables and chairs that you need. More importantly, you are responsible for the cleaning of those items and returning them to where they are stored immediately following the competition.

Off-Campus Fundraising

This includes selling food items as examples. It also includes online sales of items like apparel and Christmas wreaths. PLEASE PLAN AHEAD! Make sure you are not selling a similar product or asking for donations for the same thing as another organization. You will not be allowed to run the same fundraiser as another group. There are some established fundraisers that organizations have been doing for several years. You will not be allowed to use the same type of fundraiser as the ones that have been established.

The exception would be the sales of online apparel for a specific sport or activity. These sales should be held in proximity to the beginning of the activity's season.

Please plan on doing one major fundraiser. Please avoid doing a new fundraiser every month, as people get tired of getting requested for donations. Plan ahead to give yourself time to secure and return the fundraiser request, and allow for time for it to make it through the administrative channels.

State qualification apparel sales should not be run as a fundraiser and should be sold as close to a breakeven price point as possible. Chances are you have already gotten a donation from these same patrons.

Collection and Deposit of Funds

All cash and checks received during fundraising activities must be collected in a secure and tamper-proof container, which should be clearly labeled with the name of the fundraising activity and the date of collection. Coaches and activity sponsors are responsible for ensuring the safekeeping of all funds until they can be turned in to the school for deposit.

Cash and checks must be deposited in the school's bank account on a weekly (or more frequent) basis. When possible, no cash or checks should be held overnight, and no cash or checks should be used to purchase any items for the fundraiser or for any other purpose.

Accounts

All accounts should be part of the school district's financial system. No accounts are authorized on behalf of the school or in the name of the school (or any school group's name). If any accounts currently exist, they should be closed and funds deposited with the Business Manager immediately.

Records and Reporting

Coaches and activity sponsors must keep detailed and accurate records of all fundraising activities, including the name of the activity, the date, the amount of money raised, and the expenses incurred. These records must be submitted to the High School office or the Business office within 10 business days of the conclusion of the fundraising activity.

Conclusion

The success of any fundraising activity is dependent on proper planning, execution, and management. Coaches and activity sponsors should familiarize themselves with these procedures and ensure that all fundraising activities comply. Any questions or concerns regarding fundraising activities should be directed to the superintendent's office.

EXPENDITURE PROCEDURES

Purpose

The purpose of this section is to provide guidance to coaches and activity sponsors regarding expenditures made in connection with their coaching and sponsorship responsibilities.

Approval Process

All purchases or expenses made in connection with coaching or sponsoring an activity must be approved in advance by the activities director, the principal of the school, and the superintendent's office. Approval must be obtained before any purchase is made. Purchases made without approval or by personal payment (rather than through the school) will not be reimbursed. The approval process may take up to 10 business days, and no purchases should be made until approval has been obtained.

Eligible Expenses

Expenses that are eligible for purchase include items that are necessary for the successful operation of the activity, such as supplies, equipment, transportation, and registration fees. The expenses must be reasonable and necessary for the activity and must comply with all federal, state, and local laws and NSAA regulations, as well as any applicable school district policies.

Documentation and Reporting

Coaches and activity sponsors must keep detailed and accurate records of all expenses incurred in connection with the activity, including detailed/itemized receipts, invoices, and other supporting documentation. These records must be submitted to the Business Manager within three days of the transactions/etc.

Conclusion

Coaches and activity sponsors should familiarize themselves with these procedures and ensure that all expenses are necessary and comply with the policy. Any questions or concerns regarding expenses should be directed to the Business Office.

ACTIVITY FUNDS (Dual Accounts)

Purpose

The purpose of this section is to provide guidance to coaches and activity sponsors regarding the management of activity funds and the use of the two separate accounts.

Activity Fund Accounts

Each activity will have two separate accounts: one account funded by the school district through transfers from the general fund, and the other account funded by students fundraising, hosting camps/clinics, and donations. The purpose of each account is as follows:

School District Funded Account

This account is funded by the school district and is used to help with required and necessary costs, such as registration fees and the cost of officials hired by the school during the activity season. The funds in this account are intended to support the basic operations of the activity and ensure that all required and necessary costs are covered including practice and game equipment, game uniforms, and first aid supplies.

Student Funded Account

This account is funded by students fundraising, hosting camps/clinics, and donations. The funds in this account may be used to help pay for supplemental equipment, personalized warm-up attire, meals for teams during travel, summer development activities, and other various needs of each program including uniforms purchased outside of the regular rotation. The funds in this account are intended to support activities beyond the basic operations covered by the school district-funded account.

Honor Cords and Other Recognition Items

When the principal approves the use of graduation honor cords, the cost of those cords will be paid for by the student-funded account or by the students themselves. Other recognition items provided to seniors or for other special recognitions will also be paid for by the student-funded account.

Use of Funds

All funds received by each activity must be deposited into the appropriate account. Coaches and activity sponsors must ensure that all expenditures are made in accordance with the purpose of each account. All expenditures must be approved in advance by the activities director, principal of the school, and the superintendent's office, and all expenses must be supported by appropriate documentation, including detailed/itemized receipts, invoices, and other supporting documentation.

Accounting and Reporting

All funds received and expended by each activity must be recorded and reported in accordance with generally accepted accounting principles and any applicable school district policies. Coaches and activity sponsors must maintain accurate and detailed records of all activity funds, including receipts, invoices, and other supporting documentation. These records must be submitted to the principal of the school or the superintendent's office on a regular basis.

Conclusion

Coaches and activity sponsors should familiarize themselves with these procedures and ensure that all activity funds are managed in accordance with the purpose of each account. Any questions or concerns regarding activity funds should be directed to the superintendent's office.

BOARD POLICY: STAFF CONDUCT WITH STUDENTS - 0402.15

The Board expects all staff members, including teachers, coaches, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers. The term “students” excludes a staff member’s immediate family members.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

Unacceptable Conduct

Examples of unacceptable conduct by staff members include but are not limited to the following:

- Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment By Employees;
- Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- Associating with students in any situation or activity that includes the presence of alcohol, drugs, or tobacco or that could be considered sexually suggestive;
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
- Sending students on personal errands;
- Sexual banter, allusions, jokes, or innuendos with students;
- Asking a student to keep a secret;
- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner; and
- Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner.
- Being alone with individual students by closing a room door except when dealing with issues of health by appropriate personnel, or being alone with individual students outside of normal school hours;
- Maintaining personal contact with a student outside of school by phone, email, Instant Messenger or Internet chat rooms, social networking websites, or letters (beyond homework or other legitimate school business);
- Exchanging personal gifts (beyond the customary student teacher gifts); and/or
- Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school sponsored events or except as participants in organized community activities.

Students and/or their parents/guardians are strongly encouraged to notify the principal if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the principal or superintendent if they become aware of a situation that may constitute a violation of this policy.

Staff violations of this policy may result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services and/or law enforcement in accordance with the Board's policy on Child Abuse Reporting.

Every report of alleged violations of this policy that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing investigation of this policy, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged violations of this policy.

This policy shall be included in future employee, student and volunteer handbooks.

APPENDIX A: ASSESSMENT AND EVALUATION
Hemingford Public Schools
Head Coach/Sponsor Assessment and Evaluation

Coach:

Assignment:

School Year:

Evaluator:

STANDARD: (1) RELATIONSHIPS, COMMUNICATION, AND PUBLIC RELATIONS. The coach/activity sponsor consistently demonstrates effective communication skills, maintains effective relationships with all stakeholders, and effectively manages public relations. They prepare and distribute scheduling information in a timely manner, provide constructive feedback to students, and maintain open and consistent communication with students, parents, administrators, and maintenance personnel. The coach/activity sponsor establishes and communicates clear goals and expectations, cooperates with other coaches and personnel, accepts and implements decisions from school administration, and works collaboratively with the community to support and promote their program. Approachability and effective delegation to assistant coaches and volunteers are key aspects of their role.	
Evaluator	Description
Highly Effective ☐	The coach/activity sponsor demonstrates exceptional communication and relationship-building skills, proactively engaging with all stakeholders. They consistently provide timely and accurate scheduling information, and their feedback to students is always constructive. They maintain exemplary communication with students, parents, administrators, and other coaches, fostering a collaborative and supportive environment. They effectively cooperate with maintenance personnel, ensuring optimal conditions for practice and playing fields. Their approachability and ability to define and communicate expectations clearly with assistant coaches and volunteers are outstanding, resulting in a highly successful and well-regarded program.
Effective ☐	The coach/activity sponsor demonstrates effective communication and maintains productive relationships with all stakeholders. They regularly provide timely scheduling information and constructive feedback to students. Communication with students, parents, administrators, and other coaches is consistent and appropriate. They cooperate well with maintenance personnel and other staff, ensuring the smooth operation of their program. They are approachable and clearly define expectations for assistant coaches and volunteers, contributing to the overall success of the program.
Developing ☐	The coach/activity sponsor shows developing communication and relationship-building skills. They sometimes provide timely scheduling information and constructive feedback to students. Communication with students, parents, administrators, and other coaches is generally appropriate but may be inconsistent. Cooperation with maintenance personnel and other staff is developing but may require additional effort. Their approachability and clarity in defining expectations for assistant coaches and volunteers are improving, but further development is needed to fully support the program.
Ineffective ☐	The coach/activity sponsor demonstrates limited communication and relationship-building skills. They frequently fail to provide timely scheduling information and their feedback to students lacks constructiveness. Communication with students, parents, administrators, and other coaches is often poor or inconsistent. Cooperation with maintenance personnel and other staff is inadequate, leading to suboptimal conditions for practice and playing fields. Their approachability and ability to define and communicate expectations with assistant coaches and volunteers are significantly lacking, negatively impacting the success of the program.
Comments:	
Click here to enter text	

STANDARD: (2) KNOWLEDGE. The coach/activity sponsor demonstrates a comprehensive understanding of the requirements and best practices in their field. They stay updated with NSAA (or other governing body) athletic and activity requirements and actively participate in local and state meetings, clinics, and seminars to enhance their coaching knowledge. They exhibit a thorough understanding of and adherence to NSAA, District, and school policies and procedures and possess a strong knowledge of sports fundamentals. They apply innovative techniques and proven procedures to their coaching and systematically plan for practices and games to ensure effective and efficient preparation and performance.	
Evaluator	Description
Highly Effective ☐	The coach/activity sponsor demonstrates an exceptional depth of knowledge and consistently stays current with NSAA (or other governing body) requirements. They actively engage in local and state meetings, clinics, and seminars, continuously enhancing their coaching expertise. Their understanding and adherence to NSAA, District, and school policies are exemplary. They exhibit a profound knowledge of sports fundamentals and effectively incorporate both innovative and proven techniques into their coaching. Their systematic planning for practices and games is meticulous, ensuring optimal preparation and performance.
Effective ☐	The coach/activity sponsor demonstrates a strong understanding of the requirements and best practices in their field. They stay updated with NSAA (or other governing body) requirements and regularly participate in local and state meetings, clinics, and seminars. They follow NSAA, District, and school policies and procedures consistently. Their knowledge of sports fundamentals is solid, and they effectively use both innovative and proven techniques in their coaching. They plan systematically for practices and games, ensuring effective preparation and performance.
Developing ☐	The coach/activity sponsor shows developing knowledge and understanding of the requirements and best practices in their field. They make an effort to stay updated with NSAA (or other governing body) requirements and participate in local and state meetings, clinics, and seminars when possible. Their adherence to NSAA, District, and school policies and procedures is generally consistent but may require improvement. Their knowledge of sports fundamentals is basic, and they occasionally use innovative and proven techniques in their coaching. Their planning for practices and games is developing but may lack consistency or detail.
Ineffective ☐	The coach/activity sponsor demonstrates limited knowledge and understanding of the requirements and best practices in their field. They rarely stay updated with NSAA (or other governing body) requirements and seldom participate in local and state meetings, clinics, and seminars. Their adherence to NSAA, District, and school policies and procedures is inconsistent. Their knowledge of sports fundamentals is inadequate, and they rarely use innovative or proven techniques in their coaching. Their planning for practices and games is poor, leading to inadequate preparation and performance.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (3) PERSONAL CONDUCT AND CHARACTERISTICS. The coach/activity sponsor exemplifies high standards of personal conduct and demonstrates characteristics that serve as a role model for students and the school community. They promote good sportsmanship, show respect in all interactions, and model leadership qualities through their behavior, appearance, and communication. They support the entire athletic and activities program, ensure coaching responsibilities do not interfere with classroom duties, and consistently use sound judgment and decision-making skills. Appropriate attire is maintained at games and practices, reflecting professionalism and respect for the role.

Evaluator	Description
Highly Effective ☐	The coach/activity sponsor consistently sets an exemplary standard of personal conduct and characteristics, serving as an outstanding role model. They actively promote and demonstrate excellent sportsmanship in all interactions with students, assistant coaches, parents, administrators, officials, and opposing teams. Their respect and leadership qualities are evident in their behavior, appearance, manners, and language. They strongly support the school's entire athletic and activities program, ensure coaching responsibilities never interfere with classroom duties and consistently use excellent judgment and decision-making skills. Their attire is always appropriate and professional at games and practices.
Effective ☐	The coach/activity sponsor sets a high standard of personal conduct and characteristics, serving as a positive role model. They regularly promote and demonstrate good sportsmanship in interactions with students, assistant coaches, parents, administrators, officials, and opposing teams. They show respect and model good leadership qualities through their behavior, appearance, manners, and language. They support the school's entire athletic and activities program, ensure coaching responsibilities do not interfere with classroom duties, and use sound judgment and decision-making skills. Their attire is appropriate and professional at games and practices.
Developing ☐	The coach/activity sponsor demonstrates developing personal conduct and characteristics, making efforts to serve as a role model. They occasionally promote and demonstrate sportsmanship in interactions with students, assistant coaches, parents, administrators, officials, and opposing teams. Their respect and leadership qualities are generally evident but may require improvement in consistency. They support the school's athletic and activities program and try to ensure coaching responsibilities do not interfere with classroom duties. Their judgment and decision-making skills are developing, and their attire is generally appropriate but may need occasional improvement.
Ineffective ☐	The coach/activity sponsor demonstrates limited personal conduct and characteristics, often failing to serve as a positive role model. They rarely promote or demonstrate sportsmanship in interactions with students, assistant coaches, parents, administrators, officials, and opposing teams. Their respect and leadership qualities are frequently lacking in behavior, appearance, manners, and language. They show minimal support for the school's athletic and activities program, often allowing coaching responsibilities to interfere with classroom duties. Their judgment and decision-making skills are poor, and their attire is often inappropriate and unprofessional at games and practices.
Comments: <i>Click here to enter text</i>	

STANDARD: (4) PLAYER DEVELOPMENT, DISCIPLINE, AND SAFETY. The coach/activity sponsor is dedicated to the holistic development, discipline, and safety of all players. They teach key sports principles, fundamentals, and technical skills, utilizing effective motivational strategies to enhance player performance. Efficient use of practice time, maintaining an effective pace, and providing age-appropriate instruction are essential. They inspire a competitive spirit and desire for individual growth, assist with college communications, and monitor students' academic and extracurricular activities. Discipline is maintained through written rules, consistent application of team rules, and effective supervision. Safety is a top priority, with adherence to injury prevention protocols, equipment checks, and emergency planning.

Evaluator	Description
Highly Effective ☐	The coach/activity sponsor excels in player development, discipline, and safety. They effectively teach sports principles, fundamentals, and technical skills and use highly motivational strategies that significantly enhance player performance. Their practice sessions are highly efficient, maintaining an excellent pace and flow. They provide superior age-appropriate instruction and technical guidance during games, instilling a competitive spirit and a strong desire for individual growth. They actively assist with college communications and monitor students' academic and extracurricular activities. Discipline is managed exceptionally well, with clearly communicated rules and consistent enforcement. Safety procedures are meticulously followed, ensuring a safe and supportive environment for all players.
Effective ☐	The coach/activity sponsor demonstrates strong player development, discipline, and safety practices. They effectively teach sports principles, fundamentals, and technical skills and use appropriate motivational strategies to enhance player performance. Practices are efficiently managed, maintaining a good pace and flow. They provide age-appropriate instruction and technical guidance during games, instilling a competitive spirit and encouraging individual growth. They assist with college communications and monitor students' academic and extracurricular activities. Discipline is maintained through written rules and consistent application. Safety procedures are followed, ensuring a safe environment for all players.
Developing ☐	The coach/activity sponsor shows developing skills in player development, discipline, and safety. They teach sports principles, fundamentals, and technical skills but may lack consistency. Motivational strategies are used but may not always be effective. Practices are generally efficient but may sometimes lack effective pace and flow. Age-appropriate instruction and technical guidance are provided but require improvement. They make some efforts to assist with college communications and monitor students' activities. Discipline is maintained but may need more consistency in application. Safety procedures are followed but require more diligence and attention to detail.
Ineffective ☐	The coach/activity sponsor demonstrates limited ability in player development, discipline, and safety. They struggle to teach sports principles, fundamentals, and technical skills effectively, and rarely use effective motivational strategies. Practices are inefficient and lack proper pace and flow. Age-appropriate instruction and technical guidance are insufficient, and minimal effort exists to instill a competitive spirit or desire for individual growth. Assistance with college communications and monitoring of students' activities is inadequate. Discipline is poorly managed, with inconsistent application of rules. Safety procedures are often neglected, posing risks to player well-being.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (5) ADMINISTRATIVE DUTIES. The coach/activity sponsor effectively manages all administrative responsibilities to ensure the smooth operation of their program. They maintain necessary coaching certifications, prepare and file mandatory paperwork promptly, and review team rules, student codes of conduct, and NSAA regulations with students. Timely submission of eligibility lists, equipment needs, inventories, budget information, and program details is essential. They meet deadlines consistently, manage uniforms and equipment efficiently, and provide necessary information for transportation and event entries. Evaluating assistant coaches and volunteers in a timely manner and preparing for team functions are also key aspects of their administrative duties.

Evaluator	Description
Highly Effective ☐	The coach/activity sponsor excels in managing administrative duties. They consistently maintain all required coaching certifications and meticulously prepare and file all mandatory paperwork on time. They thoroughly review team rules, student codes of conduct, and NSAA regulations with students, ensuring comprehensive understanding. They always submit eligibility lists, equipment needs, inventories, budget information, and program details promptly. Deadlines are met without fail, and they efficiently manage the care, maintenance, storage, and inventory of all uniforms and equipment. Necessary information for transportation and event entries is provided accurately and timely. They evaluate assistant coaches and volunteers effectively and prepare for team functions with exceptional organization.
Effective ☐	The coach/activity sponsor effectively manages their administrative duties. They maintain required coaching certifications and prepare and file mandatory paperwork in a timely manner. They review team rules, student codes of conduct, and NSAA regulations with students regularly. They submit eligibility lists, equipment needs, inventories, budget information, and program details on time. They generally meet deadlines and manage uniforms and equipment efficiently. Necessary information for transportation and event entries is provided in a timely manner. They evaluate assistant coaches and volunteers appropriately and prepare for team functions effectively.
Developing ☐	The coach/activity sponsor demonstrates developing skills in managing administrative duties. They maintain required coaching certifications but may occasionally delay paperwork preparation and filing. They review team rules, student codes of conduct, and NSAA regulations with students, but not always comprehensively. Submission of eligibility lists, equipment needs, inventories, budget information, and program details is sometimes late. Deadlines are occasionally missed, and the management of uniforms and equipment needs improvement. Necessary information for transportation and event entries is provided but may lack timeliness or accuracy. Evaluation of assistant coaches and volunteers is inconsistent, and preparation for team functions may lack organization.
Ineffective ☐	The coach/activity sponsor struggles with managing administrative duties. They fail to maintain required coaching certifications consistently and often delay or neglect the preparation and filing of mandatory paperwork. They rarely review team rules, student codes of conduct, and NSAA regulations with students. Submission of eligibility lists, equipment needs, inventories, budget information, and program details is frequently late or incomplete. Deadlines are often missed, and management of uniforms and equipment is poor. Necessary information for transportation and event entries is frequently inaccurate or late. Evaluation of assistant coaches and volunteers is neglected, and preparation for team functions is disorganized.
Comments: <i>Click here to enter text</i>	

Evaluator's Summary Comments:
Areas of Strength
Click here to enter text
Areas of Development
Click here to enter text

Plan of Improvement or Plan of Assistance (Only if Needed)

A Plan for Improvement is required for Teachers/Educational Specialists who receive a rating of "Developing" on any of the Standards covered by this evaluation. A Plan of Assistance is required for Teachers/Educational Specialists who receive a rating of "Ineffective" on any of the Standards covered by this evaluation.

Plan for Improvement (Attached if Applicable)

Plan of Assistance (Attached if Applicable)

Signature Page

My signature is an acknowledgment that I received a copy of this Assessment and Evaluation but does not necessarily indicate agreement with its contents. I acknowledge that I have been informed that I have seven calendar days to file a written response regarding any aspect of this evaluation with which I disagree or that I wish to clarify.

Coach Signature: _____ Date: ____/____/____

Evaluator Signature: _____ Date: ____/____/____

Hemingford Public Schools

Assistant Coach/Sponsor Assessment and Evaluation

Assistant Coach/Sponsor:

Assignment:

School Year:

Head Coach/Sponsor:

STANDARD: (1) Knowledge. The assistant coach demonstrates a thorough understanding of the sport/activity, including its principles, strategies, rules, and techniques. They stay current with developments in the sport/activity and apply this knowledge effectively during practices and games.	
Evaluator	Description
Highly Effective ☐	The assistant coach demonstrates exceptional knowledge of the sport/activity. They stay updated with the latest developments and effectively incorporate advanced techniques and strategies into practices and games. Their understanding of the sport's principles, rules, and techniques is comprehensive and significantly enhances team performance.
Effective ☐	The assistant coach demonstrates a strong knowledge of the sport/activity. They stay current with developments and effectively apply their understanding of principles, rules, and techniques during practices and games, contributing positively to team performance.
Developing ☐	The assistant coach demonstrates developing knowledge of the sport/activity. They make efforts to stay updated but may occasionally lack a comprehensive understanding of certain principles, rules, or techniques. Their application of knowledge during practices and games is improving but requires further development.
Ineffective ☐	The assistant coach demonstrates limited knowledge of the sport/activity. They rarely stay updated with developments and often lack an understanding of key principles, rules, and techniques. Their application of knowledge during practices and games is insufficient, negatively impacting team performance.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (2) Professionalism. The assistant coach consistently demonstrates professionalism through their behavior, appearance, and interactions with students, parents, officials, and staff. They uphold the values and standards of the school and serve as a positive role model.

Evaluator	Description
Highly Effective ☐	The assistant coach consistently demonstrates exceptional professionalism. Their behavior, appearance, and interactions with students, parents, officials, and staff are exemplary. They uphold the highest values and standards of the school, serving as an outstanding role model.
Effective ☐	The assistant coach demonstrates strong professionalism. Their behavior, appearance, and interactions with students, parents, officials, and staff are appropriate and reflect the values and standards of the school. They serve as a positive role model.
Developing ☐	The assistant coach demonstrates developing professionalism. Their behavior, appearance, and interactions with students, parents, officials, and staff are generally appropriate but may require improvement in consistency. They strive to reflect the values and standards of the school.
Ineffective ☐	The assistant coach demonstrates limited professionalism. Their behavior, appearance, and interactions with students, parents, officials, and staff are often inappropriate or inconsistent with the values and standards of the school. They fail to serve as a positive role model.
Comments:	
Click here to enter text	

STANDARD: (3) Engagement with Students. The assistant coach actively engages with students, fostering a supportive and inclusive environment. They build strong relationships with students, promoting their growth and development both on and off the field.

Evaluator	Description
Highly Effective ☐	The assistant coach consistently demonstrates exceptional engagement with students. They foster a highly supportive and inclusive environment, building strong relationships that significantly promote student growth and development.
Effective ☐	The assistant coach demonstrates strong engagement with students. They create a supportive and inclusive environment, building positive relationships that promote student growth and development.
Developing ☐	The assistant coach demonstrates developing engagement with students. They make efforts to create a supportive and inclusive environment but may require improvement in building strong relationships to fully promote student growth and development.
Ineffective ☐	The assistant coach demonstrates limited engagement with students. They often fail to create a supportive or inclusive environment and struggle to build relationships that promote student growth and development.
Comments:	
Click here to enter text	

STANDARD: (4) Ability to Communicate with Team Members. The assistant coach effectively communicates with team members, providing clear instructions, feedback, and encouragement. They ensure that all team members understand their roles and responsibilities.	
Evaluator	Description
Highly Effective ☐	The assistant coach demonstrates exceptional communication skills with team members. They provide clear and concise instructions, feedback, and encouragement, ensuring all team members thoroughly understand their roles and responsibilities.
Effective ☐	The assistant coach demonstrates strong communication skills with team members. They provide clear instructions, feedback, and encouragement, ensuring that team members understand their roles and responsibilities.
Developing ☐	The assistant coach demonstrates developing communication skills with team members. They make efforts to provide clear instructions, feedback, and encouragement, but may require improvement in ensuring that all team members fully understand their roles and responsibilities.
Ineffective ☐	The assistant coach demonstrates limited communication skills with team members. They often provide unclear instructions, feedback, and encouragement, leading to confusion about roles and responsibilities.
Comments:	
Click here to enter text	

STANDARD: (5) Ability to Motivate. The assistant coach effectively motivates team members, fostering a positive and competitive spirit. They use appropriate strategies to inspire players to achieve their best.	
Evaluator	Description
Highly Effective ☐	The assistant coach demonstrates exceptional ability to motivate team members. They consistently use highly effective strategies to inspire players, fostering a positive and competitive spirit that drives team success.
Effective ☐	The assistant coach demonstrates strong ability to motivate team members. They use effective strategies to inspire players, fostering a positive and competitive spirit.
Developing ☐	The assistant coach demonstrates developing ability to motivate team members. They make efforts to use motivational strategies but may require improvement in effectiveness to fully inspire players and foster a competitive spirit.
Ineffective ☐	The assistant coach demonstrates limited ability to motivate team members. They rarely use effective motivational strategies, leading to a lack of inspiration and competitive spirit among players.
Comments:	
Click here to enter text	

STANDARD: (6) Ability to Communicate with Parents and Administration. The assistant coach maintains open and effective communication with parents and administration. They provide regular updates and address concerns promptly and professionally.	
Evaluator	Description
Highly Effective ☐	The assistant coach demonstrates exceptional communication skills with parents and administration. They consistently provide thorough updates and address concerns promptly and professionally, maintaining strong relationships and trust.
Effective ☐	The assistant coach demonstrates strong communication skills with parents and administration. They provide regular updates and address concerns in a timely and professional manner, maintaining positive relationships.
Developing ☐	The assistant coach demonstrates developing communication skills with parents and administration. They make efforts to provide updates and address concerns but may require improvement in timeliness and professionalism to maintain strong relationships.
Ineffective ☐	The assistant coach demonstrates limited communication skills with parents and administration. They rarely provide updates or address concerns promptly and professionally, leading to weak relationships and trust.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (7) Knows and Conforms to School Policies. The assistant coach demonstrates a thorough understanding of and adherence to school policies. They ensure that their actions and decisions align with the school's standards and expectations.	
Evaluator	Description
Highly Effective ☐	The assistant coach demonstrates exceptional knowledge and adherence to school policies. Their actions and decisions consistently align with the school's standards and expectations, serving as a model for others.
Effective ☐	The assistant coach demonstrates strong knowledge and adherence to school policies. Their actions and decisions generally align with the school's standards and expectations.
Developing ☐	The assistant coach demonstrates developing knowledge and adherence to school policies. They make efforts to align their actions and decisions with the school's standards and expectations but may require improvement in consistency.
Ineffective ☐	The assistant coach demonstrates limited knowledge and adherence to school policies. Their actions and decisions often fail to align with the school's standards and expectations, leading to inconsistencies.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (8) Ability to Work with Coaching Staff. The assistant coach effectively collaborates with the coaching staff, contributing to a cohesive and unified team approach. They support the head coach's vision and assist in achieving team goals.	
Evaluator	Description
Highly Effective ☐	The assistant coach demonstrates exceptional collaboration with the coaching staff. They consistently support the head coach's vision and actively contribute to a cohesive, unified team approach that achieves team goals.
Effective ☐	The assistant coach demonstrates strong collaboration with the coaching staff. They support the head coach's vision and contribute to a cohesive team approach that works towards achieving team goals.
Developing ☐	The assistant coach demonstrates developing collaboration with the coaching staff. They make efforts to support the head coach's vision and contribute to the team approach but may require improvement in consistency and effectiveness.
Ineffective ☐	The assistant coach demonstrates limited collaboration with the coaching staff. They often fail to support the head coach's vision or contribute to a cohesive team approach, hindering the achievement of team goals.
Comments:	
<i>Click here to enter text</i>	

Evaluator's Summary Comments:
Areas of Strength
Click here to enter text
Areas of Development
Click here to enter text

Plan of Improvement or Plan of Assistance (Only if Needed)

A Plan for Improvement is required for Teachers/Educational Specialists who receive a rating of "Developing" on any of the Standards covered by this evaluation. A Plan of Assistance is required for Teachers/Educational Specialists who receive a rating of "Ineffective" on any of the Standards covered by this evaluation.

Plan for Improvement (Attached if Applicable)

Plan of Assistance (Attached if Applicable)

Signature Page

My signature is an acknowledgment that I received a copy of this Assessment and Evaluation but does not necessarily indicate agreement with its contents. I acknowledge that I have been informed that I have seven calendar days to file a written response regarding any aspect of this evaluation with which I disagree or that I wish to clarify.

Assistant Coach/Sponsor Signature: _____ Date: ____/____/____

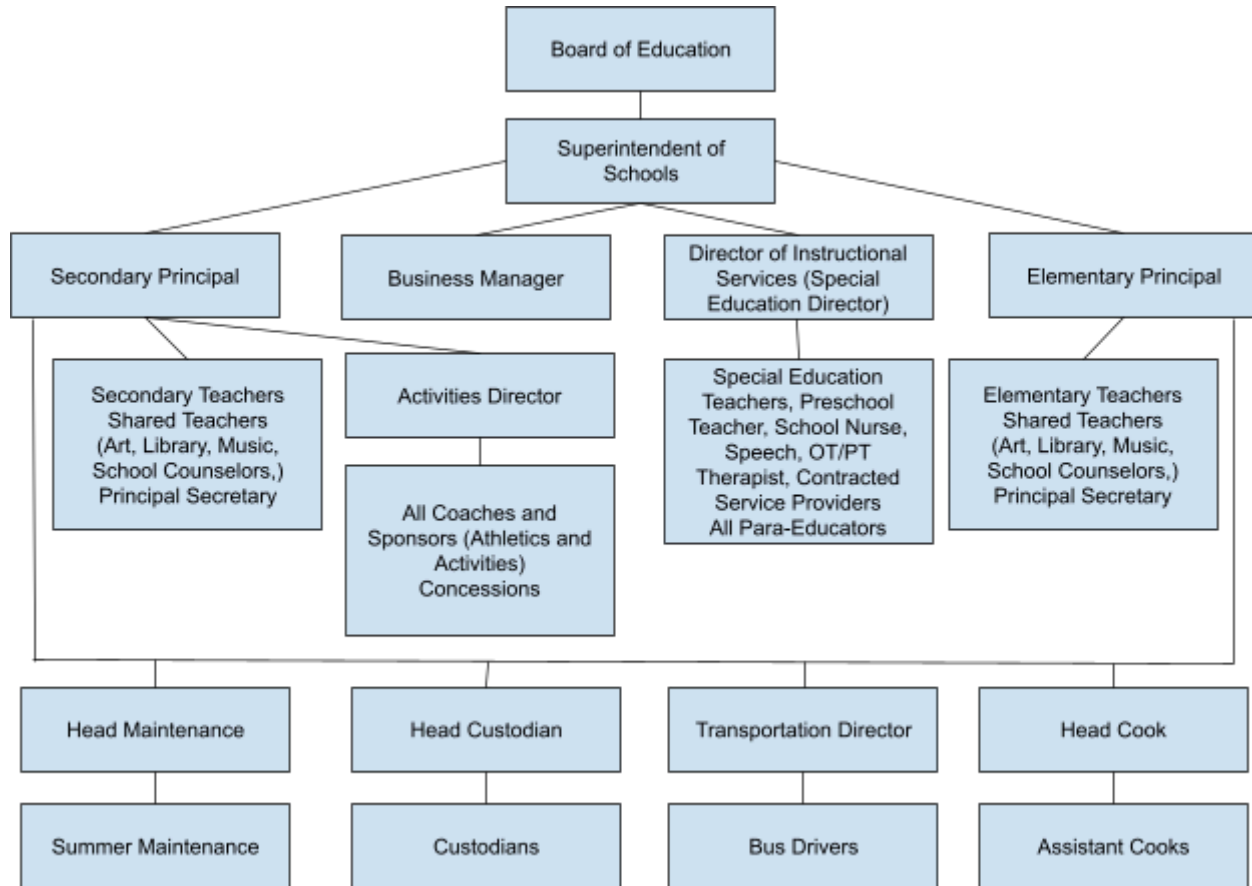
Head Coach/Sponsor Signature: _____ Date: ____/____/____

Activities Director Signature: _____ Date: ____/____/____

APPENDIX B: CHAIN OF COMMAND, CONFLICT RESOLUTION, AND COMMUNICATION

HEMINGFORD PUBLIC SCHOOLS

Chain of Command



Directives for School Personnel

Conflict Resolution Responsibilities:

All school employees have a responsibility to ensure individuals are directed to the appropriate source for resolving their conflicts. If people complain about decisions, practices, or staff members, direct them to the person with whom they have an issue. If they have already addressed the issue with that person, guide them to the next level in the chain of command. Avoid sympathizing with those who do not follow proper channels, as this erodes trust and undermines effective team dynamics.

Speaking Well of Others:

Except during necessary evaluations or assessments, school employees are to avoid making unkind or critical remarks about any employee, student, parent, or administrator. Blaming others when things do not go well erodes trust and undermines the collaborative culture in our schools.

How to Effectively Communicate with Our School Team

When students, parents, or community members need to work through questions or issues, it is essential to know whom to contact. This document outlines the appropriate contacts for various matters, starting with the first person listed. Most issues can be resolved at this initial level. If necessary, appointments can be made with the next person in the chain of command.

Matters involving student schedules and course placement:

1. Classroom Teacher
2. School Counselor
3. Principal
4. Superintendent

Matters involving instruction/curriculum:

1. Classroom Teacher
2. Principal
3. Superintendent

Matters involving student activities:

1. Coach/Sponsor (wait 24 hours after the activity to contact)
2. Activities Director
3. Secondary Principal
4. Superintendent

Matters involving student discipline:

1. Classroom Teacher and Special Education Teacher (if the student has an IEP)
2. Principal
3. Special Education Director (if the student has an IEP)
4. Superintendent

Matters involving transportation:

1. Bus Driver
2. Transportation Director
3. Activities Director (if related to activities)
4. Principal
5. Superintendent

Matters involving school nutrition:

1. Head Cook

2. Elementary Principal
3. Superintendent

Matters involving student physical health:

1. School Nurse
2. Building Principal
3. Superintendent

Matters involving student mental health:

1. School Counselor
2. Building Principal
3. Mental Health Professional (LMHP or School Psychologist)
4. Superintendent

Matters involving facilities:

1. Building Custodian
2. Head Custodian or Head of Maintenance (whichever is applicable)
3. Building Principal
4. Superintendent

Matters involving technology:

1. Classroom Teacher
2. Technology Coordinator
3. Building Principal
4. Superintendent

Matters involving attendance:

1. Classroom Teacher
2. Building Principal
3. Superintendent

Matters regarding students in the SAT Process or 504 Plans:

1. Classroom Teacher
2. School Counselor
3. School Nurse (if 504 plan is health-related)
4. Principal
5. Special Education Director
6. Superintendent

Matters regarding students with disabilities involving general education:

1. Classroom Teacher and Special Education Teacher
2. Principal
3. Special Education Director
4. Superintendent

Matters regarding students with disabilities involving special education:

1. Classroom Teacher and Special Education Teacher
2. Principal
3. Special Education Director
4. Superintendent

Matters involving school safety/security:

1. Safety Committee Chair
2. Principal
3. Superintendent

Thank you in advance for partnering with our team to find effective ways to meet the educational needs of our students.

Conflict Resolution Steps

Five Steps:

1. **Identify the source of the conflict:** Go directly to the source to seek resolution.
2. **Look beyond the incident:** Understand the broader context and underlying issues.
3. **Request solutions:** Write down the specific solution you are seeking and share it with the person involved.
4. **Identify solutions both disputants can support:** Find common ground and mutually agreeable solutions.
5. **Agreement:** Reach a final agreement that resolves the conflict.

Additional Guidelines:

- Address the person directly in a respectful and constructive manner.
- Arrange meetings in a place free of distractions, possibly with a mediator or facilitator if needed.
- Consider using a hearing officer or mediation framework for more complex conflicts.
- Encourage all parties to participate in good faith and with a collaborative mindset.

ACKNOWLEDGEMENT FOR RECEIPT

of

Hemingford Public Schools

“COACHES AND SPONSORS HANDBOOK”

I, _____ (your name) acknowledge that I was issued a copy of the Coaches and Activity Sponsors Handbook for Hemingford Public Schools for the school year 2024-2025 which included a copy of Board Policy 0402.15 Staff Conduct with Students. This handbook was issued to me before the first day for student classes.

I was given an overview of the contents of the handbook by the Hemingford Public Schools Administration. I am responsible for familiarizing myself with the contents of the Coaches and Activity Sponsors Handbook and the Student/Parent Handbook(s) for my building(s). My signature on this form indicates that I have read and intend to comply with the contents of the Coaches and Activity Sponsors Handbook.

Date

Your Signature

SUPPORT STAFF HANDBOOK



**Hemingford Public
Schools
2024-2025**

GUBN - Get Up Bobcat Nation

Acknowledgement for Receipt of
Hemingford Public Schools
“SUPPORT STAFF HANDBOOK”

I, _____ (your name) acknowledge that I was issued a copy of the Support Staff Handbook for Hemingford Public Schools for the school year 2024-2025 which included a copy of Board Policy 0402.15 Staff Conduct with Students.

I was given an overview of the contents of the handbook by the Hemingford Public Schools Administration. I am responsible for familiarizing myself with the contents of the Support Staff Handbook. My signature on this form indicates that I have read and intend to comply with the contents of the Support Staff Handbook.

Date

your signature

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ORGANIZATION

EDUCATIONAL PHILOSOPHY OF THE SCHOOL DISTRICT

As a school corporation of Nebraska, the Hemingford School District, acting through its School Board, is dedicated to promoting an equal opportunity for a quality public education to its students within the limitations of the school district's ability and willingness to furnish financial support to provide for students in cooperation with their parents and the school district community, the opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance to and encourages critical thinking in the students for a lifetime.

The board endeavors through the dedication of the school district's resources, to encourage students, who come to the school district from a variety of backgrounds, to look forward to the time when they will have jobs, homes, families, places in the school district community, and attain recognition as individuals. In order to achieve this goal, the board will seek qualified employees dedicated to development of their professional skills for the betterment of the education program and for the expertise for educational productivity.

Instruction and curriculum are the key elements of a public education. Critical thinking and problem-solving skills that will assist the students' preparation for life shall be instructed as part of a sequentially coordinated curriculum. The school district strives to prepare students for employment, to discover and nurture creative talent and to prepare them to meet and cope with social change in an atmosphere conducive to learning.

The support and involvement of the home and the school district community are essential to achieve educational excellence in the school district. The school district strives to maintain an active relationship with the home and the school district community to create within the students an awareness of dignity and worth of the individual, civic responsibility and respect for authority.

MISSION STATEMENT, OBJECTIVES AND BELIEFS

Mission Statement

Empowering individuals to become Resourceful, Respectful, and Responsible Lifelong Learners.

Vision Statement

Our vision at Hemingford Public Schools is to work with parents and the community to:

- create a safe and healthy learning environment for all,
- provide and promote opportunities for academic success,
- inspire involvement using career interests and strengths, and
- prepare caring, responsible, and successful citizens.

School Improvement Goals

Academic Goal:

All students will demonstrate growth in math on state and/or national assessments by the end of the 2025-2026 school year.

Instructional Goal:

Students and teachers will be engaged in evidence-based instructional strategies to improve learning.

District Objectives

1. To develop each child to his full capacity.
2. To build an appreciation and an understanding of our democratic ideals and the functioning of democratic government.
3. To develop an understanding of and respect for all people with emphasis on their rights and responsibilities.
4. To develop ethical character with respect for moral and spiritual values.
5. To develop mastery of the basic skills which are needed for intelligent participation in the modern world.
6. To develop mental, social, and physical health.
7. To develop an understanding of world problems.
8. To encourage the child to think clearly, evaluate independently and work cooperatively with others.
9. To develop initiative in the worthy use of leisure time.

Beliefs

We believe That All Children

1. Look to us; parents, community and school for their personal foundation.
2. Are unique individuals and valuable resources deserving the opportunity to learn all they can.
3. Are worthy individuals deserving of respect, recognition and compassion.
4. Are entitled to a positive vision and the support of school, parents and community to obtain the best possible education.
5. Should be provided an education to help them develop to their fullest potential to prepare them for a changing world.
6. Are important and unique and if nurtured with love, they will learn and succeed.
7. Deserve a productive learning environment with quality facilities, facilitators and activities.
8. Have the ability to learn.

PURPOSE

This handbook is prepared for the purpose of providing information on customs and policies pertaining to the Hemingford Public Schools. It is intended for use by the staff as a guide in developing a well-coordinated instructional support program. It is hoped the statements set forth in this handbook will improve understanding and cooperation among all school personnel in the coming school year.

It is the purpose of this handbook to establish uniformity of operation. It will be supplemented from time to time as board policy, superintendent policy or the principals' policies are changed.

The quality of educational achievement is directly related to the employees of the school district. Each employee has been selected to provide for a certain phase of the child's needs as he/she grows in the educational program. As we coordinate our work and as each school employee grows professionally in his effectiveness, so grows the Hemingford Public Schools as a more effective school system.

WORK AGREEMENT AND RELATED ITEMS

Classified school employees are appointed to their position by the Superintendent. They are directly responsible, in coordination with the school's certificated staff, for the welfare of the students under their control, which includes the development of the child's capacities in all phases: mental, physical, social, and moral.

Classified school employees are jointly responsible to the superintendent of schools, the principals, and their immediate supervisors in accordance with Board of Education Policy. School employees are expected to carry out the policies of the Board of Education.

EMPLOYMENT

Classified employees are "at-will" employees, and may be terminated at any time by the school district.

ASSIGNMENT

The duties to be performed are subject to assignment by the administration and your supervisor. Job descriptions, where available, provide additional information about the position duties.

Employees are expected to devote full time during days of school to their work and to diligently and faithfully perform the assigned duties to the best of the employee's ability

PERSONNEL FILE

The District will follow the requirements of state and federal law and regulation with regard to an employee's personnel file. If an employee elects to view their file, it will be under the supervision of the Superintendent or their designee.

GRIEVANCES AND COMPLAINTS

Employee grievances or complaints shall be addressed through the administrative chain of command following the process set forth in Board Policy 0402.05. Can you attach the policy number as well as hand out a copy of board policy so that staff have very clear direction on this.

PAYMENT

Payroll periods begin with the first workday of the month and end with the last workday of the month. Pay for the work period is made on the 15th following the previous month's last workday. The September payroll will reflect days worked in August. The check will be small for staff that did not work all possible August days.

VOLUNTEER WORK

Any individual volunteering will not be compensated nor receive compensatory time. Volunteer work at the building level is permitted so long as the duties to be

performed are: (1) not similar in nature to the duties being performed for paid time and (2) the volunteer work does not continue in the same building during duty hours of the individual.

BENEFITS

Classified employees are provided benefits in accordance with their employment classification and Board Policy. Annual fringe benefit elections are to be made by September 1 of each school year. Should an employee fail to make such election, the employee election from the immediately preceding school and contract year shall be continued. Employees are responsible for informing the school bookkeeper in writing of any changes in benefit status.

PAYROLL

Payroll deductions are made in accordance with the law and elections made by employees. Before a new employee can be eligible to receive the first paycheck, all necessary forms must be completed. Employee start date will be at least two working days after required documentation is received by the district central office. Those documents include, but are not limited to:

- I-9
- W-4
- Direct deposit form (see details below)
- Nebraska State Retirement System Application (if applicable)
- Criminal History Background Check
- Physical, if required
- Signed Classified Employee Handbook Sign off Sheet, verifying receipt and compliance with handbook

DIRECT DEPOSIT

The district shall pay all wages by manner of direct deposit to a checking or savings account with a financial institution identified and authorized in writing by the particular employee. The employee shall have two weeks from the commencement of employment to return a completed direct deposit form to the payroll department to ensure timely automatic deposit of the employee's wages. The returned form shall include documents that corroborate the relevant routing and bank account number. Once the payroll department receives and verifies all necessary information and forms, payroll will be released on the 15th calendar day of the following month in which wages are earned. Any subsequent changes to an employee's direct deposit information must be submitted before the 10th calendar day in the month in which wages are to be paid through payroll.

ADDRESS CHANGE

If an employee's address or phone number changes at any time during employment with the District, the employee must contact the school bookkeeper as soon as possible. Maintaining accurate employee information is a requirement for all school districts.

PAYROLL DEDUCTIONS

Employees will have payroll deductions of federal tax, state tax, FICA and any other deductions required by law or authorized by an employee on the appropriate sheet in compliance with applicable laws.

Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available.

RETIREMENT

Hemingford Public Schools employees over the age of 18 who work twenty (20) or more hours per week are required to join the Nebraska Public Employees' Retirement System.

All members of the Nebraska Public Employees' Retirement System must contribute a percentage of their gross salary to the retirement fund through payroll deduction. The school district is required by law to match the cost at 101%. Any member who terminates employment with Hemingford Public Schools may:

1) Leave the account on an inactive basis in order to draw a retirement benefit. The employee must have five years of creditable service.

2) Receive a refund or make inquiries to:

Nebraska Retirement System
PO Box 94816
Lincoln, NE 68509
1-800-245-5712

TAX-SHELTERED ANNUITY

All classified employees can have a payroll deduction toward a selected tax-sheltered annuity.

CLOCKING IN AND REPORTING WORK HOURS

Employees will be expected to accurately report hours worked through district software used for time reporting. Timely and accurate tracking of hours through the electronic system is necessary for calculation of payroll and reporting of hours to the Nebraska Public Employees Retirement System (NPERS)

OVERTIME OR COMP TIME

Overtime is paid to classified employees in accordance with the Fair Labor Standards Act (FLSA). A publication provided by the federal government which

provides more information about the FLSA is displayed at your workplace or a copy is available from the Human Resources Department. The District may provide compensatory time in lieu of overtime pay to employees, at the Superintendent's discretion on a case by case basis, in accordance with applicable law. ALL overtime and comp time must be pre-approved by supervisor.

The regular workweek for overtime purposes is from 12:00 a.m. on Sunday through 11:59 p.m. on Saturday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Employees will be expected to accurately report hours worked through district software used for time reporting. Falsification of time worked is a serious offense.

Employees must receive prior approval from their supervisor to work additional hours beyond their regular work schedule. Non-exempt employees will be paid overtime rates for each hour worked in excess of 40 hours in a workweek and are expected to accurately and timely report overtime hours to their supervisor.

Overtime calculations do not include payment for idle hours when the employee is not at work. Idle hours include vacation, holiday, sick time, and all other types of leave offered to classified employees. Employees who use leave during a week will not be compensated for overtime until time actually worked exceeds 40 hours in the same workweek. For example, if an employee uses eight hours of personal leave on Monday and then works 44 hours between Tuesday and Saturday, only four hours will be considered overtime for that workweek.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1½ times the employee's regular rate of pay for hours worked in excess of the 40 hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent or designee will agree upon the overtime rate in compliance with FLSA regulations.

A non-exempt employee may request or the district may provide compensatory time in lieu of overtime pay, with prior written approval of the Superintendent, with the rate figured as 1½ times the number of hours worked in excess of 40 hours in any work week. Compensatory time must be used within a month of earning the time. Extended time for using compensatory time must be approved by the Superintendent on a case by case basis.

The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the overtime exemption to be applicable. An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent or designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event

it is determined that an improper deduction affecting overtime exemption has been made.

DISCIPLINARY SUSPENSION

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance.

WORKER'S COMPENSATION

All employees come under the provisions of the Nebraska Workers' Compensation law. Injuries on district-owned grounds or in district-owned buildings or that happen during job duties off premises, no matter how minor, should be reported immediately to the supervisor or principal.

The principal will work the employee to provide the forms and direct the employee on how to complete the proper incident forms.

Employee's eligible for worker's compensation can receive up to 66 2/3% of their wages from the worker's compensation insurer. The District will then use the employee's available sick and vacation leave time to compensate the employee for the remaining portion of their wages. Once the employee's sick and vacation leave are used up, the district paid portion of their wages will cease and the employee will only receive the amount paid by the worker's compensation insurer. No leave accruals will occur while an employee is on worker's compensation leave.

Once an employee is eligible for worker's compensation, the employee's time off will be treated as allowable time off under the Family Medical Leave Act (FMLA). See Article 3, Section 8 for FMLA details.

ABSENCE PROCEDURES

Once the employee has used all of his/her allotted leave in any category, absent without pay is the only option available.

REQUESTING LEAVE

An employee who wants to use available leave is to submit a leave request through the online leave system to the employee's supervisor. Leave requests are to be submitted in a timely fashion to the supervisor. The supervisor may require that more advance notice be given depending on the nature of the employee's duties or the need to schedule a substitute. Absence requests must be submitted in the month they occur or before, in order to be paid for the time. Vacation leave, if applicable, must be approved by the Superintendent.

REPORTING LEAVE

Employees must report leave through the online leave system to the business office within three days of taking the leave. Employees must report leave in a timely fashion or the employee will not be compensated for the leave.

GIVING NOTICE OF UNSCHEDULED ABSENCES

An employee who is unable to request advance approval for an absence because of the nature of the circumstance requiring the absence (such as personal illness or unforeseen emergency) is to report the need to be absent as soon as the situation is known. To report the need to take a sick or bereavement leave, employees are to contact their building administrator or supervisor as soon as possible. Before the end of the day on the first day of the absence, and on each subsequent day of absence, the employee is to report to their building administrator or supervisor whether the employee will be able to return to work on the next duty day. For sick or bereavement leaves occurring in circumstances where the need for the leave can be determined in advance, the employee is to make a report of the need to take the leave as soon as possible.

RETURNING FROM ABSENCES

1. Justification for Absences Taken Without Prior Approval. If an employee is absent without advance approval either: (1) the day immediately preceding or immediately following a regularly scheduled school break (such as winter break, spring break, and quarter or semester breaks) or (2) during the first two weeks or the last two weeks of school (student contact days), the employee will be required to give verification (for example, a doctor's note) to establish that the employee was unable to work for an excusable condition or excusable reason.

2. Establishing Fitness for Duty. Employees must present a written statement from their physician or health care provider to their supervisor when absent for any period of time because of injury requiring care from a physician or health care provider, or absent from work for 5 days or more due to a personal health condition. The statement is to clearly verify that the employee is mentally and physically able to return to duty. This statement is to be presented in person to the employee's supervisor before the employee returns to duty in order that the readiness to perform work can be observed and discussed.

Employees are required to disclose any medical restrictions that limit their ability to perform the essential functions of their position to their supervisor and to request a meeting with the Superintendent to discuss the provision of reasonable accommodations. The District will not discriminate against any employee due to disability and will provide reasonable accommodations. Information provided about medical conditions or disabilities shall be treated as confidential, as required by state and federal statutes, and will be divulged only to the extent necessary to provide reasonable accommodations.

PAID LEAVE

Employees are provided with paid sick and personal leaves (professional leaves, bereavement leaves, etc.) in accordance with their employment classification and Board policy. During such paid leaves, employees continue to receive their salary and fringe benefits.

The leaves provided by the District are to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire District and will not be tolerated.

UNPAID LEAVES

The District complies with laws that require leaves to be allowed, such as for FMLA leaves, military service and jury duty. Should an employee be absent from work in excess of the employee's available paid leaves, the absence will be an unpaid leave except as may be required by law. The employee's salary and fringe benefits (including the cost of premiums for group health insurance) may be subject to reduction for the day or days of work missed.

JURY DUTY LEAVE

An employee who is summoned for jury service must promptly notify the employee's immediate supervisor. Compensation during jury duty will be handled as indicated in Policy 0415.06.

FAMILY MEDICAL LEAVE ACT***Basic Leave Entitlement***

FMLA requires the District to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- for incapacity due to pregnancy, prenatal medical care or child birth;
- to care for the employee's child after birth, or placement for adoption or foster care;
- to care for the employee's spouse, son, daughter or parent, who has a serious health condition;
- or
- for a serious health condition that makes the employee unable to perform the employee's job.

The 12 month period for the purposes of FMLA is the period from June 1st through May 31st.

Military Family Leave Entitlements

Eligible employees whose spouse, son, daughter or parent is on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.*

***The FMLA definitions of “serious injury or illness” for current servicemembers and veterans are distinct from the FMLA definition of “serious health condition”.**

Benefits and Protections

During FMLA leave, the District will maintain the employee’s health coverage under any “group health plan” on the same terms as if the employee had continued to work. Employees must continue to pay their share of any health insurance premium when they become due. If an employee does not return from FMLA leave, he or she will be required to reimburse the District for the District’s share of health plan premiums during a period of unpaid FMLA leave unless the reason the employee does not return is due to the continuation, recurrence, or onset of either a serious health condition of the employee or the employee’s family member, or a serious injury or illness of a covered servicemember, which would otherwise entitle the employee to leave under the FMLA, or due to other circumstances beyond the employee’s control. An instructional employee who is on FMLA leave at the end of the school year must be provided with any benefits over the summer vacation that employees would normally receive if they had been working at the end of the school year. As used herein, “*instructional employees*” are those whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This term includes not only teachers, but also athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. It does not include, and the special rules do not apply to, teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists, or curriculum specialists. It also does not include cafeteria workers, maintenance workers, or bus drivers.

Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms. Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee’s leave.

Eligibility Requirements

Employees are eligible if they have worked for the District for at least 12 months and have 1,250 hours of service in the previous 12 months.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary, as further provided below. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Leave taken for a period that ends with the school year and begins the next semester is leave taken consecutively rather than intermittently. The period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave entitlement.

If an eligible instructional employee needs intermittent leave or leave on a reduced leave schedule to care for a family member with a serious health condition, to care for a covered servicemember, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment, and the employee would be on leave for more than 20 percent of the total number of working days over the period the leave would extend, the District may require the employee to choose either to:

- Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position

If an instructional employee does not give required notice of foreseeable FMLA leave to be taken intermittently or on a reduced leave schedule, the District may require the employee to take leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the District may require the employee to delay the taking of leave until the notice provision is met.

If an employee chooses to take leave for periods of a particular duration in the case of intermittent or reduced schedule leave, the entire period of leave taken will count as FMLA leave.

If an instructional employee begins leave more than five weeks before the end of a semester, then the District may require the employee to continue taking leave until the end of the semester if —

- The leave will last at least three weeks, and
- The employee would return to work during the three-week period before the end of the semester.

If an instructional employee begins leave during the five-week period before the end of a semester because of the birth of a son or daughter; the placement of a son or daughter for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered servicemember then the District may require the employee to continue taking leave until the end of the semester if—

- The leave will last more than two weeks, and
- The employee would return to work during the two-week period before the end of the semester.

If an instructional employee begins leave during the three-week period before the end of a semester because of the birth of a son or daughter; the placement of a son or daughter for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered servicemember, then the District may require the employee to continue taking leave until the end of the semester if the leave will last more than five working days.

In the case of an employee who is required to take leave until the end of a semester, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. The District has the option not to require the employee to stay on leave until the end of the semester. Therefore, any additional leave required by the District to the end of the semester is not counted as FMLA leave; however, the District shall be required to maintain the employee's group health insurance (to the extent stated herein) and restore the employee to the same or equivalent job including other benefits at the conclusion of the leave.

Substitution of Paid Leave for Unpaid Leave

The District requires to use all accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the District's normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with the District's normal call-in procedures. Employees must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

As a condition of restoring an employee whose FMLA leave was occasioned by the employee's own serious health condition that made the employee unable to perform the employee's job, the District requires that all employees who take leave for such conditions to obtain and present certification from the employee's health care provider that the employee is able to resume work and perform the essential functions of the employee's job.

District Responsibilities

The District must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District must provide a reason for the ineligibility.

The District must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

The foregoing is a general overview of FMLA leave. For more information, please contact the Superintendent.

DUTIES AND RESPONSIBILITIES

HOURS OF WORK AND MEETINGS

Regular, dependable attendance at work is an essential function of a classified employee's employment position.

Employees are required to attend meetings called by the administration or their supervisors, except those meetings which are designated for optional attendance.

Classified employees are to utilize a method determined by the superintendent to record work time. Employees are to clock in and clock out at their scheduled work start and end times each day. Failure to do so may result in a review of the employee's work responsibilities and schedule. Non-compliance with procedures and assignments may result in termination of employment.

In the event an employee forgets to clock in or out, the employee is required to send an email with the information about the missed punch, the reason for the missed punch and actual time of arrival or departure from work to Kristy Hanks, Business Manager. khanks@gubn.org

Classified Staff shall not read and respond to work emails or texts outside of regular work hours, unless specifically directed to by an administrator. In the event a classified staff member is directed to read and/or respond to an email or text outside of working hours, then the staff member shall record all time spent in doing so as time worked.

ARRIVAL TO DUTY ASSIGNMENTS

Classified employees' work assignments may or may not be related to the regular school day. Classified employees are expected to know their duty dates and times and to be on time for work. All duty times are subject to assignment by the direct supervisor, the building principal, and the superintendent.

LEAVING SCHOOL/ASSIGNMENT

Employees are to be on duty at all times during the assigned work day. Employees may not leave school or their assigned area during duty hours without approval of the Principal or their supervisor.

Employees who leave the school during their designated lunch period or for an approved absence must check out with the Principal's office or their supervisor when leaving and check back in upon return. Employees who need to leave during the school day for reason of illness or emergency are to make sure that a responsible person has been notified of their unexpected absence so work coverage may be provided. When employees leave school for any non-work reason, including lunch, they are to clock out before leaving and clock in upon return. If employees are on site and available/willing to work during the lunch period they may remain clocked in during their lunch time.

SCHOOL PROCEDURES

Employees are expected to adhere to the following school procedures in the performance of their duties:

1. Use of Cell Phones. Employees are to refrain from use of personal cell phones for non-school purposes during duty time.
2. Employees are not to use cell phones or otherwise engage in distracted driving while transporting students or using school vehicles. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies. Employees will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems are to be utilized by all occupants.
3. Employees are not to use radar detectors, laser detectors, or similar devices while transporting students or using school vehicles.
4. Checking Out of Equipment. All equipment must be checked out through the appropriate office. School equipment may be used only for school purposes. School equipment and other resources may be used for personal purposes only as authorized by Board policy or contract.
5. Requisition of Equipment and Supplies. Books and supplies which are needed for instruction should be requested through the appropriate office. Employees shall not make purchases on behalf of the District without prior approval of the Superintendent.
6. E-mail. Use of the District's e-mail system for personal communications should be limited and is subject to the rules governing overall computer usage found in Board policy.
7. Employee Mail Box. Employees may be assigned a mailbox. Employees should check for mail upon arrival, in the course of the work day, if possible, and upon departure. If something requires an answer employees are responsible for responding promptly. Employee mail boxes are to be limited to communicate regarding school business.

SUPERVISION OF STUDENTS

Proper supervision of students is an important responsibility of all employees of the District. Employees responsible for student supervision are expected to meet the four "P's" for student supervision and safety. All employees of the school should be

familiar with these principles to the extent they may be involved in supervision of students or interacting with students.

1. Proper Supervision

- a. Report to all duty assignments on time.
- b. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- c. Be vigilant while supervising students. Never leave your students unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave students who you are supervising, request that another nearby staff member provide supervision for you, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.
- d. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- e. Be careful when physically contacting students. Physical contact with students should be limited to that necessary to protect the student. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
- f. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations.
- g. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

2. Proper Instructions

- a. Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- b. Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
- c. When you go over safety rules with students note it in your written records.

3. Proper Maintenance of Buildings, Grounds, and Equipment

- a. Conduct periodic inspections of equipment under your control or in your area of supervision.
- b. If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.

4. Proper Warnings

- a. If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so additional warnings may be given.

Contact the Office for Assistance: The principal's office should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student fights
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Student Searches: School staff members should notify the school principal of any situation in which a student is suspected of having an item in violation of school rules. Classified staff members are not to conduct searches of students or their belongings unless authorized to do so for a specific situation by the school administration. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights: Treat students fairly and consistently without consideration of race, color, religion, gender, or disability. Students who need special accommodations are to be given those accommodations as needed for them to participate in school and school activities.

Follow IEP and 504 Plans for the students for whom you are responsible. Be attentive and respond to "bullying." Maintain the confidentiality of student records. Student record information should be shared only with other school staff with a need to know the information to perform their duties.

DISPENSING MEDICATION

Employees are not permitted to give any medication to students unless trained under the Medication Aide Act. To ensure the proper care of our students, employees who are asked to take the medication training and administer medications shall do so.

Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the nurse's office; with the exception of students who have a diabetes self-management or asthma self-management plan. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission slips to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel are not to administer medicine, including over the counter medicine, without a signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: student's name, name of medication, dosage needed, and time of dispensing the medication.

REPORTING CHILD ABUSE

Employees are to be familiar with and follow the Child Abuse Policy No. 4105.

PERSONAL AND PROFESSIONAL CONDUCT STANDARDS

ETHICS STANDARDS

Hemingford Public Schools expects its classified employees to adhere to ethics standards which are modified from those established by the Nebraska Department of Education for certificated employees. The classified school employment job ethics standards which classified employees are expected to adhere to include those set forth below.

Principle I - Commitment as a School Employee:

Employees shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the employee's contractual and personal responsibilities, the employee:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or disability.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
5. Shall not exploit school relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
8. Shall report to the Superintendent any known violation of paragraphs 1 through 7 above.
9. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

Mindful that the employee's classified position exists for the purpose of serving the best interests of the school district's students and patrons, the classified employee shall perform his/her job duties with genuine interest, concern, and consideration for the student. The employee shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the employee:

1. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.

2. Shall keep in confidence personally identifiable information that has been obtained in the course of employment, unless disclosure is approved by the administration or is required by law.
3. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The classified employee bears responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the employee:

1. Shall not misrepresent an institution with which the employee is affiliated, and shall take added precautions to distinguish between the employee's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair judgment to be exercised in the course of employment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
6. Shall, with reasonable diligence, attend to the duties of the employee's position.

Principle IV - Commitment to Classified Position Employment Practices:

The employee shall believe that sound personnel relationships with governing administration and board of education are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to employment practices, the employee:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct job related business through designated procedures, when available, that have been approved by the employing agency.
5. Shall not assign to unqualified personnel, tasks for which an employee is responsible.
6. Shall permit no commercial or personal exploitation of his or her employment position.
7. Shall use time on duty and leave time for the purpose for which intended.

COMPETENT PERFORMANCE

Employees must possess the abilities and skills necessary to accomplish the designated task.

Therefore, each employee shall:

1. Keep records for which he or she is responsible in accordance with law and policies of the school system;
2. Supervise others in accordance with law and policies of the District;
3. Recognize the role and function of community agencies and groups as they relate to the District and to his or her position, including but not limited to health and social services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each employee shall:

1. Utilize available materials and equipment necessary to accomplish the designated task;
2. Adhere to and enforce written and dated administrative policy of the District which has been communicated to the educator;
3. Use channels of communication when interacting with educators, community agencies, and groups, in accordance with policy.

Each supervisor shall:

1. Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

Communication Skills: In communicating with students and other employees, each employee, within the limits prescribed by his or her assignment and role, shall:

1. Utilize information and materials that are relevant to the designated task;
2. Use language and terminology which are relevant to the designated task;
3. Use language which reflects an understanding of the ability of the individual or group;
4. Assure that the designated task is understood;
5. Use feedback techniques which are relevant to the designated task;
6. Consider the entire context of the statements of others when making judgments about what others have said;
7. Encourage each individual to state his ideas clearly.

Management techniques: The employee shall:

1. Resolve discipline problems in accordance with law, board policy, and administrative regulations and policies;
2. Maintain consistency in the application of policy and practice;
3. Develop and maintain positive standards of conduct.

Human and Interpersonal Relationships: Employees shall possess effective human and interpersonal relations skills and therefore:

1. Shall allow others who hold and express differing opinions or ideas to freely express such ideas;

2. Shall not knowingly misinterpret the statement of others;
3. Shall not show disrespect for or lack of acceptance of others;
4. Shall provide leadership and direction for others by appropriate example;
5. Shall offer constructive criticism when necessary;
6. Shall comply with reasonable requests and orders given by and with proper authority;
7. Shall not assign unreasonable tasks;
8. Shall demonstrate self-confidence and self-sufficiency in exercising authority.

Personal Requirements: Each employee within the scope of delegated authority shall:

1. Be able to engage in physical activity, with or without a reasonable accommodation, appropriate to the designated task except for temporary disability;
2. Be able to communicate so effectively as to accomplish the designated task;
3. Appropriately control his or her emotions;
4. Possess and demonstrate sufficient intellectual ability to perform designated tasks.

ROLE MODEL

Employees serve as role models for students and their actions and conduct reflect on the school as a whole. Employees are in all respects to conduct themselves in a professional manner.

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships with a student on MySpace, Facebook, or other social networking site. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children.

- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance – verbal, written, or physical – towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of familial relationships between employees and their children who are students in the District.

Employees who observe or become aware of a violation of the foregoing expectations by other employees are to report the matter to the Principal or the Superintendent.

RELATIONSHIPS

It is important for employees to maintain an effective working relationship with the administration and all co-workers. Employees are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties, gossiping, or spreading rumors about others.

CIVILITY

All employees shall behave with civility, fairness and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with the District. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, voice mail messages, face-to-face conversations, written communications, and email messages.

Any employee aware of another employee's uncivil behavior shall report the conduct to the employee's immediate supervisor or to the Superintendent. There will be no retaliation against a person for making the report.

GENERAL INFORMATION

BAD WEATHER/SCHOOL CLOSING

The importance of notifying employees, parents, and students when school will be delayed in opening, not opened at all, or be dismissed early is of prime concern. We will be using an automated messaging system (Remind) which will allow the school to contact each family with regard to school closing and other notifications. This system is designed to message the phone number or numbers listed in your employment file. Please ensure that the school district is continually notified of any changes to your contact information.

The school also uses local radio station KCOW, KNEB, and KCSR to inform staff, parents, and students of closing due to inclement weather. The school will make every effort to make this information available as soon as possible.

COMMUNICATION

Employees of Hemingford Public Schools are expected to utilize effective communication strategies and technological resources when appropriate to collaborate and engage with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

In order to facilitate such communication between the school and homes, teachers are expected and directed to follow the communications plans and protocols developed at the school and district levels. Such communications plans will include directions for frequency, content, and method/mode of communication teachers will be expected to utilize.

COMMUNITY RELATIONS

The Board of Education, through the administration, demands dignity, neatness, and seriousness of purpose for its employees. The education profession, as a whole, is frequently and unjustly judged by the attitude and conduct of a single school employee. Since all are judged by what only a few may do, it is imperative that each of us give considerable thought to our actions as they relate to community customs.

School employees should regard the community in which they are employed as their home. You should be interested in its institutions, its worthwhile activities, and participate in those in which you have special interest and abilities. Good judgment should be used in all practices.

Poor public relations can ruin the finest faculty in a good school. It is imperative that we all use common sense and discretion in and out of school.

CONCESSIONS/CASH BOXES

Concessions and other cash boxes, such as gate receipts for athletic events, are to be counted and signed-off by two adults before the funds are remitted to the school administration and office staff.

CONCUSSIONS: RETURN TO LEARN

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

The school administration of Hemingford Public Schools adopts the NDE Guidance entitled “Bridging the Gap from Concussion to the Classroom,” and accompanying Appendix, as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

CONFIDENTIALITY AND CONFIDENTIALITY OF RECORDS

Employees should not discuss school matters outside the job nor discuss confidential or personal information about students or staff. Requests from anyone, including fellow building staff members, for personal information about students or staff should be referred to the principal. School staff shall maintain student records in compliance with state and federal law.

COPYRIGHT AND FAIR USE POLICY

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

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the “fair use” of a copyrighted work, including reproduction “for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research” is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted “fair use,” rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and

- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is “fair.” Employees should seek assistance from a administration if there are any questions regarding what may be copied.

CRISIS SITUATIONS

Behavior in the first moments, by those actually involved in a crisis situation, will largely dictate the outcome. In the event of a crisis situation, Hemingford School personnel are expected to follow the procedures as written in the Emergency Responses Manual.

EMPLOYEE FAMILY MEMBERS AND VISITORS

Employees are welcome to bring their children to visit their worksite, provided that the visits are infrequent, brief, and planned in a fashion that limits disruption to the workplace and/or staff member responsibilities. Other family members, spouses, significant others, or visitors may be allowed from time to time at the discretion of the administrator/supervisor. If the frequency, length, or nature of visits becomes problematic, the employee will be advised of the situation and will be expected to take corrective action.

Employees are not permitted to bring ill children to work. This guidance is not to be utilized as a backup childcare arrangement. Employees are provided paid time off benefits which should be used for personal reasons or to care for an ill child.

EMPLOYEE BENEFITS ONLINE PLATFORM

As part of a comprehensive benefits package, the district provides access to various elective benefits, including vision insurance, supplemental insurance, emergency transportation insurance, and Section-125 (flex spending) plans. These are available for employees to purchase at group rates through an online benefits platform.

CUSTODIAL ASSISTANCE

Our custodians strive to keep the school neat, clean and functional. It is a difficult job, and we should all encourage students to conduct themselves in ways that contribute to an attractive and safe environment. If custodial assistance is needed, all requests must go through the building principal's office. Please email or visit with the building secretary for coordination of custodial and maintenance requests.

DISCIPLINE

School employees are expected to support students in engaging in positive and appropriate behavior. Students should know what behaviors are expected, and these expectations should be firmly but fairly enforced. Discipline does not automatically mean punishment, but it does always mean encouraging a desired behavior. Threatening, yelling, criticism, sarcasm, etc. are questionable discipline techniques and often prove inadequate. The student's improper behavior should be the focus of the discipline and not the student's personality, family, dress, appearance, etc. Discipline that punishes all students for the wrong doing of a few is discouraged. The forms of discipline used by school employees should be consistent, reasonable, and fair.

Discipline is the responsibility of each individual school employee under the direction of the certificated staff and the principals. The principal's role is to assist and advise in the event of flagrant or continued misbehavior. Flagrant misbehavior should be brought to the attention of the principal immediately. A student shall not be sent to the office without an explanation of the offense. If assistance is needed in the removal of a student, the school employee is to send someone to the principal's office immediately for assistance. Each student dictates different strategies, but effective teaching and adequate preparation prevent many behavioral problems from occurring.

Corporal punishment shall not be administered. Students causing excessive discipline problems may be recommended to the Superintendent for discipline.

FORMS, REPORTS, AND RECORDS

The following items need to be supplied to the Superintendent's Office and updated as needed.

1. W4's
2. Address
3. Telephone Number
4. Marital Status
5. Payroll Deductions
6. Annuities
7. Health Insurance Coverage
8. Supplemental Insurance
9. Savings or Investment Plans

NOTE: All of the above are due prior to September 1st.

FUNDRAISERS AND ACTIVITIES ACCOUNTS

In order to ensure that the resources of the community are not strained as a result of multiple fundraisers occurring at simultaneously, all student organization fundraisers (other than the concession stand) must be approved by the organization's sponsor, the activities director, building principal, bookkeeper, and superintendent. When an organization wishes to engage in a fundraising activity the sponsor will need to complete a Fundraiser Request Sheet and submit the form

to the Activities Director. Fundraising activities should not begin until the request has been approved by the superintendent.

Funds earned in the name of a school organization belong to the organization rather than to the individual student. When students engage in fundraising as a member of a school organization (such as activities, groups, teams, or clubs) the proceeds from the fundraising shall remain with the organization regardless of the continued participation status of the student in such organization. If organizations are disbanded all funds remaining with the organization will be transferred to the activity travel account.

Senior class funds remaining after graduation expenses are paid may be designated for a specific school project or activity by a majority vote of the senior class. If no project or activity is designated prior to graduation the remaining funds will be transferred to the secondary school account in the activities fund.

HALL SUPERVISION

School employees are expected to step into the hall between classes to help maintain order. Students must be supervised at all times when they are on school premises because of possible accidents and subsequent liability. School employees are to file all accident reports no matter how large or small. Lawsuits can happen several years later. A written record could be of great assistance in presenting requested testimony.

INSTRUCTIONAL AND WORK AREAS

Each staff member is responsible for the appearance and organization of their assigned work areas. The appearance of the school and school grounds has an impact on the learning that occurs; therefore each staff member should devote time and energy to developing an attractive, stimulating, and orderly instructional setting. Take pride in your educational setting, as well as your work. Be an example for students. When a room is unoccupied, lock and shut doors behind you and shut off lights. ***School employees assigned to supervise students are expected to be with their students during the entire period for which their supervision is assigned.***

Occasionally school employees are required to share rooms. Upon leaving an area please ensure that: a) materials and equipment are stored properly, b) chairs and desks are properly placed, c) the floor is free of litter. On leaving your room for a length of time or for the day, school employees will turn out all lights, close and lock all windows and close and lock all doors. School employees using the building after hours must check all lights and doors and see that all students are out of the building. Students are not to be left to close the building. Whenever the facility is being used, there must be a staff person present and directly supervising the students. Do not give your keys to students or any other person. Individuals and organizations wishing to use the school facilities must complete an Application for Facility Use and submit such application to the office for approval.

MUTUAL RESPECT

The Hemingford Public Schools expects every staff member and student to be treated with respect and dignity.

OBSERVING AND ENFORCING RULES

It is the duty of each school employee to become familiar with the rules, regulations, and policies of the school and to do all that you can at all times to see that they are enforced. Ignorance of the rules does not excuse you.

PARKING AT THE ELEMENTARY SCHOOL

In order to provide a safe and invitational atmosphere to parents and visitors, staff members are to refrain from parking in the parking spaces located on the concrete immediately in front of the south side of the elementary school. These spaces are to be reserved for parents and other visitors to the school.

PROFESSIONALISM AND CODE OF ETHICS

Professional deportment is expected from all personnel of Hemingford Public Schools. This behavior is reflected in your dress and grooming, relationships with students and parents, and interaction with your peers. A positive school climate is critical to everyone's success. All classified employees must be familiar with and adhere to the Personal and Professional Conduct Standards section of this handbook.

PUBLICITY/PUBLICATIONS

Take pride in the school and be proud to tell about the positive elements of the school. Any items to be submitted to local papers or sent home to the parents should be appropriate and approved by the building principal. Any concerns should be presented to the principal in advance. The Secondary Principal shall serve as the editor of all student publications.

PURCHASING

Board Policy on Purchases: **Any employee who purchases supplies or equipment without expressed authorization of the Superintendent shall be personally liable for payment of the bill.** School Employees should make requests for supplies or equipment in sufficient time to allow for economical and wise purchasing.

Class and club sponsors will have responsibility for supplies ordered through their organizations. In many cases, items can be procured through regular school channels more economically. All purchases which are handled through the activity fund should be cleared through the Office of the Superintendent or the Activities Director.

All purchases charged to the school district or to any organization of the school will be accompanied by a requisition order approved through the Weblink online requisitioning system. Requisition Orders for a class or

organization must be approved by the authorized personnel in the Office of the Superintendent or the Activities Director. No bills will be paid by the Board of Education or from the Activity Fund which have not been authorized.

RECORDS MANAGEMENT AND DISPOSITION – LITIGATION HOLDS OF ELECTRONIC MESSAGES

When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue.

As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue.

Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

RADIOS AND OTHER COMMUNICATION DEVICES

In order to facilitate effective and timely communication, employees may be assigned to wear and use a handheld radio or similar communications device while on duty.

ROOM MAINTENANCE

Before leaving the work area each day, close windows, turn out all lights, and lock the room. Elementary staff members, please make sure your air-conditioners are turned off when you leave. When repairs are needed, notify the principal in order for arrangements to be made for the repair

SAFETY INSTRUCTIONS

All head coaches will conduct a safety lecture in regards to potential dangers that might be incurred by participating in that particular sport. All coaches will instruct participants in their sports in the correct fundamentals of the sport and will not teach fundamentals that have been determined as illegal or unsafe.

All other faculty members who supervise activities or classroom activities where a student could sustain an injury from the activity, will also conduct a class on the dangers and the safety precautions to be used during the activity or classroom sessions.

SCHOOL BOARD POLICIES

School Board policies are made available to the staff and to the public through the school website. Staff are encouraged to become familiar with board policies. Please direct any questions about board policy to the Superintendent. Policies can be accessed at the following link:

<https://meeting.sparqdata.com/public/Organization/Hemingford>

SCHOOL LUNCH

School employees are strongly encouraged to utilize payroll deduction to pay for school lunches purchased by themselves and or members of their family. This ensures convenience for employees and timely payment of lunch bills to the school. Lunches must be paid for in advance. The school will not charge meals to employees or students with negative lunch account balances.

STUDENT CONDUCT

A student handbook will be used to familiarize students and parents or guardians with the school's practices and procedures. Students will be given a copy of the handbook, which will explain general regulations and requirements.

Students are expected to act, dress, and conduct themselves in the school building and at school sponsored events, in such a fashion that their behavior and dress will reflect favorably on the individual and on the school, will show consideration to fellow students, and will create a harmonious school atmosphere. All students must recognize their individual responsibilities and obligations, and discharge them in accordance with the school regulations.

All staff members are responsible for overseeing the conduct of students, both during school hours and at school sponsored events. In each instance in which an employee acts to help a student conduct him/herself properly, emphasis shall be placed upon the growth of the student and the ability to discipline him/herself.

SCHOOL KEYS

No key is to be duplicated without the Superintendent's written permission. **DO NOT GIVE YOUR KEYS TO ANY ONE ELSE TO USE.** Prior arrangements must be made if student managers use your keys. Staff members may be required to pay for the cost of lock/key replacement in the event that the staff member's keys are lost, misplaced, or stolen.

SPONSOR/CHAPERONE DUTIES

Most employees, in addition to their regular assignments, are asked to sponsor a class or organization.

At the first meeting of the year, students in each class or organization should elect officers, and determine projected plans for activities and fundraising activities. Projects must be approved by the principal and scheduled by the activity director to avoid conflicts with other organizations and competition with local businesses. Parliamentary Procedure will be used in all class meetings.

If a project involves the use of the cafeteria and/or kitchen, the head cook must be consulted. If a cook needs to be present at the project, the organizer will be billed for that individual's time. If a janitor is asked to do the cleaning, make prior arrangements and be prepared to pay that individual for the services.

The sponsor is responsible for the financial records for each class or organization. They should review the records with the treasurer of the organization and the district bookkeeper at least once a month.

No students are to be in the building during a project or event unless a sponsor is present. Sponsors should check to see that lights are off and doors locked when they leave. The facilities should be left in a clean condition.

No organization is to meet at the school or any other location for any purpose without prior clearance from the principal. Sponsors are also to be aware that any money earned from fundraisers is to be used to benefit the school or community or for a growth experience. Using the school's name to raise money for a party is prohibited.

STAFF DRESS

School employees should be conscious of the importance of attractiveness, appropriateness, and neatness in dress and grooming. Set a positive example about the importance of school. Business casual attire is appropriate. This includes polos, button down shirts, dress pants, khaki's, etc. The wearing of T-shirts should be limited to promotion of school spirit and messaging that supports educational initiatives and school endorsed educational causes, such as post-secondary learning promotion, "#BeKind," and "I Love Public Schools" days. Staff attire needs to be compliant with expectations for student dress. Staff Members are permitted to wear jeans on Fridays when they have contributed to the jean scholarship program.

STAFF WELLNESS

Hemingford Public School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Staff members are expected to serve as role models for students in the area of wellness. HPS staff members are encouraged to serve as healthy role models for students.

STUDENT DRESS CODE

The school administration and teachers encourage everyone to behave and dress in

a fashion reflecting good taste and in a style appropriate for a school day or school activity. An individual's dress, personal appearance, and cleanliness, like his/her behavior, should reflect sensitivity to and a respect for others.

Student dress and personal appearance that disrupts or distracts from the educational environment of the school, is offensive, in violation of any statute, or is a health or safety hazard is not acceptable and is not permitted.

Examples of inappropriate dress: midriff blouses; low cut blouses; hats; caps; headbands; chains or straps on pants; articles displaying obscene or vulgar writing or symbols; articles displaying tobacco, alcohol, or drug advertisement; jewelry with potentially harmful accessories; any clothing in reference to membership in gangs: bandanna; sagging clothes; or tagging with gang signs or letters. Any type of shorts worn to school will reach to the middle of the thigh. Shoes must be worn at all times. School employees will send students to the office, or notify the office, if a student's clothing or dress is questionable. The final decision will rest with the administration.

If students are participating in extra-curricular activities or school-sponsored activities, their dress or appearance will be the responsibility of the coach or sponsors.

STUDENT ERRANDS

Students are not to be sent on errands outside the school building during school hours unless by permission of the principal. Students are entrusted to our care, therefore, it is essential that we know where they are at all times. Notify the principal well in advance when you desire to go with your groups outside the school building during school time on class trips.

STUDENT HANDBOOK

All staff members should be familiar with and know the student handbook, encouraging students to know and follow its guidelines and regulations, too.

SUPERVISION OF STUDENTS

Proper supervision of students is an important responsibility for teachers and other adults responsible for our students. Teachers and other adults responsible for student supervision are expected to meet the following:

Proper Supervision

1. Report to all duty assignments on time.
2. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
3. Be vigilant while supervising students. **Never leave your students unattended**; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on recess

duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students are doing.

4. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs.
5. Be careful with touching students. Use of corporal punishment is prohibited at Hemingford Public Schools. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment), and that which professional educators determine appropriate for purposes of proper student relationships.
6. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to the administration.

Proper Instructions

1. Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
2. Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
3. When you go over safety rules with students, note it in your written records (e.g., your lesson plan book or daily reports).
4. Review playground and classroom safety rules with students at least once each semester, and note when you do it in your written records. Also, if any students are absent when you review the rules; contact the student(s) to review the same information and also note that contact in your written records.

Contact the Principal for Assistance

The principal should be contacted immediately when a situation exists which could cause injury to students or others.

Examples include:

1. Student fight
2. Student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern

3. Reported incident or a suspicion that a student has a weapon or other dangerous item(s), drugs, alcohol, or other illegal substances
4. Presence of an intruder (a non-student or staff member who refuses to go to the office)

Student Searches

School staff members should notify the school principal of any situation in which a student is suspected of having an item in violation of school rules. School staff members are not to conduct searches of students or their belongings unless authorized to do so for a specific situation by the school administration.

Student Rights

Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

WORK ROOM

The work room is to be kept as neat as possible. Avoid discussing individual students in the workroom. Additionally, ensure that communications in the workroom are positive and conducive to a productive and effective school climate. Parents and community members often form impressions of our schools based upon the professionalism exhibited in the school offices and in the workroom and break room. Your assistance in this is greatly appreciated.

TELEPHONE

School employees are welcome to use the school telephone. The school telephones are not to be used for personal long distance calls. School telephones are tax exempt and are to be used for official school business only. School employees who have student supervision responsibilities **will not** be called to the telephone except in case of emergency.

VIDEO SURVEILLANCE

The Board of Education has authorized the use of video cameras on Hemingford School District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property; and to safeguard District facilities and equipment; and to further the educational process. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Teachers may videotape instruction and other classroom activities to make available to students who were absent or who would like to otherwise review such content.

VISITORS

All visitors are to be directed to the principal's office. This is for the preservation of classroom order as well as to protect students and staff.

Parental interest and concern should be welcomed. However, if a visitation becomes hostile, a teacher or an administrator should be present. Students and school employees are not to open any doors for non-school personnel, as visitors must enter through the main doors to the building and check-in at the office. School employees have the responsibility and the right to question visitors in the building.

WORK AREA SAFETY AND ACCIDENT REPORTING

All employees share in the responsibility for maintaining a safe and healthy school environment. All staff members shall avail themselves of every possible opportunity to instruct students in the safe use and handling of any school property or equipment that could cause injury to students or school personnel. Any unsafe or unhealthy conditions in the immediate work area, building, or on the school campus should be reported immediately to the school principal. In the event of an accident to an employee, student, or visitor, the safety and care of the injured individual should be of primary concern. A written report of the incident should be made to the principal within 24 hours, if not sooner. An incident which requires the attention of medical personnel and any other incident deemed important by the principal, should be reported to the superintendent of schools.

Instructors or sponsors of groups using laboratories, including science, art or shop areas will be responsible for seeing that individuals or groups working with the following materials or in the following areas will wear the appropriate eye and/or face protection or other protective gear deemed appropriate:

1. Hot molten materials.
2. Heat treatment, tempering, or kiln firing of any metal or other materials.
3. Milling, sawing, turning, shaping, cutting, grinding or stamping of solid materials.
4. Gas or electric arc welding or other welding processes.
5. Repair or servicing of any vehicles.
6. Caustic or explosive materials.
7. Hot liquids or solids, injurious radiation or other hazardous materials.

SELECTED BOARD POLICIES

EMPLOYEE GRIEVANCES - 0402.05

School employees are encouraged to solve difficulties and problems within the school or department in which they are employed. In the event that a difficulty or grievance cannot be settled within the school or department, the employee is encouraged to bring the matter to the attention of the district administrator in charge of certificated personnel. This grievance procedure serves to secure, at the lowest possible administrative or supervisory level, proper and equitable solutions to grievance, and to guarantee orderly succession of procedures within which solutions may be pursued. School personnel are encouraged to ask their immediate supervisor for assistance on any matters that relate to their duties.

It will be incumbent upon all district employees to follow these procedures to settle their grievances. Within this general framework the following specific purposes are to be served by this grievance procedure:

1. To ensure that a complaint is considered fairly, with all due speed and without prejudice or reprisal to the aggrieved person.
2. To encourage teacher expression regarding conditions that affects him or her professionally.
3. To provide a specific procedure that will facilitate the understanding of district policies that affect teachers.
4. To build confidence in the sincerity and integrity of the procedure as a means to establish the facts upon which a grievance is based and a fair conclusion is reached.

Nothing in this policy shall contradict the requirements stated in the Negotiated Contract between employees in that certified collective bargaining unit and the board.

Cross Reference:

301.04 Communication Channels

STAFF CONDUCT WITH STUDENTS - 0402.15

The Board expects all staff members, including teachers, coaches, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers. The term “students” excludes a staff member’s immediate family members.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

Unacceptable Conduct

Examples of unacceptable conduct by staff members include but are not limited to the following:

- Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment By Employees;
- Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- Associating with students in any situation or activity that includes the presence of alcohol, drugs, or tobacco or that could be considered sexually suggestive;
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;

- Sending students on personal errands;
- Sexual banter, allusions, jokes, or innuendos with students;
- Asking a student to keep a secret;
- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner; and
- Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner.
- Being alone with individual students by closing a room door except when dealing with issues of health by appropriate personnel, or being alone with individual students outside of normal school hours;
- Maintaining personal contact with a student outside of school by phone, email, Instant Messenger or Internet chat rooms, social networking websites, or letters (beyond homework or other legitimate school business);
- Exchanging personal gifts (beyond the customary student teacher gifts); and/or
- Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school sponsored events or except as participants in organized community activities.

Students and/or their parents/guardians are strongly encouraged to notify the principal if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the principal or superintendent if they become aware of a situation that may constitute a violation of this policy.

Staff violations of this policy may result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services and/or law enforcement in accordance with the Board's policy on Child Abuse Reporting.

Every report of alleged violations of this policy that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing investigation of this policy, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged violations of this policy.

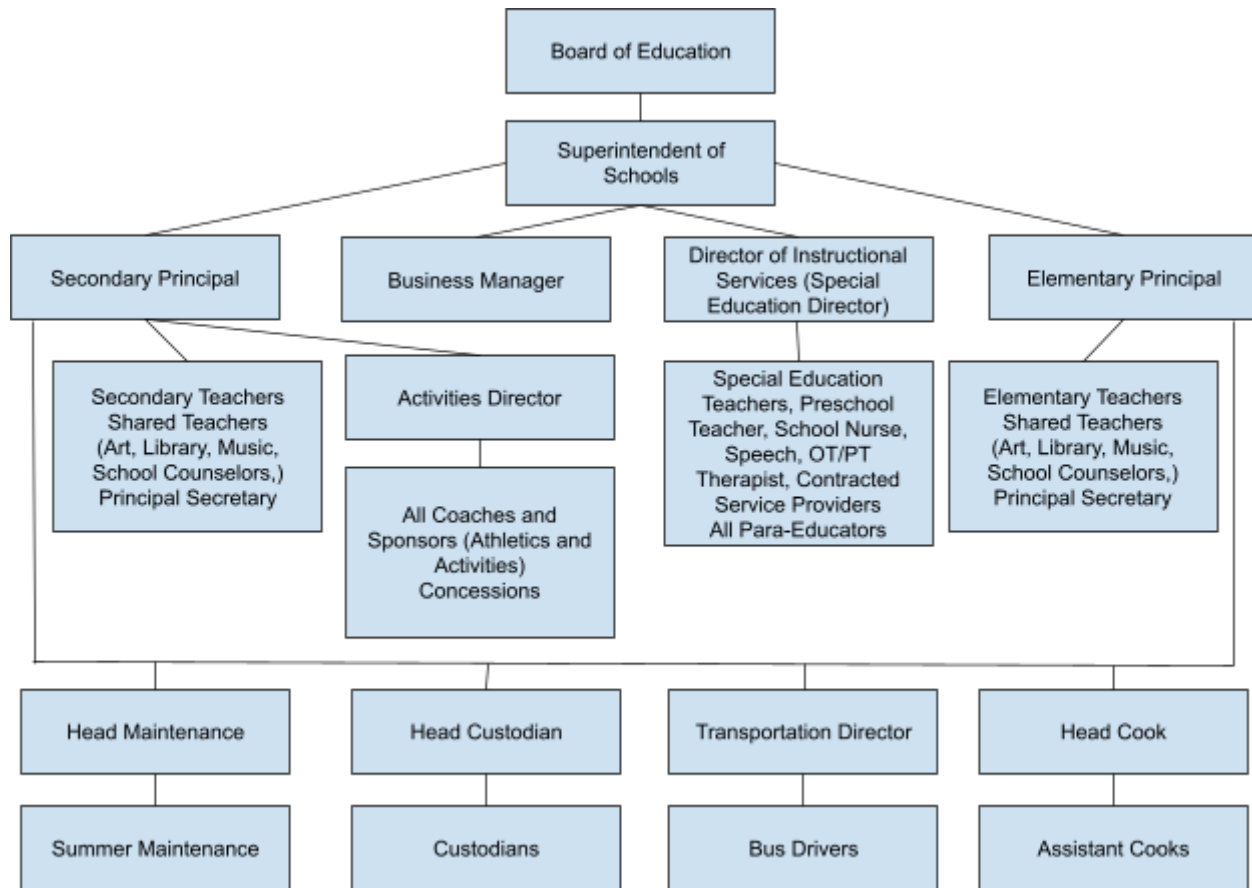
This policy shall be included in future employee, student and volunteer handbooks.



APPENDIX A: CHAIN OF COMMAND, CONFLICT RESOLUTION, AND COMMUNICATION

HEMINGFORD PUBLIC SCHOOLS

Chain of Command



Directives for School Personnel

Conflict Resolution Responsibilities:

All school employees have a responsibility to ensure individuals are directed to the appropriate source for resolving their conflicts. If people complain about decisions, practices, or staff members, direct them to the person with whom they have an issue. If they have already addressed the issue with that person, guide them to the next level in the chain of command. Avoid sympathizing with those who do not follow proper channels, as this erodes trust and undermines effective team dynamics.

Speaking Well of Others:

Except during necessary evaluations or assessments, school employees are to avoid making unkind or critical remarks about any employee, student, parent, or administrator. Blaming others when things do not go well erodes trust and undermines the collaborative culture in our schools.

How to Effectively Communicate with Our School Team

When students, parents, or community members need to work through questions or issues, it is essential to know whom to contact. This document outlines the appropriate contacts for various matters, starting with the first person listed. Most issues can be resolved at this initial level. If necessary, appointments can be made with the next person in the chain of command.

Matters involving student schedules and course placement:

1. Classroom Teacher
2. School Counselor
3. Principal
4. Superintendent

Matters involving instruction/curriculum:

1. Classroom Teacher
2. Principal
3. Superintendent

Matters involving student activities:

1. Coach/Sponsor (wait 24 hours after the activity to contact)
2. Activities Director
3. Secondary Principal
4. Superintendent

Matters involving student discipline:

1. Classroom Teacher and Special Education Teacher (if the student has an IEP)
2. Principal
3. Special Education Director (if the student has an IEP)
4. Superintendent

Matters involving transportation:

1. Bus Driver
2. Transportation Director
3. Activities Director (if related to activities)
4. Principal
5. Superintendent

Matters involving school nutrition:

1. Head Cook
2. Elementary Principal
3. Superintendent

Matters involving student physical health:

1. School Nurse
2. Building Principal
3. Superintendent

Matters involving student mental health:

1. School Counselor
2. Building Principal
3. Mental Health Professional (LMHP or School Psychologist)
4. Superintendent

Matters involving facilities:

1. Building Custodian
2. Head Custodian or Head of Maintenance (whichever is applicable)
3. Building Principal
4. Superintendent

Matters involving technology:

1. Classroom Teacher
2. Technology Coordinator
3. Building Principal
4. Superintendent

Matters involving attendance:

1. Classroom Teacher
2. Building Principal
3. Superintendent

Matters regarding students in the SAT Process or 504 Plans:

1. Classroom Teacher
2. School Counselor
3. School Nurse (if 504 plan is health-related)
4. Principal
5. Special Education Director
6. Superintendent

Matters regarding students with disabilities involving general education:

1. Classroom Teacher and Special Education Teacher
2. Principal

3. Special Education Director
4. Superintendent

Matters regarding students with disabilities involving special education:

1. Classroom Teacher and Special Education Teacher
2. Principal
3. Special Education Director
4. Superintendent

Matters involving school safety/security:

1. Safety Committee Chair
2. Principal
3. Superintendent

Thank you in advance for partnering with our team to find effective ways to meet the educational needs of our students.

Conflict Resolution Steps

Five Steps:

1. **Identify the source of the conflict:** Go directly to the source to seek resolution.
2. **Look beyond the incident:** Understand the broader context and underlying issues.
3. **Request solutions:** Write down the specific solution you are seeking and share it with the person involved.
4. **Identify solutions both disputants can support:** Find common ground and mutually agreeable solutions.
5. **Agreement:** Reach a final agreement that resolves the conflict.

Additional Guidelines:

- Address the person directly in a respectful and constructive manner.
- Arrange meetings in a place free of distractions, possibly with a mediator or facilitator if needed.
- Consider using a hearing officer or mediation framework for more complex conflicts.
- Encourage all parties to participate in good faith and with a collaborative mindset.

SUBSTITUTE TEACHER HANDBOOK



**Hemingford Public
Schools
2024-2025**

GUBN - Get Up Bobcat Nation

Acknowledgement for Receipt of
Hemingford Public Schools
“SUBSTITUTE TEACHER HANDBOOK”

I, _____ (your name) acknowledge that I was issued a copy of the Substitute Teacher Handbook for Hemingford Public Schools for the school year 2024-2025 which included a copy of Board Policy 0402.15 Staff Conduct with Students. This handbook was issued to me before the first day of substitute teaching.

I was given an overview of the contents of the handbook by the Hemingford Public Schools Administration. I am responsible for familiarizing myself with the contents of the Substitute Teacher Handbook and the Student/Parent Handbook(s) for my building(s). My signature on this form indicates that I have read and intend to comply with the contents of the Substitute Teacher Handbook.

Date

your signature

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WELCOME

MESSAGE FROM THE SUPERINTENDENT

Dear Substitute Teacher,

I would like to take some time to express, in advance, my gratitude for your contributions to Hemingford Public Schools as a substitute teacher.

Substitute teachers play a vital role in the functioning of our school. The work you do makes a significant contribution to our school and to our continuous work on providing a quality education to our students.

It is my sincere hope that you enjoy substitute teaching at Hemingford Public Schools and that you will continue to share your talents with our students and our community throughout the school year.

If you have made any changes to phone numbers or other contact information please contact Mrs. Kristy Hanks in the Central Office prior to the start of the school year. As in the past, we will use the Red Rover system for working with you to schedule substitute teachers.

The rate of compensation for substitute teaching for the 2024-2025 school year will be **\$120 per day (\$60 for half days)**. In addition, we will continue to offer a complimentary meal to our substitute teachers.

I sincerely hope that you will continue to share your talents with our students during the upcoming school year. I look forward to working with you to provide the highest quality education for our students.

I believe that together we can create exceptional learning experiences for our students. Thank you for being a part of our school.

Sincerely,

Dr. Travis W. Miller
Superintendent of Schools

GENERAL INFORMATION

PURPOSE

This handbook is prepared for the purpose of providing information on customs and policies pertaining to the Hemingford Schools. It is intended for use by substitute teachers as a guide in developing a well-coordinated instructional program. It is hoped the statements set forth in this handbook will improve understanding and cooperation among all school personnel in the coming school year.

It is the purpose of this handbook to establish uniformity of operation. It will be supplemented from time to time as board policy, superintendent policy or the principals' policies are changed.

The quality of educational achievement is directly related to the classroom teachers, including substitute teachers. Each teacher has been selected to provide for a certain phase of the child's needs as he/she grows in the educational program. As we coordinate our work and as each teacher grows professionally in his effectiveness as a superior teacher, so grows the Hemingford Schools as a more effective school system.

WHEN TO ARRIVE

When possible, substitute teachers are asked to arrive at 7:45. If you were called late and cannot be at the school by then, please make sure the building secretary knows and can make plans for supervision of students until you are able to arrive. Students will be entering classrooms at 8:00, so please arrive early enough to get settled in, read through any supervision assignments, and be prepared to greet students when they arrive in your classroom.

WHEN TO DEPART

Unless there is a need for afterschool supervision, please plan to see the students out the door and safely to dismissal at the end of the day. Once the students have left, please complete any notes to the regular teacher and let the office secretary know you are leaving, either by stopping by the office on the way out of the building or by placing a message with the secretary through the school phone system. Once parents and students have cleared the parking lot, please feel free to leave, even if the regular teachers are required to stay longer.

PAYMENT

Payroll periods begin with the first workday of the month and end with the last workday of the month. Pay for the work period is made on the 15th following the previous month's last workday. As an example, the September payroll will reflect days worked in August.

EMERGENCY PROCEDURES

Each classroom has an Emergency Response Manual. Please be sure to know the location of each of this manual and take a few moments to review the contents in the event of an emergency.

STUDENT ILLNESS

If a student is sick, please contact the office and work with the secretary to determine whether to send the student to the nurse or to request assistance from the nurse in the classroom.

PHONE OPERATION

Please familiarize yourself with the operation of the telephones in each building where you work as a substitute. The building secretaries and principals can provide a brief overview.

COMPLIMENTARY BREAKFAST AND LUNCH

Substitute Teachers receive a complimentary “grab and go” breakfast and a lunch from the school nutrition program.

ATTENDANCE PROCEDURES

Teachers are to take attendance within the first 10 minutes of each instructional period in the secondary school and at such times as assigned by the principal in the elementary school. Teachers are to contact the office immediately regarding any student who is absent and not previously marked as absent by the school office in the school's computerized attendance system. Teachers are responsible for ensuring that attendance records are accurate and regularly updated. For example, if a student comes to class after attendance has been taken then the student's attendance record needs to be updated to “tardy” instead of “absent”. Additionally, teachers are required to read email announcements regarding students' attendance at activities so that student attendance properly reflects the students' attendance at school/activity functions as being “present.”

BAD WEATHER/SCHOOL CLOSING

The importance of notifying employees, parents, and students when school will be delayed in opening, not opened at all, or be dismissed early is of prime concern. We will be using an automated messaging system (Remind) which will allow the school to contact each family with regard to school closing and other notifications. This system is designed to message the phone number or numbers listed in your employment file. Please ensure that the school district is continually notified of any changes to your contact information.

The school also uses local radio station KCOW, KNEB, and KCSR to inform staff, parents, and students of closing due to inclement weather. The school will make every effort to make this information available as soon as possible.

CLASSROOM MANAGEMENT

Teachers have the responsibility of managing their classrooms in a manner that allows students to effectively accomplish their learning tasks. Realizing there is a wide variety of teaching styles, learning styles, and subject content, classroom management should also vary. There are, however, some common procedures teachers of well-managed classrooms follow:

1. Be prepared for class. When the bell rings, the teacher is ready to begin class. A meaningful activity is planned for each class on each day.
2. Make assignments reasonable and clear.
3. Be a neat dresser, well groomed; be businesslike and friendly.
4. Do not allow students to address you by your first name or a nickname.
5. Communicate your classroom expectations to the students. Keep rules to a minimum.
6. Be consistent each day of the school year.
7. Avoid punishing the entire class for the actions of a few.
8. Avoid comments to students you would not make in the presence of their parents.
9. Avoid comments or actions that could humiliate a student.
10. Be willing to apologize.
11. Communicate with the classroom teacher via email or note: sharing success and concerns during your coverage.
12. Avoid arguments with students in front of a class. Even if you win, you've lost.
13. Be enthusiastic. If you don't want to be here, neither will the students.
14. Keep the level of your voice under control. Avoid yelling.
15. Be creative with assignments and instructions. Facilitate success.
16. Get to know your students, take an interest. Attend activities.
17. Physically manhandling students will not be supported, except when defending yourself, separating students in a confrontation, or preventing injury to a student.
18. Seating arrangements should be maintained in classrooms. Inspect desks daily for damage.
19. Detentions assigned by an individual teacher are the responsibility of that teacher. Do not assign detentions to students if you are unable to supervise the student during the assigned time.
20. Limit free time; maintain appropriate control of your classroom and area.
21. Staff and Student personal cell phones and electronic devices, including ear buds, will remain off and out of sight and may only be used during class time or times of supervision for educational purposes.

COMMUNICATION

Teachers at Hemingford Public Schools are expected to utilize effective communication strategies and technological resources when appropriate to collaborate

and engage with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

In order to facilitate such communication between the school and homes, teachers are expected and directed to follow the communications plans and protocols developed at the school and district levels. Such communications plans will include directions for frequency, content, and method/mode of communication teachers will be expected to utilize.

COMMUNITY RELATIONS

The Board of Education, through the administration, demands dignity, neatness, and seriousness of purpose for its teachers. The teaching profession, as a whole, is frequently and unjustly judged by the attitude and conduct of a single teacher. Since all are judged by what only a few may do, it is imperative that each of us give considerable thought to our actions as they relate to community customs.

Teachers should regard the community in which they are employed as their home. You should be interested in its institutions, its worthwhile activities, and participate in those in which you have special interest and abilities. Good judgment should be used in all practices.

Poor public relations can ruin the finest faculty in a good school. It is imperative that we all use common sense and discretion in and out of school.

CONFIDENTIALITY AND CONFIDENTIALITY OF RECORDS

Employees should not discuss school matters outside the job nor discuss confidential or personal information about students or staff. Requests from anyone, including fellow building staff members, for personal information about students or staff should be referred to the principal. School staff shall maintain student records in compliance with state and federal law.

CUSTODIAL ASSISTANCE

Our custodians strive to keep the school neat, clean and functional. It is a difficult job, and we should all encourage students to conduct themselves in ways that contribute to an attractive and safe environment. If custodial assistance is needed, all requests must go through the building principal's office.

DISCIPLINE

As professional educators, Substitute Teachers are expected to create reasonable classroom rules and consequences. Students should know what behaviors are expected, and these expectations should be firmly but fairly enforced. Discipline does not automatically mean punishment, but it does always mean encouraging a desired behavior. Threatening, yelling, criticism, sarcasm, etc. are questionable discipline techniques and often prove inadequate. The student's improper behavior should be the focus of the discipline and not the student's personality, family, dress, appearance, etc. Discipline that punishes all students for the wrongdoing of a few is discouraged. Grades are not to be reduced as a form of discipline for poor behavior. The forms of discipline that you choose should be consistent, reasonable, and fair.

Discipline is a very important factor in the success of any teacher. Teachers may know their subject matter and the most current research, but these are of little value unless they are able to control the pupils in their classes.

Discipline is the responsibility of each individual teacher. The principal's role is to assist and advise in the event of flagrant or continued misbehavior. Flagrant misbehavior should be brought to the attention of the principal immediately. A student shall not be sent to the office without an explanation of the offense. If assistance is needed in the removal of a student, the teacher is to send someone to the principal's office immediately for assistance. Each student dictates different strategies, but effective teaching and adequate preparation prevent many behavioral problems from occurring. Substitute Teachers are encouraged to read and may be required to read "Tools for Teaching" by Fred Jones for additional guidance in proper classroom management.

Corporal punishment shall not be administered. Students causing excessive discipline problems may be recommended to the Superintendent for expulsion.

GUM AND CANDY

While gum is allowed in classrooms, it should be disposed of properly. Candy may be allowed on occasion when it is permitted by the teacher. Certain elementary grades and secondary courses, such as band and choir may restrict the use of gum and candy for safety and equipment reasons.

HALL SUPERVISION

Every teacher is expected to step into the hall between classes to help maintain order. Students must be supervised at all times when they are on school premises because of possible accidents and subsequent liability. Substitute Teachers are to file all accidents no matter how large or small. Lawsuits can happen several years later. A written record could be great assistance in presenting requested testimony.

LETTERS TO PARENTS

Please have all general letters to parents cleared through the principal before releasing.

MUTUAL RESPECT

The Hemingford Public Schools expects every staff member and student to be treated with respect and dignity.

PARKING AT THE ELEMENTARY SCHOOL

In order to provide a safe and invitational atmosphere to parents and visitors, staff members are to refrain from parking in the parking spaces located on the concrete on the south side of the elementary school. These spaces are to be reserved for parents and other visitors to the school.

PROFESSIONALISM AND CODE OF ETHICS

Professional conduct is expected from all personnel of Hemingford Public Schools. This behavior is reflected in your dress and grooming, relationships with

students and parents, and interaction with your peers. A positive school climate is critical to everyone's success. All holders of public school certificates must be familiar with the Standards of Conduct and Ethics as set forth in Title 92, Nebraska Administrative Code, Chapter 27.

PUBLICITY/PUBLICATIONS

Take pride in the school and be proud to tell about the positive elements of the school. Any items to be submitted to local papers or sent home to the parents should be appropriate and approved by the building principal. Any concerns should be presented to the principal in advance. The Secondary Principal shall serve as the editor of all student publications.

RADIOS AND OTHER COMMUNICATION DEVICES

In order to facilitate effective and timely communication, employees may be assigned to wear and use a handheld radio or similar communications device while on duty.

RECESS SUPERVISION

Supervision of students at recess or other non-instructional times is an expectation for Substitute Teachers in the district. When supervising please engage in the practices described in the "Supervision of Students" section of this handbook.

RECORDS MANAGEMENT AND DISPOSITION – LITIGATION HOLDS OF ELECTRONIC MESSAGES

When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue.

As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue.

Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

SANITATION, HEALTH, AND ROOM MAINTENANCE

Substitute Teachers are expected to engage in keeping a sanitary classroom. This includes directing students in the process of regularly sanitizing desks, counters, doorknobs, light switches, and other frequently touched surfaces, according to specific instructions given by the Building Principal or Superintendent, in addition to the regularly scheduled sanitation by the custodial staff.

Substitute Teachers may be expected to engage in monitoring student health including taking temperatures, recording health screening data, and reporting any health concerns to the school nurse or other designated individual, according to specific instructions given by the Building Principal or Superintendent.

Substitute Teachers are expected to serve as role models in meeting and complying with health practices and guidelines, including those enacted for public health purposes.

Before leaving the classroom each day, close windows, turn out all lights and lock the room. Elementary teachers, please make sure your air-conditioners are turned off when you leave. When repairs are needed, notify the principal in order for arrangements to be made for the repair.

SCHOOL BOARD POLICIES

School Board policies are made available to the staff and to the public. Please direct any questions about Board policy to the Superintendent.

STUDENT CONDUCT

A student handbook will be used to familiarize students and parents or guardians with the school's practices and procedures. Students will be given a copy of the handbook, which will explain general regulations and requirements.

Students are expected to act, dress, and conduct themselves in the school building and at school-sponsored events, in such a fashion that their behavior and dress will reflect favorably on the individual and on the school, will show consideration to fellow students, and will create a harmonious school atmosphere. All students must recognize their individual responsibilities and obligations and discharge them in accordance with the school regulations.

All staff members are responsible for overseeing the conduct of students, both during school hours and at school-sponsored events. In each instance in which an employee acts to help a student conduct him/herself properly, emphasis shall be placed upon the growth of the student and the ability to discipline him/herself.

STUDENT PASSES

Substitute Teachers should limit the amount of traffic in the hallways during class time. It is a distraction to other classes. Each student that leaves your class must have a pink pass. The student is to go directly to the designated destination and return. Please make an effort to reduce hall wandering. Students absent from your room are your responsibility. Limit restroom and drink privileges to one student leaving the room at a time. Pink passes are required for the students coming to the office for any reason.

SECTION 504 PLANS, IEP PLANS, STUDENT ASSISTANCE TEAM PLANS, DYSLEXIA PLANS, READING INTERVENTION PLANS, AND BEHAVIORAL/HEALTH PLANS

Students may have plans to receive individualized accommodations or modifications. The regular education teacher, principal, school counselor, and special education teachers can provide guidance and strategies for substitute teachers to work with students to implement such plans.

STAFF DRESS

Staff members should be conscious of the importance of appropriateness and neatness in dress and grooming. Set a positive example about the importance of school. Dress the part of a professional educator. Business casual attire is appropriate. This includes polos, button down shirts, dress pants, khaki's, etc. The wearing of T-shirts should be limited to promotion of school spirit and messaging that supports educational initiatives and school endorsed educational causes, such as post-secondary learning promotion, “#BeKind,” and “I Love Public Schools” days. Staff attire needs to be compliant with expectations for student dress. Staff Members are permitted to wear jeans on Fridays when they have contributed to the jean scholarship program. Staff members will wear shoes at all times.

STUDENT DRESS CODE

The school administration and teachers encourage everyone to behave and dress in a fashion reflecting good taste and in a style appropriate for a school day or school activity. An individual's dress, personal appearance, and cleanliness, like his/her behavior, should reflect sensitivity to and a respect for others.

Student dress and personal appearance that disrupts or distracts from the educational environment of the school, is offensive, in violation of any statute, or is a health or safety hazard is not acceptable and is not permitted.

Examples of inappropriate dress: midriff blouses; low cut blouses; hats; caps; headbands; chains or straps on pants; articles displaying obscene or vulgar writing or symbols; articles displaying tobacco, alcohol, or drug advertisement; jewelry with potentially harmful accessories; any clothing in reference to membership in gangs: bandanna; sagging clothes; or tagging with gang signs or letters. Any type of shorts worn to school will reach to the middle of the thigh. Shoes and socks must be worn.

Teachers will send students to the office, or notify the office, if a student's clothing or dress is questionable. The final decision will rest with the administration.

If students are participating in extra-curricular activities or school-sponsored activities, their dress or appearance will be the responsibility of the coach or sponsors.

STUDENT ERRANDS

Students are not to be sent on errands during the school hours unless by permission of the principal. Students are entrusted to our care, therefore, it is essential that we know where they are at all times. Notify the principal well in advance when you desire to go with your groups during school time on class trips.

STUDENTS - LEAVING THE ROOM

Substitute Teachers should honor excuses for leaving the room, but discourage and guard against leaving too often or unnecessarily. Only one student at a time should be out of the room and they should have a proper hall pass. Unless Substitute Teachers are careful, some pupils will take advantage and misuse a well meant privilege. Substitute Teachers must use their best judgment in cases of illness or emergencies. **It is seldom necessary for a high school pupil to be excused.** Pupils who become ill are to be reported at once to the Principal's office and sent to the nurse. Do not send ill pupils home alone. Students will phone the principal's office upon arrival at home.

STUDENT HANDBOOK

All staff members should be familiar with and know the student handbook, encouraging students to know and follow its guidelines and regulations, too.

SUPERVISION OF STUDENTS

Proper supervision of students is an important responsibility for Substitute Teachers and other adults responsible for our students. Substitute Teachers and other adults responsible for student supervision are expected to meet the following:

Proper Supervision

1. Report to all duty assignments on time.
2. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
3. Be vigilant while supervising students. **Never leave your students unattended;** the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students are doing.
4. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs.
5. Be careful with touching students. Use of corporal punishment is prohibited at Hemingford Public Schools. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment), and that which professional educators determine appropriate for purposes of proper student relationships.
6. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate,

which may include making a report to the administration.

Proper Instructions

1. Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
2. Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
3. When you go over safety rules with students, note it in your written records (e.g., your lesson plan book or daily reports).
4. Review playground and classroom safety rules with students at least once each semester, and note when you do it in your written records. Also, if any students are absent when you review the rules; contact the student(s) to review the same information and also note that contact in your written records.

Contact the Principal for Assistance

The principal should be contacted immediately when a situation exists which could cause

injury to students or others. Examples include:

1. Student fight
2. Student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern
3. Reported incident or a suspicion that a student has a weapon or other dangerous item(s), drugs, alcohol, or other illegal substances
4. Presence of an intruder (a non-student or staff member who refuses to go to the office)

Student Searches

School staff members should notify the school principal of any situation in which a student is suspected of having an item in violation of school rules. Substitute Teachers are not to conduct searches of students or their belongings unless authorized to do so for a specific situation by the school administration.

Student Rights

Students should be treated fairly and given the same treatment without consideration of

race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

TEACHERS' WORKROOM

The work room is to be kept as neat as possible. Avoid discussing individual students in the teacher's workroom. Additionally, ensure that communications in the teacher's work room are positive and conducive to a productive and effective school climate. Parents and community members often form impressions of our schools based upon the professionalism exhibited in the school offices and in the teachers' workroom and teachers' break room. Your assistance in this is greatly appreciated.

TELEPHONE

Substitute Teachers are welcome to use the school telephone. The school telephones are not to be used for personal long distance calls. School telephones are tax exempt and are to be used for official school business only. Substitute Teachers **will not** be called to the telephone during class time except in case of emergency.

VIDEOS

Although there are times when it is appropriate to use videos in the classroom, Teachers must make sound educational decisions when showing videos to students. Teachers are expected to follow these basic guidelines:

- The teacher has viewed the material in advance and in its entirety.
- The material is related to the curriculum; the teacher has articulated in the lesson plan the educational purpose for showing the film or video.
- The material is appropriate for the age of the students (including the movie rating, e.g., no "R-Rated videos."
- Written parental consent when the content or age appropriateness is unclear or undetermined.
- Comparable learning opportunities will be given to students when parents do not want their children to see a film or video.

VIDEO SURVEILLANCE

The Board of Education has authorized the use of video cameras on Hemingford School District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property; and to safeguard District facilities and equipment and to further the educational process. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies. Teachers may videotape instruction and other classroom activities to make available to students who were absent or who would like to otherwise review such content.

VISITORS

All visitors are to be directed to the principal's office. This is for the preservation of classroom order as well as to protect students and staff.

Parental interest and concern should be welcomed. However, if a visitation becomes hostile, another teacher or an administrator should be present. Be prepared to support any issues you discuss with parents with sufficient documentation. Students and school employees are not to open any doors for non-school personnel, as visitors must enter through the main doors to the building and check-in at the office. School employees have the responsibility and the right to question visitors in the building.

WORK AREA SAFETY AND ACCIDENT REPORTING

All employees share in the responsibility for maintaining a safe and healthy school environment. All staff members, more specifically, the teaching staff shall avail themselves of every possible opportunity to instruct students in the safe use and handling of any school property or equipment that could cause injury to students or school personnel. Any unsafe or unhealthy conditions in the immediate work area, building, or on the school campus should be reported immediately to the school principal. In the event of an accident to an employee, student, or visitor, the safety and care of the injured individual should be of primary concern. A written report of the incident should be made to the principal within 24 hours, if not sooner. An incident which requires the attention of medical personnel and any other incident deemed important by the principal, should be reported to the superintendent of schools.

EYE AND FACE PROTECTIVE DEVICES

Instructors or sponsors of groups using laboratories, including science, art or shop areas will be responsible for seeing that individuals or groups working with the following materials or in the following areas will wear the appropriate eye and/or face protection or other protective gear deemed appropriate:

(1) Every student and teacher in schools or other educational institutions shall be required to wear appropriate industrial-quality eye protective devices at all times while participating in or observing the following courses of instruction:

(a) Vocational, technical, industrial arts, chemical, or chemical-physical, involving exposure to:

- (i) Hot molten metals or other molten materials;
- (ii) Milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials;
- (iii) Heat treatment, tempering, or kiln firing of any metal or other materials;
- (iv) Gas or electric arc welding or other forms of welding processes;
- (v) Repair or servicing of any vehicle; or
- (vi) Caustic or explosive materials; and

(b) Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards not enumerated.

Such devices shall be furnished by the school or educational institution for all students, teachers, and visitors to shops and laboratories of such institutions. Teachers are

directed to ensure that the proper devices are available and in use prior to any instruction or observation.

(2) For purposes of this section, unless the context otherwise requires, industrial-quality eye protective devices means devices which meet the standard of the American National Standard Practice for Occupational and Educational Eye and Face Protection, Z 87.1(1979) as approved by the American National Standards Institute, Inc.

SELECTED BOARD POLICIES

EMPLOYEE GRIEVANCES - 0402.05

School employees are encouraged to solve difficulties and problems within the school or department in which they are employed. In the event that a difficulty or grievance cannot be settled within the school or department, the employee is encouraged to bring the matter to the attention of the district administrator in charge of certificated personnel. This grievance procedure serves to secure, at the lowest possible administrative or supervisory level, proper and equitable solutions to grievance, and to guarantee orderly succession of procedures within which solutions may be pursued. School personnel are encouraged to ask their immediate supervisor for assistance on any matters that relate to their duties.

It will be incumbent upon all district employees to follow these procedures to settle their grievances. Within this general framework the following specific purposes are to be served by this grievance procedure:

1. To ensure that a complaint is considered fairly, with all due speed and without prejudice or reprisal to the aggrieved person.
2. To encourage teacher expression regarding conditions that affects him or her professionally.
3. To provide a specific procedure that will facilitate the understanding of district policies that affect teachers.
4. To build confidence in the sincerity and integrity of the procedure as a means to establish the facts upon which a grievance is based and a fair conclusion is reached.

Nothing in this policy shall contradict the requirements stated in the Negotiated Contract between employees in that certified collective bargaining unit and the board.

Cross Reference:

301.04 Communication Channels

STAFF CONDUCT WITH STUDENTS - 0402.15

The Board expects all staff members, including teachers, coaches, counselors, administrators, and others to maintain the highest professional, moral, and ethical standards in their conduct with students. For the purposes of this policy, staff members also include school volunteers. The term “students” excludes a staff member’s immediate family members.

The interactions and relationships between staff members and students should be based upon mutual respect and trust; an understanding of the appropriate boundaries between adults and students in and outside of the educational setting; and consistency with the educational mission of the schools.

Staff members are expected to be sensitive to the appearance of impropriety in their conduct with students. Staff members are encouraged to discuss issues with their building administrator or supervisor whenever they are unsure whether particular conduct may constitute a violation of this policy.

Unacceptable Conduct

Examples of unacceptable conduct by staff members include but are not limited to the following:

- Any type of sexual or inappropriate physical contact with students or any other conduct that might be considered harassment under the Board's policy on Harassment By Employees;
- Singling out a particular student or students for personal attention and friendship beyond the normal teacher-student relationship;
- Associating with students in any situation or activity that includes the presence of alcohol, drugs, or tobacco or that could be considered sexually suggestive;
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to be supportive but to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance;
- Sending students on personal errands;
- Sexual banter, allusions, jokes, or innuendos with students;

- Asking a student to keep a secret;
- Disclosing personal, sexual, family, employment concerns, or other private matters to one or more students;
- Addressing students with terms of endearment, pet names, or otherwise in an overly familiar manner; and
- Permitting students to address you by your first name, nickname or otherwise in an overly familiar manner.
- Being alone with individual students by closing a room door except when dealing with issues of health by appropriate personnel, or being alone with individual students outside of normal school hours;
- Maintaining personal contact with a student outside of school by phone, email, Instant Messenger or Internet chat rooms, social networking websites, or letters (beyond homework or other legitimate school business);
- Exchanging personal gifts (beyond the customary student teacher gifts); and/or
- Socializing or spending time with students (including but not limited to activities such as going out for meals or movies, shopping, traveling, and recreational activities) outside of school sponsored events or except as participants in organized community activities.

Students and/or their parents/guardians are strongly encouraged to notify the principal if they believe a teacher or other staff member may be engaging in conduct that violates this policy.

Staff members are required to notify promptly the principal or superintendent if they become aware of a situation that may constitute a violation of this policy.

Staff violations of this policy may result in disciplinary action up to and including dismissal. Violations involving sexual or other abuse will also result in referral to the Department of Health and Human Services and/or law enforcement in accordance with the Board's policy on Child Abuse Reporting.

Every report of alleged violations of this policy that can be interpreted at the outset to fall within the protections of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of an ongoing investigation of this policy, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly

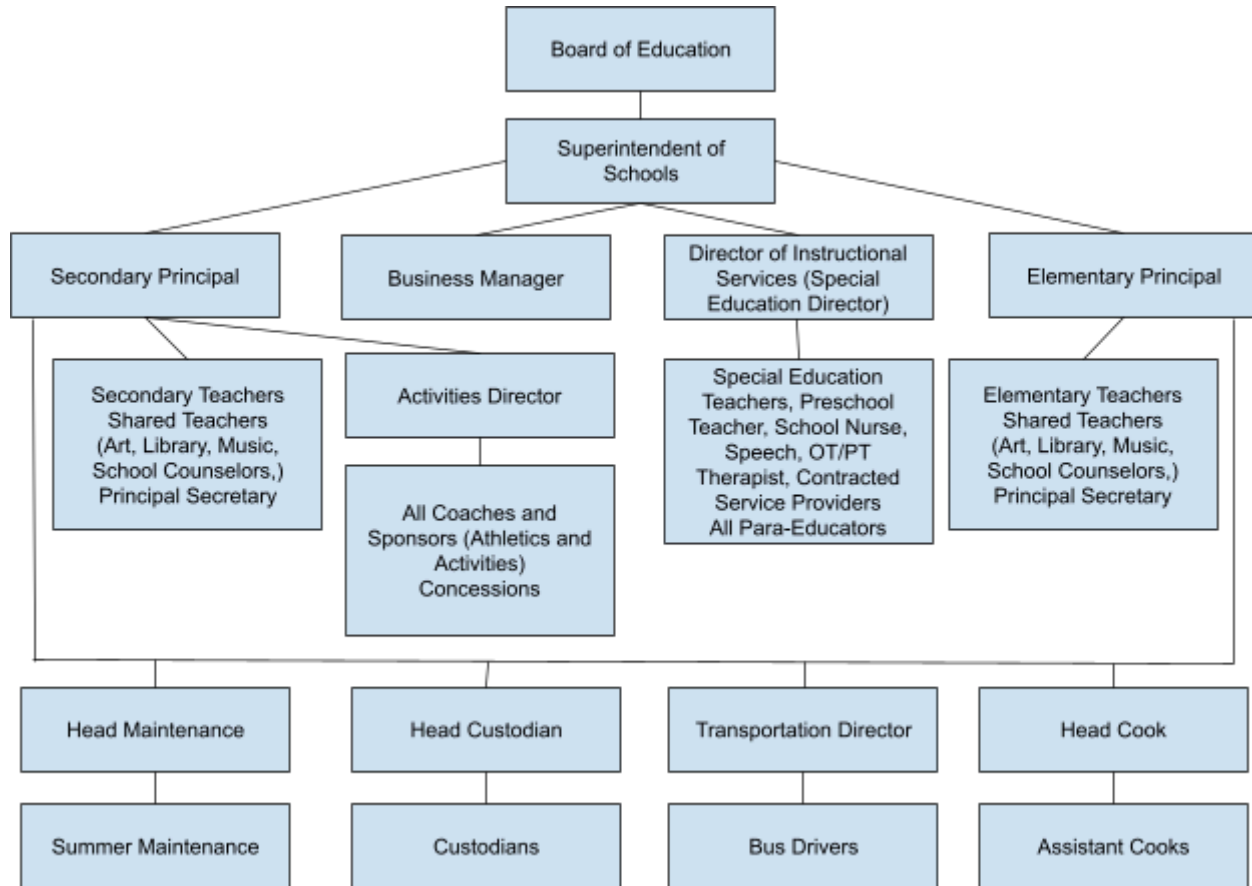
and concurrently to address the issues of alleged discrimination as well as the incidents of alleged violations of this policy.

This policy shall be included in future employee, student and volunteer handbooks.

APPENDIX A: CHAIN OF COMMAND, CONFLICT RESOLUTION, AND COMMUNICATION

HEMINGFORD PUBLIC SCHOOLS

Chain of Command



Directives for School Personnel

Conflict Resolution Responsibilities:

All school employees have a responsibility to ensure individuals are directed to the appropriate source for resolving their conflicts. If people complain about decisions, practices, or staff members, direct them to the person with whom they have an issue. If they have already addressed the issue with that person, guide them to the next level in the chain of command. Avoid sympathizing with those who do not follow proper channels, as this erodes trust and undermines effective team dynamics.

Speaking Well of Others:

Except during necessary evaluations or assessments, school employees are to avoid making unkind or critical remarks about any employee, student, parent, or administrator. Blaming others when things do not go well erodes trust and undermines the collaborative culture in our schools.

How to Effectively Communicate with Our School Team

When students, parents, or community members need to work through questions or issues, it is essential to know whom to contact. This document outlines the appropriate contacts for various matters, starting with the first person listed. Most issues can be resolved at this initial level. If necessary, appointments can be made with the next person in the chain of command.

Matters involving student schedules and course placement:

1. Classroom Teacher
2. School Counselor
3. Principal
4. Superintendent

Matters involving instruction/curriculum:

1. Classroom Teacher
2. Principal
3. Superintendent

Matters involving student activities:

1. Coach/Sponsor (wait 24 hours after the activity to contact)
2. Activities Director
3. Secondary Principal
4. Superintendent

Matters involving student discipline:

1. Classroom Teacher and Special Education Teacher (if the student has an IEP)
2. Principal
3. Special Education Director (if the student has an IEP)
4. Superintendent

Matters involving transportation:

1. Bus Driver
2. Transportation Director
3. Activities Director (if related to activities)
4. Principal
5. Superintendent

Matters involving school nutrition:

1. Head Cook
2. Elementary Principal
3. Superintendent

Matters involving student physical health:

1. School Nurse
2. Building Principal
3. Superintendent

Matters involving student mental health:

1. School Counselor
2. Building Principal
3. Mental Health Professional (LMHP or School Psychologist)
4. Superintendent

Matters involving facilities:

1. Building Custodian
2. Head Custodian or Head of Maintenance (whichever is applicable)
3. Building Principal
4. Superintendent

Matters involving technology:

1. Classroom Teacher
2. Technology Coordinator
3. Building Principal
4. Superintendent

Matters involving attendance:

1. Classroom Teacher
2. Building Principal
3. Superintendent

Matters regarding students in the SAT Process or 504 Plans:

1. Classroom Teacher
2. School Counselor
3. School Nurse (if 504 plan is health-related)
4. Principal
5. Special Education Director
6. Superintendent

Matters regarding students with disabilities involving general education:

1. Classroom Teacher and Special Education Teacher
2. Principal

3. Special Education Director
4. Superintendent

Matters regarding students with disabilities involving special education:

1. Classroom Teacher and Special Education Teacher
2. Principal
3. Special Education Director
4. Superintendent

Matters involving school safety/security:

1. Safety Committee Chair
2. Principal
3. Superintendent

Thank you in advance for partnering with our team to find effective ways to meet the educational needs of our students.

Conflict Resolution Steps

Five Steps:

1. **Identify the source of the conflict:** Go directly to the source to seek resolution.
2. **Look beyond the incident:** Understand the broader context and underlying issues.
3. **Request solutions:** Write down the specific solution you are seeking and share it with the person involved.
4. **Identify solutions both disputants can support:** Find common ground and mutually agreeable solutions.
5. **Agreement:** Reach a final agreement that resolves the conflict.

Additional Guidelines:

- Address the person directly in a respectful and constructive manner.
- Arrange meetings in a place free of distractions, possibly with a mediator or facilitator if needed.
- Consider using a hearing officer or mediation framework for more complex conflicts.
- Encourage all parties to participate in good faith and with a collaborative mindset.

Hemingford Public Schools

Administrative Reports to Board of Education

July 15, 2024

Mr. Arneson
HES Enrollment

Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Total
16	28	24	23	25	40	28	31	215

Strategic Plan:

- I attended the first in-person training for Restorative Practices. There are several Zoom meetings and another in-person training throughout this year.
- The majority of our consumable textbooks were delivered on Friday. Just for a fun fact, it was two pallets totaling 3250 lb worth of books.
- Curriculum Timeline (See Attached document) I've started a document to help with curriculum material adoption. It'll help us keep track of when
- This Fall we'll be starting a student savings bank called "Bobcat Branch" The grand opening/ribbon cutting will be on October 10. We want to make this a big event. I invite any of the board members to attend if able. (See attachment for logos and branding)

Assessment:

- No Report

Personnel:

- No Report

Upcoming Events:

- Open House night on August 13
- First Day of School on August 15

Mrs. Plog

Special Education Numbers - From SRS (Student Records System) Current as of 5/12/24

Birth-3
1

Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	(B-6th) Total
7	3	9	6	6	3	4	7	46

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	12+ (To age 21)	(7-12+) Total
2	8	7	4	6	0	0	27

Total Enrollment in PowerSchool - 396

Total Special Education Students - 73

Special Education Percentage - 18.4%

State Average- 16% (NDE State Education Profile as of 2022-2023, the most recent data year available)

- The special education numbers shown are taken from our SRS system (Student Record System). SRS is the system that the majority of Nebraska school districts use for all special education paperwork, including IEPs, MDTs, etc. One nice feature of SRS is that we can instantly transfer all the special education paperwork electronically to any other Nebraska school using the SRS system which leads to an easier transition for our students moving to other school districts and entering our school district. Omaha and Lincoln do not use the SRS system, so any students transferring from those districts or out-of-state require manual data entry before holding the initial Hemingford IEP meeting. *From SRS: The state reporting is due June 30, 2024. The roll up will follow. The tentative date is July 8, 2024. Once NDE is done processing, then we will be able to roll up the grades and post a note here.* SRS has not completed the grade roll-up yet, so the information shows the grade levels from the 2023-2024 school year.
- On Thursday, July 11, 2024, Kristy Hanks and I worked on the Maintenance of Effort (MOE) Eligibility Report and the 2024-2025 IDEA Consolidated Grant Application, and these required reports have been submitted. We anticipate receiving \$84,067 in Part B 611 Base/Enrollment Poverty Federal Special Education Funds, \$3,615 in Part B 619 Preschool Federal Special Education Funds, and \$2,432 in Federal IDEA Non-Public (Homeschool) funds. The paperwork required for these federal funds continues to

increase every year—many thanks to Kristy Hanks for her hard work in keeping the accounting side of things accurate.

- On June 19-21, 2024, Mr. Arneson, Sam Gilkerson, Gina Jespersen, and I attended Cohort 1 of the MTSS Foundational Restorative Practices Training Series. This training was very intense, and the four of us discussed ways that we can incorporate the strategies into the next school year to create a deeper sense of community and belonging with our students and staff. Bridget Johnston plans to attend the training in October.
- Administrator Days will be here before we know it with our team leaving on July 23. Dr. Miller, Mr. Arneson, and I will be presenting a session with Dr. Julie Downing titled, “Building Foundations for Team Success: Growing Leaders with SEED.” We will discuss the work we have completed with Dr. Downing, part of which led to updating our evaluation process and the curriculum work done with the teachers throughout the 2023-2024 school year.
- I will be at the August school board meeting, but as always feel free to contact me anytime with additional questions or concerns. My email is mplog@gubn.org and my cell phone is 308-760-5958. Have a great summer!



NEBRASKA BANK NEBRASKA BANK NEBRASKA BANK
BOBCAT BRANCH BOBCAT BRANCH BOBCAT BRANCH

**SCHOOL DISTRICT
CENSUS REPORT
2024**

NDE 02-023
Data Submitted : 7/1/2024
Date Final: July 20

County-District Number:	District Name:	District City:	Class of District:
07-0010-000	HEMINGFORDPUBLIC SCHOOLS	HEMINGFORD	3

This is the school district's official consolidated census report of children. Please refer to Section 79-528(1) of the Nebraska Revised Statutes for the state requirements in completing this form. The purpose of this form is to report the count of children age five through eighteen years by age, county and school district in which they reside on June 30. Please keep a copy for your files.

Age	COUNTY NAMES AND NUMBERS						
	BOX BUTTE 07	DAWES 23	SHERIDAN 81				
Age 5	21	5	0				
Age 6	21	1	0				
Age 7	20	2	0				
Age 8	21	1	0				
Age 9	26	4	0				
Age 10	17	1	0				
Age 11	30	2	0				
Age 12	24	3	0				
Age 13	21	3	0				
Age 14	16	6	0				
Age 15	18	3	0				
Age 16	32	3	1				
Age 17	21	3	0				
Age 18	29	4	1				
Total	317	41	2				

District Total Census		
Total Current	Total Prior	Total Difference
360	349	11
3.15% of change		

This document is for district files. Do not submit hard copy to NDE.

Superintendent's Report

July 15, 2024

Secondary School Projected Enrollment

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total
37	22	30	29	33	24	175
+1					+1	+2

Mission/Vision/Goals

- We continue to work on developing the in-service agenda for back-to-school. As you will recall, we are scheduled for training with McREL on evidence-based instructional practices (in alignment with our school improvement goal regarding the use of evidence-based practices). This training is scheduled for August 12 and 13, with a follow-up date tentatively scheduled for January 6, 2025. Here is a link to DRAFT agenda for the first few days back: [2024-2025 Tentative Inservice Agenda](#)

Policy

- I appreciate your consideration of the conflict resolution concepts for the handbooks. I think we need to continue to pursue some continuity with policies. If you have ideas for the best alignment of policies and conflict resolution/management, please share your thoughts.
- Schools across the country are having discussions and making policy changes regarding student cell phones. I would encourage our team to consider how those policies impact teachers and students as schools adjust.
- We have been working with Marissa Curtiss to collaborate on student attendance/truancy and procedures for reporting suspected law violations by students. Her perspectives and insights have been helpful.

Budget Planning and Management

- Kristy will attend the NDE budget work session in North Platte tomorrow. I look forward to working with her on the budget over the next few weeks as we prepare to close-out this fiscal year and plan for the next one.
- The work on the phone/intercom system is mostly complete. Once we have students and staff back in the buildings, I am sure we will need to make some additional adjustments, but I am glad this project is coming close to completion.

Educational Leadership

- Earlier this month, I met with our business education teachers, our counselors, and our JAG teacher (Mr. Vogel) to do some initial planning and coordination. I am excited about the possibilities for our students with these programs.

Organizational and Cultural Leadership

- I appreciate Mrs. Frost and the Culture and Climate Committee. They are in the process of doing some planning for the upcoming school year. Their efforts are appreciated.

Professional Leadership

- I have shared concerns with our staff about the importance of trying to facilitate community communication with our staff when there are concerns. If you have ideas about how to get people to connect with our staff when they need help, please let me know.

Community Relations

- We are starting the process of planning for our Open House. Last year we invited several community organizations/businesses to participate. I have had a few reach out already regarding the evening.
- We are continuing to partner with Nebraska Bank for the Bobcat Branch savings bank. We anticipate having the bank set-up at open house for people to see and learn more about the program.

Board-Superintendent Relations

- The Area Membership Meeting in Gering will be held on August 21st. Please let me know if you would like me to register you.

Strategic Plan (Highlights)

- Reporting order on these Principles is based on the Prioritization Summary:
 - **Guiding Principle III: Student and Staff Well-Being**
 - During our work as part of the ESU#13 mental health grant, we were able to put together some baseline information for MTSS-SELB. I anticipate that work will continue over the next year and be helpful as we continue to promote student and staff well-being.
 - Thank you for considering our counselors' additional request for the counseling curricular materials along with the request to improve the Red Zone with round tables.
 - **Guiding Principle I: Student-Centered Learning**
 - We are planning on several dual-credit opportunities for our students this coming year. In particular, Mrs. Raben, Mr. Gomez, and Mrs. Kluver are all planning to offer dual-credit learning opportunities to our students in addition to other online opportunities.
 - **Guiding Principle IV: Communication and Engagement**
 - We will be doing some re-imagining of the Bobcat Bits. If you have ideas about information that should be included each month, please send those ideas to me.
 - We have a large class for 7th-grade orientation. I anticipate we will hold orientation at either South Campus or the gym.
 - **Guiding Principal II: Personnel Effectiveness**

- I look forward to working with our team to implement the updated evaluation procedures. I have appreciated the input from our staff in the process.
- **Guiding Principal V: District Resources**
 - We will be closely watching any developments around the upcoming special legislative session and the impact that might have on our school district.

Planned Professional Travel

- Administrators' Days - Kearney (July 23-26)
- University of Nebraska President's Advisory Council - Omaha (August 22)
- I plan to attend student activities as my schedule allows.

Board Reminders (from the Contract with the Superintendent)

- **Evaluation.** The Board shall evaluate the Superintendent twice during the Superintendent's first year of employment and at least once each year thereafter. The first evaluation during the first year of employment and the yearly evaluations after the first year of employment shall occur no later than the regular November meeting. The Superintendent shall: remind the Board members in writing of this provision no later than its regular October meeting; make the Superintendent evaluation an agenda item for the regular November Board meeting during each year of this contract; and provide the Board members with the written evaluation instrument that is on file with the Nebraska Department of Education.
- **Renewal of Contract.** If a Board representative does not inform the Superintendent in writing on or before the seventh day after the regular December 2024 board meeting (and each December thereafter) of the Board's intention to consider the nonrenewal or amendment of this contract, the contract will automatically renew for a period of one year from and after the expiration date provided in Section 1 of this contract. The Superintendent shall remind the Board in writing of this provision no later than its regular November meeting of each year of this contract and shall make the renewal of the Superintendent's employment contract an agenda item for the regular December board meeting during each year of this contract. At the time of each contract renewal and/or amendment, the Superintendent shall be responsible for taking all necessary steps to ensure that the District has complied with the Superintendent Pay Transparency Act.

Leave Log

- I have used 17 days of PTO leave (August 11 and 18, October 30 and 31, and November 3, December 4th, December 13, December 15th, February 7th, March 13th ½, April 8th, 9th, May 13th, 16th, June 14, June 17 ½, June 21st, June 26th). I had 12 PTO Days Remaining in the contract year ending June 30th. For the current year, I have 25 PTO days, plus the 12 from the prior year for a starting balance of 37. I used PTO on July 5th. The current balance is 36 days. I plan to take 4 additional days in July (the rest of this week).

Hemingford Public School District # 10 Policy review schedule : Adopted January 2024

January 2024	section 100 : 0100 - 0104.01 end	8 policies total
February 2024	section 200 : 0200.00 - 0204.01	25 policies total
March 2024	section 200 : 0204.02 - 0206.05 end	25 policies total
April 2024	section 300 : In full	27 policies total
May 2024	section 400 : 0400 - 0403.07	27 policies total
June 2024	section 400 : 0403.08 - 0406.09	27 policies total
July 2024	section 400 : 0406.50 - 0411.53	27 policies total
August 2024	section 400 : 0412.01 - 014305_ end	28 policies total
September 2024	section 500 : 0500 - 0504.04	26 policies total
October 2024	section 500 : 0504.04R1 - 0504.23	26 policies total
November 2024	section 500 : 0504.24 - 0508.01	26 policies total
December 2024	section 500 : 0508.01E1 - 050801E4_ end	25 policies total
January 2025	section 600 : 0600 - 0605.06	27 policies total
February 2025	section 600 : 0605.07 - 0610.02	26 policies total
March 2025	section 600 : 0611.01 - 0612.17 end	26 policies total
April 2025	section 700 : 0700 - 0705.02	18 policies total
May 2025	section 700 : 0705.03 - 0716.00 end	18 policies total
June 2025	section 800 : In full	27 policies total
July 2025	section 900 : In full	26 policies total
August 2025	section 1000 : In full	23 policies total