

## Board of Education Regular Meeting

Wednesday, August 13, 2014 6:30 PM

Prague School  
212 South Madison Street  
Brainard, NE 68626-0036

### 1. Call Meeting To Order

### 2. Roll Call

### 3. Flag Salute

### 4. Approve Agenda

Motion to approve the agenda as presented Passed with a motion by Marlene Wade and a second by Dan Zysset.

Rhonda Bergman: Yea, Jan Bostelman: Yea, Mark Janak: Yea, Megan Kozisek: Yea, Chris Rezac: Yea, Kim TePoel: Yea, Marlene Wade: Yea, Dan Zysset: Yea

### 5. Patron's Comments

### 6. Informational Items

#### 6.1. "Effective School Boards" book discussion

#### 6.2. Proposed Budget

#### 6.3. Committee Reports

#### 6.4. Walk Through Teacher Observation procedure

#### 6.5. TeamMates mentoring program update

#### 6.6. Information and input regarding East Butler Public Schools web presence

#### 6.7. 5 year plan for updates to the Industrial Technology/Agricultural facilities

#### 6.8. Ongoing Prague Facilities Discussion

### 7. Consent Agenda

Motion to approve the consent agenda as presented Passed with a motion by Marlene Wade and a second by Rhonda Bergman.

Rhonda Bergman: Yea, Jan Bostelman: Yea, Mark Janak: Yea, Megan Kozisek: Yea, Chris Rezac: Yea, Kim TePoel: Yea, Marlene Wade: Yea, Dan Zysset: Yea

7.1. Approval of Minutes

7.2. Treasurer's Report

8. Regular Agenda

8.1. Board Policy Update from Perry, Guthery, Haase & Gessford, P.C., L.L.O.

8.2. Propane Bids

Motion to approve propane bid from Frontier Coop at \$1.339 a gallon for 45,000 gallons. Musil Propane - prepay not to exceed 1.499. Passed with a motion by Marlene Wade and a second by Mark Janak.

Rhonda Bergman: Yea, Jan Bostelman: Yea, Mark Janak: Yea, Megan Kozisek: Yea, Chris Rezac: Yea, Kim TePoel: Yea, Marlene Wade: Yea, Dan Zysset: Yea

8.3. Bids for sale of East Butler Industrial Technology equipment

8.4. Board Goal Setting

8.5. Sub Pay

Motion to approve substitute teacher pay at \$105.00 per day. Passed with a motion by Marlene Wade and a second by Dan Zysset.

Rhonda Bergman: Yea, Jan Bostelman: Yea, Mark Janak: Yea, Megan Kozisek: Yea, Chris Rezac: Yea, Kim TePoel: Yea, Marlene Wade: Yea, Dan Zysset: Yea

9. Administrative Comments

9.1. "What is our niche?"

10. Items for next Meeting

11. Adjournment

Motion to adjourn at 9:07 P.M. Passed with a motion by Kim TePoel and a second by Mark Janak.

Rhonda Bergman: Yea, Jan Bostelman: Yea, Mark Janak: Yea, Megan Kozisek: Yea, Chris Rezac: Yea, Kim TePoel: Yea, Marlene Wade: Yea, Dan Zysset: Yea

John M. Guthery\*  
Thomas M. Haase  
James B. Gessford  
Rex R. Schultze\*\*\*  
Daniel F. Kaplan  
Gregory H. Perry  
Joseph F. Bachmann\*  
R.J. Shortridge\*  
Jeanette Stull  
Corey L. Stull\*  
Joshua J. Schauer \*  
Shawn P. Dontigney  
Derek A. Aldridge\*\*  
Justin J. Knight



Of Counsel  
Richard D. Sievers

\*Also Admitted in Iowa  
\*\*Also Admitted in Kansas  
\*\*\*Also Admitted in Wyoming

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

## Perry Law Firm 2014 Annual Policy Update Service

**To:** Norm Ronell, Administrator, ESU 7  
**From:** Gregory H. Perry and Rex R. Schultze  
**Date:** May 7, 2014

This is the 2014 Annual Policy Update.

### 1. Policies 1120 and 5101—E-Cigarettes

In response to the prevalence of e-cigarettes, we have amended Policy 1120 and 5101 (student discipline) to prohibit this product from being used on school grounds and to prohibit its use by students.

We note that LB 863 amended 28-1418 so as to make it criminal for a minor to “smoke cigarettes or cigars, use vapor products or alternative nicotine products, or use tobacco in any form.” The offense is a Class V misdemeanor. A minor who is charged with a violation of this statute may avoid prosecution by giving the prosecutor evidence to convict the person who sold or provided him or her with the product.

### 2. Policy 3540—Construction

Neb. Rev. Stat. §81-3445 was amended in 2011 to increase the dollar amount for construction projects which require supervision by an architect or engineer. Policy 3540 has been amended to reflect that change.

### 3. Policy 5008—Attendance

LB 464 amended the attendance (truancy) statute (79-209). We have provided a revised Policy 5008 in response to the law change. A redlined version showing changes from the previous policy is also provided.

The law requires that the policy be “developed and annually reviewed in collaboration with the county attorney of the county in which the principal office of the school district is located.” We have prepared a sample county attorney letter to be used to document a district’s efforts to engage in the required collaboration.

As noted, the policy is to be reviewed annually. We have included a sample notice, agenda, and minutes for a board meeting at which the four policies which require annual hearings or reviews would occur.

The law requires that, when a student has excessive absences (defined in the policy as 5 unexcused absences in a quarter), communication be made with the persons who have legal or actual charge or control of the child, and that a meeting or meetings be held. A “collaborative plan” to improve regular attendance is to be developed as a result of the meeting or meetings. We have included a sample collaborative plan. It is provided as a writeable pdf. We have also provided a Word version, so districts may modify the plan if they so choose.

#### **4. Policy—5208—High School Credits**

NDE Rule 10, section 3.05B, provides: “School systems may adopt a policy allowing 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.”

While the foregoing provision has been in Rule 10 for some time, many schools do not have a policy on the subject. As such, we have prepared Policy 5208.

#### **5. 5417—School Wellness (No Policy Update; Adoption of Regulation Pending)**

The Nutrition School Lunch Act was amended in 2010 to authorize the Secretary to establish regulations related to local wellness policies. 42 USC section 1758b.

The Secretary has issued proposed regulations as required by the 2010 amendment. However, the regulation has not yet been adopted. The public comment period recently ended. When the regulation is adopted, we will revise our wellness policy template to be in compliance.

For more information, you may visit the following sites:

<http://www.fns.usda.gov/tn/local-school-wellness-policy>

<https://www.federalregister.gov/articles/2014/02/26/2014-04100/local-school-wellness-policy-implementation-under-the-healthy-hunger-free-kids-act-of-2010#h-7>

#### **6. 5506—Safe Pupil Transportation Plan**

NDE Rule 91 was amended effective November 2012 to add the following to the required contents of a safe pupil transportation plan: “006.02A8 Driver procedures in the event that the drop-off location is uncertain or appears unsafe to leave students.”

The revised Policy 5506 adds provisions to meet this requirement.

**7. Policy 6212—Academic Standards (No Policy Update; Adoption of Standards is Pending)**

The statute related to adoption of state standards, 79-760.02, provides that districts are required to adopt academic content standards in the subject areas of reading, writing, mathematics, science, and social studies in accordance with timelines established by the State Board of Education, but in no event later than one year following the adoption or modification of state standards.

The NDE has released proposed revised language arts standards. However, the revised standards have not yet been adopted. We will provide an amended Policy 6212 to incorporate the revised language arts standards once those standards are adopted by the State Board.

We note that NDE adopted Fine Arts standards on February 4, 2014. Districts may, but are not required to, adopt those standards as part of Policy 6212. Since the action is not mandatory, we have not provided a revised Policy 6212 with this update.

**8. Policy 6283—Concussions**

LB 923 amended the concussion statutes (71-9103 to 71-9106) to add the requirement that schools: “Establish a return to learn protocol for students that have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned 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 revised Policy 6283 adds provisions to meet this requirement. In addition, we have included a return to learn protocol. The protocol incorporates the NDE’s concussion protocol materials which consist of a guidance entitled “Bridging the Gap from Concussion to the Classroom,” and an accompanying Appendix. Those NDE materials are provided with this update, as well.

We note that LB 923 also provides for suicide prevention training, as follows:

Beginning in school year 2015-16, all public school nurses, teachers, counselors, school psychologists, administrators, school social workers, and any other appropriate personnel shall receive at least one hour of suicide awareness and prevention training each year. This training shall be provided within the framework of existing inservice training programs offered by the State Department of Education or as part of required professional development activities.

Under LB 923, the Department of Education is to develop a list of approved training materials for schools to use.

**9. Policy 6285—Middle School Sports**

Nebraska School Activities Association Middle Level Activities Bylaws, Article 9, provides: “Each school shall adopt and enforce a scholastic eligibility rule for seventh and eighth grades. That local scholastic policy shall govern students for seventh and eighth grade interscholastic competition.”

Policy 6285 has been amended to include the scholastic eligibility rule. The standards in the policy are the same as those that each particular district has established for its high school students, and for those schools without standards, the same as the NSAA standards. Districts are free to enact different standards if they wish.

## **10. Notices—Superintendent Pay Transparency**

LB 470, the Superintendent Pay Transparency Act, included an emergency clause, making it effective February 14, 2014. However, the Act also includes a provision that the operative date of the law be July 1, 2014. As a result, the notice requirements of the Act are not applicable to contracts and contract amendments that were approved by school boards and ESUs prior to July 1, 2014.

The Act applies to contracts of Superintendents and ESU Administrators. The Act requires:

1. at least three (3) days prior to the school board meeting at which the proposed contract or amendment will be considered, publication of the contract or amendment along with publication of “a reasonable estimate and description of all current and future costs to the school district if the proposed contract were to be approved”;
2. within two (2) days after the school board meeting at which the contract was approved, publication of the contract along with publication of “a reasonable estimate and description of all current and future costs to the school district that will be incurred as a result of such contract”; and
3. filing the contract with NDE prior to August 1<sup>st</sup>.

The publications may be made on the district’s or ESU’s webpage.

We have prepared Notices which include the estimated costs of a Superintendent contract. We have attempted to identify all of the items that are regularly included in Superintendent contracts. Districts and ESUs should modify the Notices as needed to adjust for any costs not included in the form Notices.

We anticipate that NDE and the State Auditor will give guidance in the future on the type of costs that are actually required to be published and to be identified in budget statements. The Notices may need to be conformed once such guidance is issued.

## **11. Criminal History—Job Applications**

LB 907 prohibits public employers from asking an applicant for employment to disclose information concerning the applicant’s criminal record or history, until the employer has determined the applicant meets the minimum employment qualifications. An exception exists for school districts and ESUs to ask an applicant’s criminal record or history relating to “sexual or physical abuse.”

We have included revised classified and certificated job applications that comply with the new restrictions. Redlined versions have also been included to show the revisions that have been made.

Once a district has determined that the applicant meets minimum qualifications, the applicant may be asked about his or her criminal history beyond sexual and physical abuse. We have provided a sample personal disclosure form for this purpose. It is provided as a writeable pdf. We have also provided a Word version, so districts may modify the form if they so choose. Again, do not request an applicant to complete this form until the district has determined that the applicant meets minimum qualifications.

Also, districts should be aware that the EEOC and courts have recognized that Title VII prohibits a criminal history being used in a manner that would be discriminatory against the applicant on the basis of race or national origin. See [http://www.eeoc.gov/laws/guidance/arrest\\_conviction.cfm](http://www.eeoc.gov/laws/guidance/arrest_conviction.cfm) for further details.

### **Conclusion**

If you need anything further with regard to these documents or have questions, please contact either Greg ([gperry@perrylawfirm.com](mailto:gperry@perrylawfirm.com)) or Rex ([rschultze@perrylawfirm.com](mailto:rschultze@perrylawfirm.com)).

School Districts that receive this Memo and the enclosures should consult with their school attorney for independent legal advice.

**Superintendent Pay Transparency Notice—Proposed Contract or Amendment**

Notice is hereby given that \_\_\_\_\_ Schools has approval of a proposed Superintendent employment contract on its agenda for the meeting to be held on \_\_\_\_\_, 201\_ at \_\_\_\_\_ p.m. at \_\_\_\_\_, \_\_\_\_\_, Nebraska. The estimated costs to the District if the proposed contract is approved are:

**Fill In Highlighted Items, if applicable:**

Year 1

	Employer Share	Miscellaneous
Salary	\$0.00	
SS*	0.00	Adjust if salary exceeds \$117,000.
Medicare - 1.45%	0.00	
Retirement - 9.8778%	0.00	
Annuity		
NCSA Dues		\$335 in 2014
AASA Dues		\$436 in 2014; \$195 if fewer than 350 students
Fringe Benefit/Cafeteria Plan Stipend		
Health Insurance		
Dental Insurance		
LTD (% rate of salary+benefits)   0.3	0.00	
Life		
Cell Phone		
Relocation Reimbursement		
<b>Total Cost to School District</b>	<b>\$0.00</b>	

\*Maximum Amount, subject to Superintendent elections under the School District's Section 125 Plan.

\*\*At B19, you must insert the correct LTD rate for the School District.

**Fill In Highlighted Items, if applicable:**

Year 2

	Employer Share	Miscellaneous
Salary	\$0.00	
SS*	0.00	Adjust if salary exceeds \$117,000.
Medicare - 1.45%	0.00	
Retirement - 9.8778%	0.00	
Annuity		
NCSA Dues		\$335 in 2014
AASA Dues		\$436 in 2014; \$195 if fewer than 350 students
Fringe Benefit/Cafeteria Plan Stipend		
Health Insurance		
Dental Insurance		
LTD (% rate of salary+benefits)   0.3	0.00	
Life		
Cell Phone		
Relocation Reimbursement		
<b>Total Cost to School District</b>	<b>\$0.00</b>	

\*Maximum Amount, subject to Superintendent elections under the School District's Section 125 Plan.

\*\*At B43, you must insert the correct LTD rate for the School District.

Fill In Highlighted Items, if applicable:

Year 3

	Employer Share	Miscellaneous
Salary	\$0.00	
SS*	0.00	Adjust if salary exceeds \$117,000.
Medicare - 1.45%	0.00	
Retirement - 9.8778%	0.00	
Annuity		
NCSA Dues		\$335 in 2014
AASA Dues		\$436 in 2014; \$195 if fewer than 350 students
Fringe Benefit/Cafeteria Plan Stipend		
Health Insurance		
Dental Insurance		
LTD (% rate of salary+benefits)	0.3	0.00
Life		
Cell Phone		
Relocation Reimbursement		
<b>Total Cost to School District</b>	<b>\$0.00</b>	

\*Maximum Amount, subject to Superintendent elections under the School District's Section 125 Plan.

\*\*At B67, you must insert the correct LTD rate for the School District.

**Superintendent Pay Transparency Notice—Approved Contract or Amendment**

Notice is hereby given that the Board of Education has approved a Superintendent employment contract. The estimated costs to the District if the proposed contract is approved are:

**Fill In Highlighted Items, if applicable:**

Year 1

	Employer Share	Miscellaneous
Salary	\$0.00	
SS*	0.00	Adjust if salary exceeds \$117,000.
Medicare - 1.45%	0.00	
Retirement - 9.8778%	0.00	
Annuity		
NCSA Dues		\$335 in 2014
AASA Dues		\$436 in 2014; \$195 if fewer than 350 students
Fringe Benefit/Cafeteria Plan Stipend		
Health Insurance		
Dental Insurance		
LTD * (% rate of salary+benefits)   0.3	0.00	
Life		
Cell Phone		
Relocation Reimbursement		
<b>Total Cost to School District</b>	<b>\$0.00</b>	

\*At B20, you must insert the correct LTD rate for the School District.

**Fill In Highlighted Items, if applicable:**

Year 2

	Employer Share	Miscellaneous
Salary	\$0.00	
SS*	0.00	Adjust if salary exceeds \$117,000.
Medicare - 1.45%	0.00	
Retirement - 9.8778%	0.00	
Annuity		
NCSA Dues		\$335 in 2014
AASA Dues		\$436 in 2014; \$195 if fewer than 350 students
Fringe Benefit/Cafeteria Plan Stipend		
Health Insurance		
Dental Insurance		
LTD * (% rate of salary+benefits)   0.3	0.00	
Life		
Cell Phone		
Relocation Reimbursement		
<b>Total Cost to School District</b>	<b>\$0.00</b>	

\*At B44, you must insert the correct LTD rate for the School District.

**Fill In Highlighted Items, if applicable:**

Year 3

	Employer Share	Miscellaneous
Salary	\$0.00	
SS*	0.00	Adjust if salary exceeds \$117,000.
Medicare - 1.45%	0.00	
Retirement - 9.8778%	0.00	
Annuity		
NCSA Dues		\$335 in 2014
AASA Dues		\$436 in 2014; \$195 if fewer than 350 students
Fringe Benefit/Cafeteria Plan Stipend		
Health Insurance		
Dental Insurance		
LTD * (% rate of salary+benefits)	0.3	0.00
Life		
Cell Phone		
Relocation Reimbursement		
<b>Total Cost to School District</b>	<b>\$0.00</b>	

\*At B68, you must insert the correct LTD rate for the School District.

Community RelationsTobacco Policy

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

Legal Reference: Neb. Rev. Stat. §§ 71-5716 to 5734 (Nebraska Clean Indoor Air Act)

Date of Adoption: [Insert Date]

Business OperationsProcedures—Bidding Construction Projects

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is over \$40,000.00. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. Notice to Bidders: The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. Regular Manner of Advertisement for Bids: The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. Bid Opening: When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. Contract Award: The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. Performance and Payment Bonds. Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of \$10,000 or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred thousand dollars (\$100,000), as adjusted from time to time by § 81-3445 or other applicable law.
  
7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

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

Date of Adoption: [Insert Date]

StudentsStudent AttendanceAttendance Policy and Excessive Absenteeism

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

A. Attendance and Absences.

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

2. Absence Procedure. In its Student Information System, the District may identify many different codes that provide greater definition to the circumstances of a child's absence, but all of the codes need to be identified to parents and students as fitting into one of the above defined absence circumstances.

A student will not be allowed to enter class after an absence until an admit slip, based upon a written or verbal parental excuse, is issued by the Principal's office.

Two school days will be allowed to make up work for each day missed, with a maximum of 10 days allowed to make up work.

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

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

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

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

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

[Name] Public School District and is enrolled in a private, denominational, or parochial school.

The exit interview shall be personally attended by:

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

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

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

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

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

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

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

child and the child is experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in a school that elects not to meet the accreditation or approval requirements by filing with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

4. Reporting and Responding to Excessive Absenteeism. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the superintendent or such person(s) who the superintendent designates to be the attendance officer (hereafter, "attendance officer"). The attendance officer shall immediately cause an investigation into any such report to be made. The attendance officer shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the attendance officer believes there is a violation of the compulsory attendance laws. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism. Such services shall include, as appropriate, the services listed below under "Excessive Absenteeism" and "Reporting Excessive Absenteeism."
5. Excessive Absenteeism. Students who accumulate five (5) unexcused absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:
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Date of Adoption: [Insert Date]

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- any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, for example, other school personnel or the child's principal if the child is enrolled in a private school.

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Date of Adoption: [Insert Date]

## Attendance Improvement Plan

This collaborative plan has been developed as a result of a meeting or meetings held on the following dates: \_\_\_\_\_.

Those in attendance included: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The attendees considered the following actions to reduce barriers to improve regular attendance:

1. Illness related to physical or behavioral health of the child:

\_\_\_ It was determined that the physical or behavioral health of the child is not a barrier to improve regular attendance.

\_\_\_ The child's physical or behavioral health poses a barrier to regular attendance. The following actions will be taken in response: \_\_\_\_\_  
\_\_\_\_\_.

2. Educational counseling (e.g. curriculum changes):

\_\_\_ It was determined that educational counseling is not needed to reduce barriers to improve regular attendance.

\_\_\_ Educational counseling \_\_\_ has been \_\_\_ will be provided, consisting of the following: \_\_\_\_\_  
\_\_\_\_\_.

3. Educational evaluation:

\_\_\_ It was determined that an educational evaluation is not needed to reduce barriers to improve regular attendance.

\_\_\_ An educational evaluation \_\_\_ has been \_\_\_ will be conducted to assist in determining the specific condition, if any, contributing to the problem of excessive absenteeism. The evaluation will include: \_\_\_\_\_  
\_\_\_\_\_.

4. Referral to community agencies for economic services:

\_\_\_ It was determined that economic services are not needed to reduce barriers to improve regular attendance.

\_\_\_ The family \_\_\_ has been \_\_\_ will be given information about community agencies which may have economic services available to the family, which includes: \_\_\_\_\_  
\_\_\_\_\_.

5. Family or individual counseling:

\_\_\_ It was determined that family or individual counseling is not needed to reduce barriers to improve regular attendance.

\_\_\_ The family \_\_\_ has been \_\_\_ will be given information about family or individual counseling that is available pertaining to: \_\_\_\_\_  
\_\_\_\_\_.

6. Assisting the family in working with other community services:

\_\_\_ It was determined that assistance in working with community services is not needed to reduce barriers to improve regular attendance.

\_\_\_ The family \_\_\_ has been \_\_\_ will be given assistance in working with community services pertaining to: \_\_\_\_\_  
\_\_\_\_\_.

Other actions to be taken:

Action	Responsible Person	Date to Complete

Plan completed by:

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Date

## Attendance Improvement Plan

This collaborative plan has been developed as a result of a meeting or meetings held on the following dates: \_\_\_\_\_.

Those in attendance included: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The attendees considered the following actions to reduce barriers to improve regular attendance:

1. Illness related to physical or behavioral health of the child:

\_\_\_ It was determined that the physical or behavioral health of the child is not a barrier to improve regular attendance.

\_\_\_ The child's physical or behavioral health poses a barrier to regular attendance. The following actions will be taken in response: \_\_\_\_\_  
\_\_\_\_\_.

2. Educational counseling (e.g. curriculum changes):

\_\_\_ It was determined that educational counseling is not needed to reduce barriers to improve regular attendance.

\_\_\_ Educational counseling \_\_\_ has been \_\_\_ will be provided, consisting of the following: \_\_\_\_\_  
\_\_\_\_\_.

3. Educational evaluation:

\_\_\_ It was determined that an educational evaluation is not needed to reduce barriers to improve regular attendance.

\_\_\_ An educational evaluation \_\_\_ has been \_\_\_ will be conducted to assist in determining the specific condition, if any, contributing to the problem of excessive absenteeism. The evaluation will include: \_\_\_\_\_  
\_\_\_\_\_.

4. Referral to community agencies for economic services:

\_\_\_ It was determined that economic services are not needed to reduce barriers to improve regular attendance.

\_\_\_ The family \_\_\_ has been \_\_\_ will be given information about community agencies which may have economic services available to the family, which includes: \_\_\_\_\_  
\_\_\_\_\_.

5. Family or individual counseling:

\_\_\_ It was determined that family or individual counseling is not needed to reduce barriers to improve regular attendance.

\_\_\_ The family \_\_\_ has been \_\_\_ will be given information about family or individual counseling that is available pertaining to: \_\_\_\_\_  
\_\_\_\_\_.

6. Assisting the family in working with other community services:

\_\_\_ It was determined that assistance in working with community services is not needed to reduce barriers to improve regular attendance.

\_\_\_ The family \_\_\_ has been \_\_\_ will be given assistance in working with community services pertaining to: \_\_\_\_\_

Other actions to be taken:

Action	Responsible Person	Date to Complete

Plan completed by:

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Signature (title)

\_\_\_\_\_  
Date

[Print on School District Letterhead]

[Date]

[Insert Name of County Attorney of the County in which the principal office of the school district is located]

[Insert Address]

**RE: Attendance Policy; Requested Collaboration**

Dear [Name of County Attorney]:

Section 79-209 requires school districts to “have a written policy on attendance developed and annually reviewed in collaboration with the county attorney of the county in which the principal office of the school district is located.”

Enclosed is a draft of the revised policy that we intend to submit to the Board of Education for adoption. Please review the policy and give me any suggested changes you may have. If you would like to meet to discuss the policy in person, please contact me at [insert phone number].

We need to get the new policy in place prior to the beginning of the 2014-2015 school year. As such, I request that you contact me with regard to the policy at your earliest opportunity.

Sincerely,

[Superintendent Name], Superintendent  
[Name] Public Schools

Enclosure: Attendance and Excessive Absenteeism Policy

StudentsStudent Discipline

A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

- a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
- b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering

the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.

- e. A student who on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
  3. Expulsion:
    - a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
    - b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a

personal injury to the student himself or herself, other students, school employees, or school volunteers.

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

or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
  2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
  3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
  4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
  5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.

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

16. Willfully violating the behavioral expectations for riding school buses or vehicles.
17. 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.
18. 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.

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

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
  - a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
  - b. Shorts, skirts, or skorts that do not reach mid-thigh or longer.
  - c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
  - d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
  - e. Head wear including hats, caps, bandannas, and scarves.
  - f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
  - g. Clothing or jewelry that is gang related.
  - h. Visible body piercing (other than ears).

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.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

2. Academic Integrity.

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

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

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

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

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

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

- (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
  - (iii) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
  - (iv) Use of Other Student to Take Test. Having another person take one’s place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
  - (v) 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):
- i) Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
  - (ii) Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
  - (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student’s work. For example, a student engages in cheating if the

student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

- (iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
  - (v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
- (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, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
  - (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
- (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

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

### 3. Electronic Devices

- a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.
- b. Definitions.
  - (1) "Electronic devices" include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
  - (2) "Sexting" means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
    - (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed

- buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or
- (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
  - (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.
- c. Possession and Use of Electronic Devices.
- (1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.
  - (2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (d)(1). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.
  - (3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).
  - (4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).
- d. Violations
- (1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e)

activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others (photographs, videotaping, sound recording, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) “sexting;” or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school’s main office to be identified, placed in a secure area, and returned to the student and/or the student’s parent/guardian in a consistent and orderly way.

(i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school’s main office and retrieves the electronic device.

(ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student’s parent/guardian personally comes to the school’s main office and retrieves the electronic device.

(iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as

the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

- (3) Penalties for Prohibited Use of Electronic Devices: Students who receive a "sexting" message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any "sexting" message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:
- (i) Students found in possession of a "sexting" message shall be subject to a one (1) day suspension from school.
  - (ii) Students who send or encourage another to send a "sexting" message shall be subject to a five (5) day suspension from school.
- (4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.

- e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

- E. 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. Students will face the following consequences for IPDA:
- 1. 1st Offense: Student will be confronted and directed to cease.
  - 2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
  - 3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:

1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
2. Students in the hallway during class time must have a pass with them.
3. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be drunk outside.
4. Students are expected to bring all books and necessary materials to class. This includes study halls.
5. Assignments for all classes are due as assigned by the teacher.
6. Students are not to operate the mini-blinds or the windows.
7. 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.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
10. 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.
11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
12. Snow handling is prohibited.

G. Law Violations

1. Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official 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 is the District's policy 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) Aggravated or felonious 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 or other persons, and such other offenses which are required to be reported by law.

When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

Legal Reference: Neb. Rev. Stat. §§ 79-254 to 79-296

Date of Adoption: [Insert Date]

StudentsStudent Discipline

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

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.
- c. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering

the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.

- e. A student who on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.
2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.
  3. Expulsion:
    - a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.
    - b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a

personal injury to the student himself or herself, other students, school employees, or school volunteers.

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

or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.
1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
  2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that a reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
  3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
  4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
  5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.

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

16. Willfully violating the behavioral expectations for riding school buses or vehicles.
17. 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.
18. 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.

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

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
  - a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
  - b. Shorts, skirts, or skorts that do not reach mid-thigh or longer.
  - c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
  - d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play" or that would damage property (e.g. cleats).
  - e. Head wear including hats, caps, bandannas, and scarves.
  - f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
  - g. Clothing or jewelry that is gang related.
  - h. Visible body piercing (other than ears).

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.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

2. Academic Integrity.

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

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

- b. Definitions: The following definitions provide a guide to the standards of academic integrity:
- (1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:
- (a) Tests (includes tests, quizzes and other examinations or academic performances):
- (i) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test. (ii) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other

- unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
- (iii) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
  - (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.(v)  
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):
- i) Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.
  - (ii) Re-use of One’s Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
  - (iii) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student’s work. For example, a student engages in cheating if the student has a draft essay reviewed by the student’s parent or sibling, and the essay is substantially re-

written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

- (iv) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
  - (v) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
- (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, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.
  - (b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.
- (3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.
- c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:
- (1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place,

assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.

- (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.

### 3. Electronic Devices

- a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.
- b. Definitions.
  - (1) "Electronic devices" include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.
  - (2) "Sexting" means generating, sending or receiving, encouraging others to send or receive, or showing others, through an electronic device, a text message, photograph, video or other medium that:
    - (i) Displays sexual content, including erotic nudity, any display of genitalia, unclothed female breasts, or unclothed buttocks, or any sexually explicit conduct as defined at Neb. Rev. Stat. § 28-1463.02; or

- (ii) Sexually exploits a person, whether or not such person has given consent to creation or distribution of the message, photograph or video by permitting, allowing, encouraging, disseminating, distributing, or forcing such student or other person to engage in sexually explicit, obscene or pornographic photography, films, or depictions; or,
    - (iii) Displays a sexually explicit message for sexual gratification, flirtation or provocation, or to request or arrange a sexual encounter.
- c. Possession and Use of Electronic Devices.
  - (1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.
  - (2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (d)(1). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.
  - (3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).
  - (4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).
- d. Violations
  - (1) Prohibited Use of Electronic Devices: Students shall not use electronic devices for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; (f) recording others

(photographs, videotaping, sound recording, etc.) without direct administrative approval and consent of the person(s) being recorded, other than recording of persons participating in school activities that are open to the public; (g) “sexting;” or (h) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Disposition of Confiscated Electronic Devices: Electronic devices possessed or used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school’s main office to be identified, placed in a secure area, and returned to the student and/or the student’s parent/guardian in a consistent and orderly way.

(i) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school’s main office and retrieves the electronic device.

(ii) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student’s parent/guardian personally comes to the school’s main office and retrieves the electronic device.

(iii) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student’s parent/guardian personally comes to the school’s main office and retrieves the electronic device.

- (3) Penalties for Prohibited Use of Electronic Devices: Students who receive a “sexting” message are to report the matter to a school administrator and then delete such message from their electronic device. Students shall not participate in sexting or have any “sexting” message on their electronic devices regardless of when the message was received while on school grounds or at a school activity. Students who violate the prohibitions of this policy shall be subject to the imposition of appropriate disciplinary action, up to and including expulsion, provided that at a minimum the following penalties shall be imposed:
- (i) Students found in possession of a “sexting” message shall be subject to a one (1) day suspension from school.
  - (ii) Students who send or encourage another to send a “sexting” message shall be subject to a five (5) day suspension from school.
- (4) Reporting to Law Enforcement: Violations of this policy regarding the prohibited use of electronic devices that may constitute a violation of federal or state laws and regulations, including, but not limited to, the Nebraska Child Protection Act or the Nebraska Child Pornography Prevention Act shall be reported to appropriate legal authorities and law enforcement.
- e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students’ electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.
- E. 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. Students will face the following consequences for IPDA:
1. 1st Offense: Student will be confronted and directed to cease.
  2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
  3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.
- If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:

1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
2. Students in the hallway during class time must have a pass with them.
3. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be drunk outside.
4. Students are expected to bring all books and necessary materials to class. This includes study halls.
5. Assignments for all classes are due as assigned by the teacher.
6. Students are not to operate the mini-blinds or the windows.
7. 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.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computer courses will have other safety or clean-up rules that will be explained to students by that teacher which must be followed.
10. 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.
11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
12. Snow handling is prohibited.

G. Law Violations

1. Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official 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 is the District's policy 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) Aggravated or felonious 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 or other persons, and such other offenses which are required to be reported by law.

When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

Legal Reference: Neb. Rev. Stat. ' ' 79-254 to 79-296

Date of Adoption: [Insert Date]

Students

High School Credit for Middle School Courses

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

Legal Reference: NDE Rule 10.003.05B

Date of Adoption: [Insert Date]

StudentsSafe Pupil Transportation Plan**[Name] Public Schools Safe Pupil Transportation Plan**

This Safe Pupil Transportation Plan sets forth the District's plan for providing safe transportation to students being transported in pupil transportation vehicles.

1. **Weapons-** Upon becoming aware of a weapon aboard a pupil transportation vehicle, the driver will make every attempt to:
  - A. Radio transportation dispatch and notify them of the situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location. Examples of a safe haven include, but are not limited to, any school building site, emergency service station (law enforcement or fire department), community service agency, etc.
  - B. Pull vehicle over to safe and secure area.
  - C. Confiscate weapon (if it doesn't jeopardize student or driver safety).
  - D. Give description of weapon and participating parties to dispatch.
  - E. Dispatch will immediately notify appropriate law enforcement agencies and school administration.
  
2. **Pupil behavior-** Students are expected to follow student conduct rules while in a pupil transportation vehicle. The pupil transportation driver is responsible for controlling behavior which affects safety and for reporting rule violations to school administration. In the event a student's behavior jeopardizes safety, the driver will make every attempt to:
  - A. First seek to resolve incident through discussion with the student(s) involved.
  - B. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
  - C. Activate emergency flashers.
  - D. Bring vehicle to a safe stop. Seek to resolve the incident, using physical force only as necessary to protect students or yourself.
  - E. Report and document discipline problems to the school administrator on a Bus Conduct Report/Incident Form.
  
3. **Terrorist threats-** A person commits a terroristic threat if the person threatens to commit a crime of violence with the intent to terrorize another or with the intent of causing evacuation of a building, place of assembly or facility of public transportation or in reckless disregard of the risk of causing such terror or evacuation. Upon becoming aware of a terroristic threat relating to a pupil transportation vehicle, the driver will make every attempt to:

- A. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
  - B. Make every attempt to keep passengers calm (this may mean complying with the terrorist).
  - C. Dispatch will immediately notify appropriate law enforcement agencies and school administration.
  - D. Driver should wait for instructions from dispatch *if possible*.
- 4. Severe weather-** Upon becoming aware of severe weather while aboard a pupil transportation vehicle, the driver will make every attempt to:
- A. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
  - B. Return to the school if less than five minutes away and follow the directions of the school administrator.
  - C. If more than five minutes away from school, go to the nearest school and follow the directions of the school administrator.
  - D. If more than five minutes away from the nearest school or there is immediate danger, get to the nearest basement or underground shelter with all students.
  - E. If there is no shelter and there is immediate danger the driver and passengers are to follow evacuation procedures and get everyone off the vehicle into the nearest ditch or culvert at least 100 feet away from the vehicle.
- 5. Hazardous materials-** Upon becoming aware of a hazardous material aboard a pupil transportation vehicle, the driver will make every attempt to:
- A. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
  - B. Pull vehicle over to safe and secure area.
  - C. Give description of hazardous materials in question to dispatch.
  - D. Dispatch will immediately notify appropriate law enforcement and school administration.
  - E. Driver should wait for instructions from dispatch *if possible*.
- 6. Medical emergencies-** Upon becoming aware of a medical emergency aboard a pupil transportation vehicle, the driver will make every attempt to:
- A. Radio transportation dispatch and notify them of situation *if possible*. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
  - B. Dispatch will immediately notify appropriate medical agencies and school administration.

- C. Driver should follow instructions from dispatch, school officials, and parents when such information can be obtained quickly enough. If not available, follow emergency first aid procedures.
- D. **Only if necessary**, the driver should move passengers only enough to get them out of danger of traffic or fire. If moved, the driver and aide are to keep them where placed until a medical agency arrives, unless a parent has taken charge of their child.
- E. Driver should try to keep student passengers as calm as possible.

**7. Procedures in the event of mechanical breakdowns of the vehicle-** Upon becoming aware of a mechanical breakdown aboard a Pupil transportation vehicle, the driver will make every attempt to:

- A. Pull vehicle over to safe and secure area **if possible**
- B. Radio transportation dispatch and notify them of situation **if possible**. If not possible, the driver will make every attempt to telephone dispatch from a cellular telephone or from the nearest safe haven location.
- C. Activate emergency flashers and place warning flares/reflectors in accordance with safety guidelines, if not in secure area.
- D. Driver should try to keep student passengers as calm as possible.
- E. Dispatch will arrange for assistance and a relief vehicle **if needed**.

**8. Procedures in the event the drop-off location is uncertain or appears unsafe to leave students.** In the event the drop-off location is uncertain or appears unsafe to leave students, the driver will make every attempt to:

- A. Radio transportation or otherwise communicate with dispatch to notify them of the situation if possible.
- B. Release children only if an adult responsible for the children is present. If not, keep children who are to be released in the vehicle, continue with route, and return children who were to be released to the school.
- C. Dispatch will notify appropriate law enforcement agencies and school administration if appropriate given the circumstances.

**9. Documentation under Safe Pupil Transportation Plan.** Each pupil transportation driver is required to complete and submit to the school administration a bus conduct report or incident report involving the pupil transportation vehicle operated by the driver or any pupils transported in it. Documentation is to include the occurrence of any of the following events: weapons, student behavior which affects safety, terroristic threats, severe weather, hazardous materials, or medical emergencies. Documentation of such events shall be completed and submitted as soon as practicable after the incident.

**10. Transportation of Unsafe Items.** Drivers shall not permit pupil transportation vehicles to transport any items, animals, materials, weapons or look-a-like weapons or equipment which in any way would endanger the lives, health or safety of the children or other passengers and the driver. Look-a-like weapons associated with a school sponsored or approved activity may be transported only with written permission of a school administrator. Any items that would break

or could produce injury if tossed about inside the pupil transportation vehicle when involved in an accident or sudden stop shall be secured.

**11. Supplemental Information.** A copy of this plan shall be placed in each pupil transportation vehicle, kept at each school building, and made available upon request. Supplemental information with respect to operational and procedural guidelines used to administer this plan can be found in the District's safety and security plan adopted pursuant to 92 NAC10 and in the Nebraska Department of Education Pupil Transportation Guide.

Legal Reference: Neb. Rev. Stat. §§ 79-318, 79-602, 79-607 and 79-608  
Title 92, Nebraska Administrative Code, Chapter 91

Date of Adoption: [Insert Date]

InstructionActivitiesConcussions1. Training.

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize the symptoms of a concussion or brain injury and how to seek proper medical treatment for a concussion or brain injury to all coaches of school athletic teams.

2. Education.

The Superintendent or designee shall require that concussion and brain injury information be provided on an annual basis to students and the students' parents or guardians prior to such students initiating practice or competition. The information provided to students and the students' parents or guardians shall include, but need not be limited to:

- a. the signs and symptoms of a concussion;
- b. the risks posed by sustaining a concussion; and
- c. the actions a student should take in response to sustaining a concussion, including the notification of his or her coaches.

3. Response to Concussions.

- a. Removal. A student who participates on a school athletic team shall be removed from a practice or game when he or she is reasonably suspected of having sustained a concussion or brain injury in such practice or game after observation by a coach or a licensed health care professional who is professionally affiliated with or contracted by the school.
- b. Return-to-Play. A student who has been removed from a practice or game as a result of being reasonably suspected of having sustained a concussion or brain injury shall not be permitted to participate in any school supervised team athletic activities involving physical exertion, including, but not limited to, practices or games, until the student: (i) has been evaluated by a licensed health care professional, (ii) has received written and signed clearance to resume participation in athletic activities from the licensed health care professional, and (iii) has submitted the written and signed clearance to resume participation in athletic activities to the school accompanied by written permission to resume participation from the student's parent or guardian.

The coach or administration may require that the student's return to full activities be on a stepwise progression back to full participation, or otherwise establish

conditions for return to participation that are more restrictive than those defined by the licensed health care professional if the coach or an administrator reasonably deems such to be appropriate.

The signature of an individual who represents that he or she is a licensed health care professional on a written clearance to resume participation that is provided to the school shall be deemed to be conclusive and reliable evidence that the individual who signed the clearance is a licensed health care professional. The school is not required to determine or verify the individual's qualifications.

- c. Parent Notification. If a student is reasonably suspected after observation of having sustained a concussion or brain injury and is removed from an athletic activity per the preceding paragraph, the parent or guardian of the student shall be notified by the Superintendent or designee of the date and approximate time of the injury suffered by the student, the signs and symptoms of a concussion or brain injury that were observed, and any actions taken to treat the student.
- d. Return to Learn. The Superintendent or designee shall develop a return to learn protocol for students who have sustained a concussion. The return to learn protocol shall recognize that students who have sustained a concussion and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

4. Responsibility of Coaches.

Coaches shall comply with this policy and apply their safety and injury prevention training. A coach who fails to do so is subject to disciplinary action, including but not limited to termination of employment.

5. Students and Parents.

It is recognized that coaches cannot be aware of every incident in which a student has symptoms of a possible concussion or brain injury. As such, students and their parents have a responsibility to honestly report symptoms of a possible concussion or brain injury to the student's coaches on a timely basis.

Legal Reference: Neb. Rev. Stat. §§ 71-9102 to 71-9106

Date of Adoption: [Insert Date]

InstructionStudent Participation in Athletic Contests Between Schools

Students in kindergarten through sixth grade may not participate in athletic contests between schools within a school system or between school systems. Annual field or play days are excluded from this restriction.

Elementary school systems having seventh and eighth grade athletics may include sixth grade boys or girls if the combined enrollment for seventh and eighth grade is fewer than 12 boys or 12 girls and if the school board has a policy regulating participation for sixth graders. The board's policy for participation of sixth graders is as follows: A sixth grade student may participate if (1) the student meets the same standards applicable to seventh and eighth graders and (2) participation in the activity is not prohibited by the bylaws of the Nebraska School Activities Association.

Students in seventh and eighth grades may participate in interscholastic competitions subject to and in a manner consistent with the bylaws of the Nebraska School Activities Association. The scholastic eligibility rules for seventh and eighth grades shall be the same as established by the school board for high school interscholastic competitions and, in the absence of such rules, shall be the minimum established by the Nebraska School Activities Association.

Legal Reference: NDE Rule 10.004.02C  
Nebraska School Activities Association Middle Level Activities Bylaws,  
Article 9

Date of Adoption: [Insert Date]

# BRIDGING THE GAP

From  
CONCUSSION  
To the  
CLASSROOM

February 2014



NEBRASKA DEPARTMENT OF EDUCATION

*Return  
to  
Learn*



## BRIDGING THE GAP FROM CONCUSSION TO THE CLASSROOM: RETURN TO LEARN



On April 8, 2011, the Nebraska Legislature passed the Concussion Awareness Act on a vote of 43- 0. The Concussion Awareness Act became effective in Nebraska on July 1, 2012. The goal of the Act is to provide a consistent means to identify and manage concussions and help ensure the safety of those involved in youth sports.

The Concussion Awareness Act contains the three tenets of model legislation as described by the Brain Injury Association and the National Football League.

1. Education: Coaches, Parents and Student Athletes
2. Removal from Play – If a concussion is reasonably suspected
3. Clearance by a Licensed Health Care Professional

While Nebraska law requires a specified Return to Play protocol, equally important in the academic setting is a Return to Activity policy. “Bridging the Gap from Concussion to the Classroom: Return to Learn” was developed to provide guidance to assist Nebraska school districts in developing a concussion management policy, including the provision of appropriate classroom adjustments for concussed students facing learning challenges.

Just as effective concussion management requires communication and collaboration, this document has been developed, reviewed and edited collaboratively by a Concussion Task Force comprised of Nebraska Brain injury School Support Teams (BIRSST) and the following individuals representing several disciplines:

**Nova Adams**, Educational Liaison, Madonna Rehabilitation Hospital

**Cindy Brunken**, Southeast BIRSST Team, Special Education Supervisor, Lincoln Public Schools

**Michelle Hawley-Grieser**, Parent, Nebraska Brain Injury Advisory Council

**Crystal Kjar**, Lincoln Southwest High School, Head Athletic Trainer

**Rusty McKune**, Coordinator, the Nebraska Medical Center, Sports Medicine Program

**Kody Moffatt**, MD, Pediatrics and Pediatric Sports Medicine

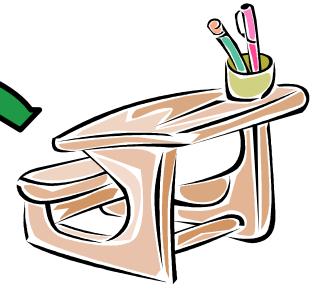
**Peg Ogea-Ginsburg**, Nebraska Department of Health and Human Services, Office of Injury Prevention

**Peggy Reisher**, Executive Director, Nebraska Brain injury Association

**Rose Dymacek**, Education Specialist, Nebraska Department of Education, Office of Special Education



## BRIDGING THE GAP FROM CONCUSSION TO THE CLASSROOM: RETURN TO LEARN



### What is a Brain Injury?

#### Acquired Brain Injury (ABI)

- An acquired brain injury is an injury to the brain, which is not hereditary, congenital or degenerative that has occurred after birth. (Includes anoxia, aneurysms, infections to the brain and stroke.)

#### Traumatic Brain Injury (TBI)

- A TBI is caused by a bump, blow or jolt to the head or a penetrating head injury that disrupts the normal function of the brain. Not all blows or jolts to the head result in a TBI. The severity of a TBI may range from "mild," i.e., a brief change in mental status or consciousness to "severe," i.e., an extended period of unconsciousness or amnesia after the injury. The majority of TBIs that occur each year are concussions or other forms of mild TBI.

#### Concussions

- A concussion is a type of **traumatic brain injury**, or TBI, caused by a bump, blow, or jolt to the head. A concussion is **any head trauma that causes an altered mental state that may or may not involve a loss of consciousness. Only 10 percent of concussions involve a loss of consciousness!**
- Concussions can also occur following a fall or a blow to the body that causes the head and brain to move back and forth quickly.
- This sudden movement can cause the brain to bounce around in the skull, stretching and damaging the brain cells and creating chemical changes in the brain.
- Health care professionals may describe a concussion as a "mild" brain injury because concussions are usually not life-threatening. Even so, their effects can be serious. (Centers for Disease Control & Prevention)



**A CONCUSSION  
IS  
A BRAIN INJURY!**

# Incidence of Youth Concussions in Nebraska

Figure 1. Concussion rates among persons aged 5-19 years, by month – Nebraska 2008-2012

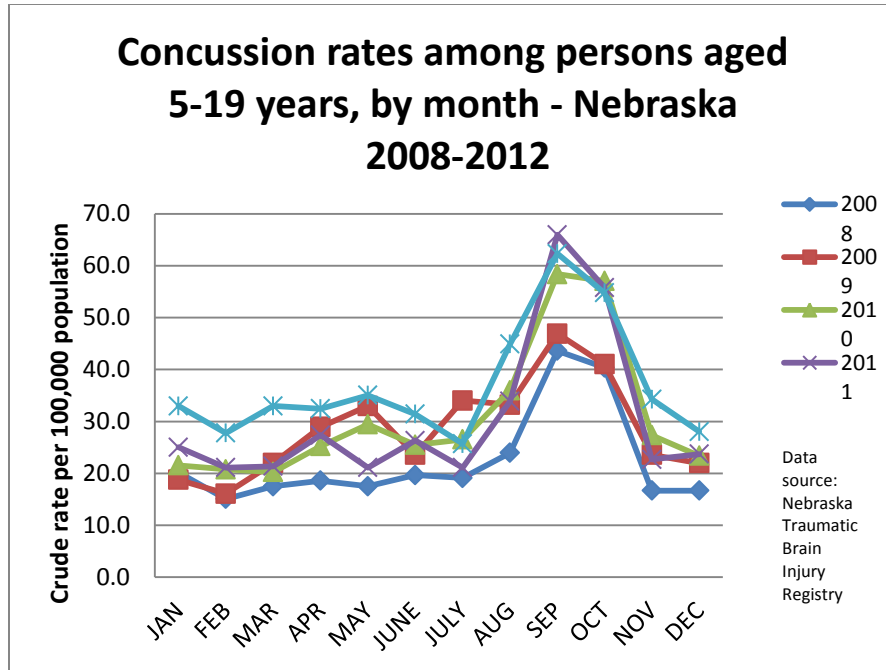
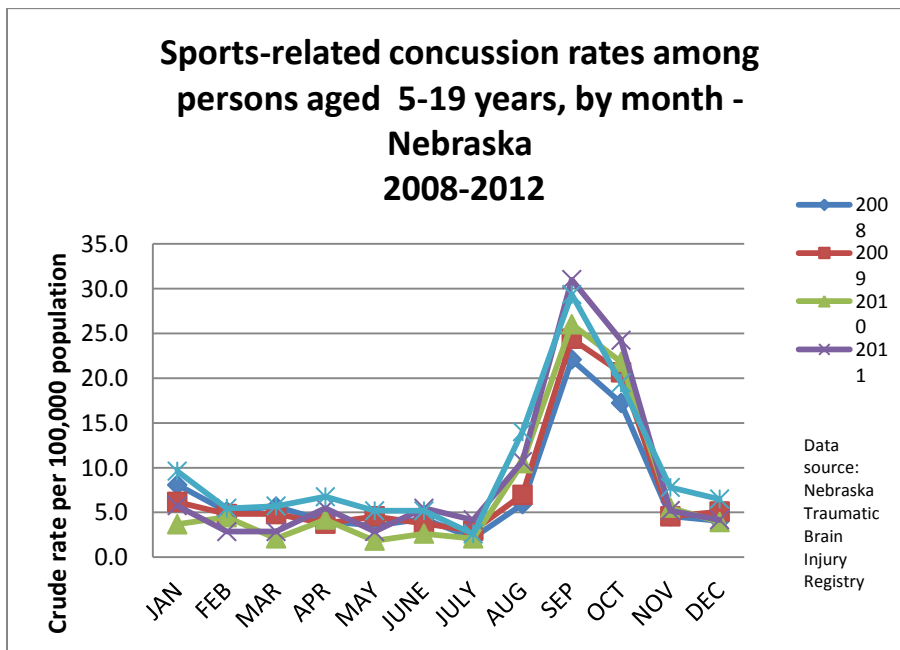


Figure 2. Sports-related concussion rates among persons aged 5-19 years, by month – Nebraska 2008-2012



**Nebraska Department of Health and Human Services, 2013**

Both figures above show a peak in concussion rates among school-aged Nebraskans in September and October. This trend has been consistent over the past 5 years. Figure 1 also shows that higher rates of concussions were diagnosed in 2012. These graphs represent persons treated in the office of a physician or psychologist or admitted to or treated at a hospital or a rehabilitation center located within a hospital in Nebraska.

## Why are Concussions Such a Big Deal?

- **A CONCUSSION IS A BRAIN INJURY!**
- A concussion can occur from an impact to the head. The most common cause of a concussion is a whiplash type injury, a rapid acceleration of the head.
- Most concussions (90%) occur without loss of consciousness!
- A “ding,” “getting your bell rung,” or what seems to be a mild bump, blow or jolt to the head can be serious and can change the way the brain normally works! (Center for Disease Control 2013).
- Because of changes in the neurophysiology of the brain, symptoms may continue to develop over the next few hours following an injury.
- After a concussion, among other effects, connections within the brain become stressed, resulting in the breaking of some connections between different brain areas and limiting the ability of the brain to process information efficiently and quickly. (Molfese 2013)
- These changes can lead to a set of symptoms affecting the student’s cognitive, physical, emotional and sleep functions, which may result in reduced ability to do tasks at home, at school, or work.
- During this time, returning to play or full-time academics before symptoms have cleared can result in **prolonged recovery time or risk of further injury.**
- Ignoring the symptoms and trying to “tough it out” often makes symptoms worse!
- “Second Impact Syndrome” may occur when a brain already injured takes another blow or hit before the brain recovers from the first –usually within a short period of time (hours, days, or weeks). A repeat concussion can slow recovery or increase the likelihood of having long-term problems. In rare cases, repeat concussions can result in edema (brain swelling), permanent brain damage and even death. (Center for Disease Control 2013)
- As the chemistry of the brain returns to normal, the symptoms begin to subside and for most people, they resolve within 1 to 6 weeks.
- **During the recovery period, it is very important that individuals are monitored for full resolution of symptoms and referred if further evaluation or treatment is needed.** (Terryberry-Spohr 2013)



## Symptoms of TBI/Concussion

School professionals can best support a student's return to school by understanding the effects of concussion and providing the needed academic adjustments and supports. Knowledge of concussion symptoms can help the student and the school team identify the specific needs of the student, monitor changes and provide appropriate accommodations to facilitate the student's recovery and minimize the pressure to return to activities too soon. (CDC 2013)

Symptoms of TBI/Concussion that may affect school performance fall into four categories:

- Thinking/Cognitive/Remembering
- Sleep
- Physical Symptoms
- Emotional/Mood Symptoms



### **Thinking/Cognitive Red Flags**

Look for increased difficulty with:

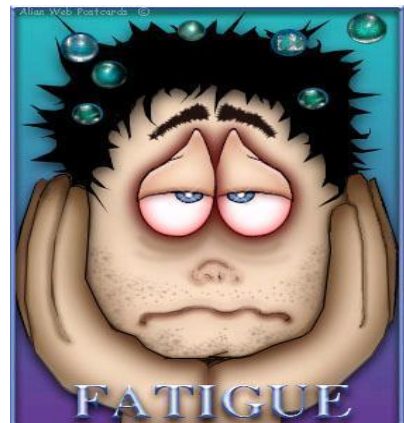
- Thinking clearly
- Concentrating, Staying on task
- Remembering new information
- Slowed response or processing of information (Feeling slowed down)
- Reduced academic performance



### **Sleep Red Flags**

Sleep symptoms tend to last longer than other symptoms. Look for increased:

- Drowsiness
- Sleeps more than usual
- Sleeps less than usual
- Difficulty falling asleep
- Fatigue – tired, having no energy





## Physical Red Flags

Look for increased difficulty with:

- Headaches
- Fuzzy or Blurred Vision (visual problems)
- Balance problems
- Dizziness
- Nausea, vomiting
- Sensitivity to light
- Sensitivity to noise
- Disorientation



## Social Emotional Red Flags

Look for increased difficulty with:

- Irritability
- Sadness
- More emotional
- Changes in mood
- Nervousness
- Anxiety



**Return to Activity = Return to Learn + Return to Play**

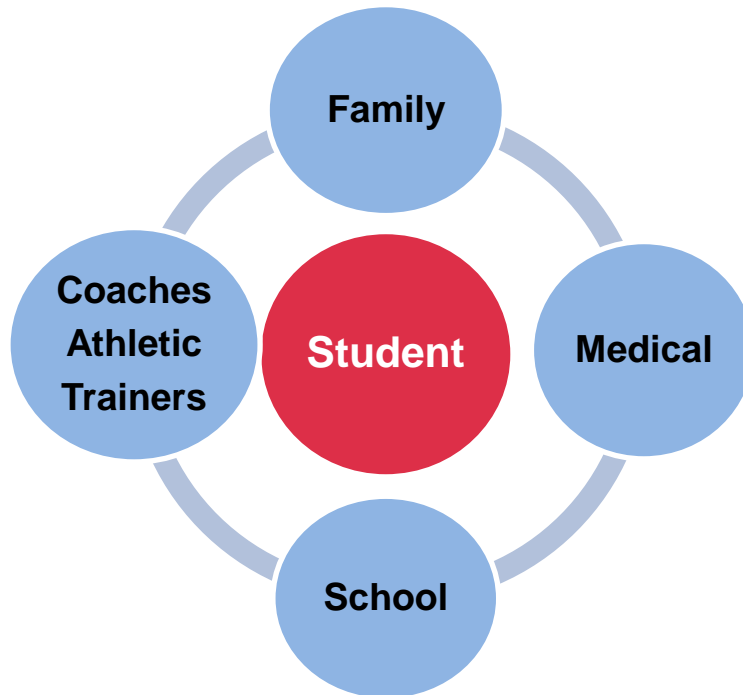


- The Center for Disease Control estimates that 1.7 million traumatic brain injuries occur annually and that 75% of those injuries are mild TBIs (concussions). Concussions occur from sports, falls, playground and bicycle accidents as well as motor vehicle accidents.
- Attention has been given to sports-related concussions because concussion laws have been passed in nearly every state and procedures for Return to Play are familiar to parents, schools and medical personnel.
- Equally important is Return to Learning in the classroom!
- After a concussion, the child or adolescent does not appear to be ill or physically injured. In fact, they may “look” just fine. Nonetheless, a concussion can have direct effects on learning and evidence suggests that using a concussed brain to learn may worsen concussion symptoms and may prolong recovery. (Halstead, McAvoy, et al 2013)
- As the brain is recovering, reducing demands on the brain and avoiding overexertion of the brain at home and at school through a reduction in physical and cognitive activity is beneficial to the recovery of the student
- **Every student and every concussion is different!** No two concussions are the same! The amount of time needed between the injury and the commencement of return to learn activities will vary not only between students, but also between concussions (should a student suffer more than one).
- A Return to Activity plan is composed of two parts:
  - Return to Academics – a gradual return to school and academic requirements implemented by the teaching staff
  - Return to Play – a gradual return to sports implemented by the athletic staff.
- Both the return to academics, and when appropriate, the return to play progression should be allowed to progress over time and as symptoms subside.
- **Please refer to the Return to Academics Progression and Return to Play Progression suggestions at the end of this document. \*\*\***

## Concussion Management: Recommended Best Practice for Nebraska Schools

- Once a concussion has been diagnosed by a healthcare professional, managing the concussion is best accomplished by creating a support system for the student/athlete. **Communication and collaboration** among parents, school personnel, coaches and athletic trainers, and healthcare providers in overseeing both the return to academics and return to play progressions is essential for the recovery process. Teamwork is required to adjust the treatment and management of the concussion. **Best practice indicates that the student should return to school with a RELEASE OF INFORMATION SIGNED BY THE PARENTS that allows for two-way communication between school personnel and the healthcare provider.** (McAvoy, 2012)

## A collaborative approach with the student as the CENTER OF FOCUS!



- Each school district creates a **Concussion Management policy** that incorporates:
  - **Knowledge** about concussion as a mild traumatic brain injury
  - **Training** for all coaches, athletes, parents, and school staff about concussion management
  - **A Concussion Management Team** with a designated contact person.



### The Concussion Management Team

#### Members may include:

**Health Care Professional\***  
**Parent(s)\***  
**School Administrator or designee\***  
Athletic Director  
Athletic Trainer  
Coach  
School Nurse  
Teacher(s)

Speech Language pathologist  
School Psychologist  
School Counselor  
Occupational Therapist  
Physical Therapist  
Student Athlete

**Essential members\***

## Concussion Management Team (CMT) Responsibilities:

- The CMT ensures that every student who suffers a concussion is monitored for a safe return to activity. The CMT designs the Return to Activity Plan with input from the healthcare provider.
- **CMT** contact person is notified of concussion (by parents or athletic trainers, coaches); CMT contact person notifies parent if concussion occurs during school activity;
- CMT contact person notifies school nurse, athletic trainer/coach and teachers as appropriate;
- **Assess** and document the physical, cognitive, behavioral, emotional and sleep **symptoms** and **needs** of a concussed student/athlete;
- Design an **individual plan** for schedule **adjustments**, supports, academic adjustments (i.e., reduced assignments) and physical activity, including PE, dance, active recess, as appropriate and share with school personnel, student and parents;
- **Teachers, Parents, Coaches, Medical providers & Student** communicate, monitor the effectiveness of the plan and document symptoms and academic progress;
- CMT (SAT) meets regularly to **review the student's symptoms and progress**, make adjustments and notifies school staff and health care professional of updates;
- **Adjustments continue until the student no longer needs academic adjustments as a result of the concussion;**
- CMT offers resources on concussions to parents;
- Contact **[Brain Injury Regional School Support Team \(BIRSST\)](#)** for assistance or resources;
- Follow a **gradual Return-to-Activity** for academics and athletics;
- **After symptoms subside and CMT certifies there are no academic concerns or adjustments needed and family and coaches agree student is symptom-free without medication, then**
- Written clearance from a medical provider is given if student/athlete is "back to baseline" on neurocognitive measures and
- Written permission for Return to Activity from parents is obtained;
- Student/athlete returns to academic activities without adjustments and begins Return to Play Protocol; **a successful Return to Learn is necessary before approval for Return to Play. (McAvoy, 2012).**
- Document concussion in student's education file;
- If symptoms last more than 3 – 4 weeks, follow-up assessment and academic adjustments may need to be strengthened or remain in place longer;
- If problems persist, academic accommodations and student supports may be provided through an (Response to Intervention (Rtl) Plan, a Health Plan or a 504 Plan;
- The majority of concussed students will not require an IEP; however, a small percentage of students may require a special education referral.
- Parents and medical professions seek medical explanation and treatment for slowed recovery and schools continue to provide appropriate supports.

- **Keep in mind that progression is individual for each student!**

## **Return to Learn BEFORE Return to Play!**

**If a student athlete continues to receive academic adjustments due to the presence of any symptoms, they should be considered symptomatic and not be allowed to resume physical activity.** McAvoy, Returning to Learn: Going Back to School Following a Concussion. Communique on line, April 2011.

### **Brain Injury Regional School Support Teams (BIRSST)**

- Nebraska has five regional BIRSST teams
  - Refer to attached **map** for **BIRSST team locations and contacts**
- BIRSST teams can assist school districts in:
  - Identifying strategies to support student success
  - Providing information on brain injury and resources
  - Providing training and consultation for Concussion Management Team



### **Tips for Teachers**

Symptoms of concussion often create learning difficulties for students. Immediately after diagnosis of a concussion, an individualized plan for learning adjustments should be initiated with a gradual, monitored return to full academics as symptoms clear. Typical classroom adjustments and accommodations include:

- Reduce course workload
- Decrease homework
- Allow breaks during the day, i.e. rest in quiet area
- Allow additional time to complete assignments
- Provide instructor's notes, outline or study guide for student
- Avoid over-stimulation (noise and light)
- Avoid testing or completion of major projects during recovery time when possible



Refer to **Tips for Teachers** in Appendices for additional adjustments or accommodations.

## Tips for Parents

- Parents play a key role in maximizing the child's recovery from a concussion.
- Parents take student to ER or contact the child's healthcare provider immediately after the concussion.
- After the diagnosis of a concussion by the healthcare professional, parents monitor symptoms and activities at home.
- Parents enforce rest, both physical and cognitive, and ensure that the child receives sufficient sleep and engages in quiet, restful activities immediately after a concussion.
- Parents take student to follow-up appointments with the healthcare provider.
- For the first few days, the student/athlete may have symptoms that interfere with concentration and may need to stay home from school to rest for a day or two and refrain from:

- Watching TV
- Playing video games
- Texting
- Working/playing on computer
- Driving
- Use of Cell phone
- Blowing on a musical instrument
- Piano lessons



- Light mental activities can resume as long as symptoms do not worsen. When the student/athlete can tolerate 30-45 minutes of light mental activity, a gradual return to school can commence.
- Parents monitor and track symptoms at home and communicate regularly with the school Concussion Management Team (CMT) Coordinator and/or health care provider.
- Parents sign Permission for two-way Release Information between the medical provider and the school district.
- Parents may request information from the school CMT on concussions.
- Parents are aware of academic adjustments in the school setting.
- Deliver medical clearance from the healthcare provider to the CMT when appropriate.

## References

1. Centers for Disease Control and Prevention - *Returning to School After a Concussion: A Fact Sheet for School Professionals*.  
[http://www.cdc.gov/concussion/pdf/TBI\\_Returning\\_to\\_School-a.pdf](http://www.cdc.gov/concussion/pdf/TBI_Returning_to_School-a.pdf)
2. Giza C., Kutcher J., *et al.* Summary of evidence-based guideline update: Evaluation and management of concussion in sports. *Neurology*, 2013: 10.1212/WNL.0b013e31828d57dd.
3. Halstead, M., McAvoy, K., *et al.* *Returning to Learning Following a Concussion*. *Pediatrics*: originally published online October 27, 2013.  
<http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>
4. McGrath, N. (2010). Supporting the Student-Athlete's Return to the Classroom after a Sport Related Concussion. *Journal of Athletic Training*, 45(5), 492-498.
5. McAvoy, K. (2013). *REAP the benefits of good concussion management*. Centennial, CO: Rocky Mountain Sports Medicine Institute Center.
6. McAvoy, K. (2012). Return to Learning: Going Back to School Following a Concussion. *NASP Communique* online. March/April.
7. McCrory P., Meeuwisse W., Aubry M., *et al.* Consensus Statement on Concussion in Sport: the 4<sup>th</sup> International Conference on Concussion in Sport. *Br J Sports Med*. 2013; 47: 250-258
8. Orcas (2011). *Brain Injury 101: Concussion Management. Policy and Resource Handbook*. Retrieved from <http://brain101orcasinc.com>
9. The Center on Brain Injury Research and Training. *Max's Law: Concussion Management Implementation Guide*. Retrieved from <http://www.cbirt.org>

## WHAT CAN YOU DO TO CHANGE THE CULTURE OF CONCUSSION IN NEBRASKA?

- ✓ Educate
- ✓ Communicate
- ✓ Collaborate



- Parents
- Students
- Schools
- Physicians

# Wear your helmet!



**BRIDGING THE GAP**  
**From CONCUSSION To The CLASSROOM**

**APPENDICES**

**Nebraska Concussion Awareness Act – Quick Facts**

**Concussion Resources**

**Return to Academics Progression**

**Return to Play Progression**

**Post-Concussion Symptom Checklist**

**Tips for Teachers**

**NE Concussion Management Recommended Best  
Practice**

**Information from Teachers for CMT**

**BIRSST Team Map and Team Contacts**



# **Nebraska Concussion Awareness Act – Quick Facts**

## **Return to Play**

- **Goal: To provide a consistent means to identify and manage concussions and help ensure the safety of those involved in youth sports.**
- Legislation passed by Nebraska Legislature - Final Reading on April 8, 2011 (43-0)
- Effective July 1, 2012
- The Concussion Awareness Act contains the three tenets of model legislation as described by the Brain Injury Association and the National Football League.
  1. Education: Coaches, Parents and Student Athletes
  2. Removal from Play – If a concussion is reasonably suspected
  3. Clearance by a Licensed Health Care Professional
- Concussion Awareness Act applies to:
  - ✓ Approved or accredited public, private, denominational or parochial schools (does not include higher education/college and university) Section 4.
  - ✓ Athletes 19 years of age or younger that participate in organized sports (“any city, village, business or nonprofit that organizes sports, charges a fee or is sponsored by a business or nonprofit organization.”) Section 5
- Education provided for:
  - ✓ Coaches. Training approved by the Chief Medical officer must be made available to all coaches.
  - ✓ Parents and student athletes. Concussion and brain injury information must be provided:
    - On an annual basis and
    - Prior to the start of practice or competition.
- Removal from Play
  - ✓ Any student athlete or athlete shall be removed from play when they are reasonably suspected of having a concussion by a coach or licensed health care professional.
  - ✓ If an athlete is removed from activity due to reasonable suspicion of suffering a concussion:
    - Parents or Guardians must be notified of the date and approximate time of the injury and the signs and symptoms that were observed, as well as any actions taken to treat.
- Return to Play
  - ✓ A student-athlete or athlete may be allowed to return to play when:
    - They have been evaluated by a licensed health care professional
    - They have received written clearance from the licensed health care professional;
    - They have submitted the written and signed clearance to resume participation in athletic activities accompanied by written permission to resume participation from the student’s parent or guardian.
- For more information, please refer to:
  - ✓ Nebraska Department of Health and Human Services  
<http://dhhs.ne.gov/publichealth/concussion/Pages/Home.aspx>



# CONCUSSION RESOURCES

1. **Nebraska Department of Education**  
<http://www.education.ne.gov/sped/birsst.html>
  - **Bridging the Gap from Concussion to Classroom: Return to Learn**
2. **Nebraska Department of Health and Human Services**  
<http://dhhs.ne.gov/publichealth/concussion/Pages/Home.aspx>
  - Concussion Awareness Act – Training for Coaches, Parents, Students
3. **Concussion ABCs posted by the Centers for Disease Control and Prevention**  
<http://www.cdc.gov/concussion/HeadsUp/schools.html>
  - Heads Up to Schools, Know Your Concussion ABC's
  - A Fact Sheet for Teachers, Counselors, and School Professionals
  - A Fact Sheet for School Nurses
  - Parent/Athlete Concussion Information Sheet
  - Returning to School After a Concussion: A Fact Sheet for School Professionals
4. **The Center on Brain Injury Research and Training, University of Oregon**  
<http://www.cbirt.org>
  - **The Center on Brain Injury Research and Training. *Max's Law: Concussion Management Implementation Guide.*** Retrieved from <http://www.cbirt.org>
  - <http://cbirt.org/tbi-education/school-reentry/returning-school-after-tbi/>
  - <http://cbirt.org/tbi-education/school-reentry/supports-consider-during-school-reentry/>
  - <http://cbirt.org/news/concussion-frequently-asked-questions-parents/>
5. **School-wide Concussion Management cartoon video: "What's a Concussion, Anyway? (15 minute cartoon video)** <http://brain101.orcasinc.com/>
  - Concussion Management Program and information for coaches, schools, parents and students
  - Return to Academics Progression, Return to Play Progression and Sample Return to Activity Documentation

6. REAP Guidelines

<http://www.rockymountainhospitalforchildren.com/sports-medicine/concussion-management/reap-guidelines.htm>

- McAvoy, K. (2013) REAP the benefits of good concussion management. Centennial, CO: Rocky Mountain Sports Medicine Institute Center for Concussion.

7. The BrainSTEPS Program – Pennsylvania [www.brainsteps.net](http://www.brainsteps.net)

- [Concussion Webinar](#)
- [Concussion Return to School Protocol](#)
- [Protocol Flow Chart](#)
- [Why every school should have a Concussion Management Team](#)
- [Teacher's Desk Reference: Concussion](#)

8. Colorado Department of Education

[http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/tbi\\_concussionguidelines.pdf](http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/tbi_concussionguidelines.pdf)

- [Concussion Management Guidelines 2012](#)

9. Brain Injury Association of Nebraska [www.biane.org](http://www.biane.org)

10. Halstead, M., McAvoy, K., *et al.* *Returning to Learning Following a Concussion. Pediatrics*: originally published online October 27, 2013.  
<http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>

11. Nebraska Brain Injury Advisory Council [www.braininjury.ne.gov](http://www.braininjury.ne.gov)

12. brainline.org - <http://www.brainline.org/content/2010/06/general-information-for-parents-educators-on-tbi.html>

13. Information for Parents

[http://www.brainline.org/landing\\_pages/categories/concussion.html](http://www.brainline.org/landing_pages/categories/concussion.html)  
<http://cbirt.org/news/concussion-frequently-asked-questions-parents/>

## RETURN TO ACADEMICS PROGRESSION

Progression is individual. All concussions are different. Students may start at any of these steps, depending on symptoms, and may remain at a step longer if needed. If symptoms worsen, the CMT should reassess. If symptoms quickly improve, a student may also skip a step or two. Be flexible!

Steps	Progression	Description
1	<b>HOME – Cognitive and physical rest</b>	<ul style="list-style-type: none"> <li>➤ Stay at home</li> <li>➤ No driving</li> <li>➤ Limited mental exertion – computer, texting, video games, homework</li> </ul>
2	<b>HOME – Light Mental Activity</b>	<ul style="list-style-type: none"> <li>➤ Stay at home</li> <li>➤ No driving</li> <li>➤ Up to 30 minutes mental exertion</li> <li>➤ No prolonged concentration</li> </ul>

**Progress to Step 3 when student handles up to 30 minutes of sustained mental exertion without worsening of symptoms.**

3	<b>SCHOOL – Part Time</b>  Maximum adjustments  Shortened day/schedule  Built-in breaks	<ul style="list-style-type: none"> <li>➤ Provide quiet place for scheduled mental rest</li> <li>➤ Lunch in quiet environment</li> <li>➤ No significant classroom or standardized testing</li> <li>➤ Modify rather than postpone academics</li> <li>➤ Provide extra time, help, and adjustment of assignments</li> </ul>
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**Progress to Step 4 when student handles 30-40 minutes of sustained mental exertion without worsening of symptoms.**

4	<b>SCHOOL – Part Time</b>  Maximum adjustments  Shortened day/schedule	<ul style="list-style-type: none"> <li>➤ No standardized testing</li> <li>➤ Modified classroom testing</li> <li>➤ Moderate decrease of extra time, help, and modification of assignments</li> </ul>
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**Progress to Step 5 when student handles 60 minutes of mental exertion without worsening of symptoms.**

5	<b>SCHOOL – Part Time</b>  Minimal adjustments	<ul style="list-style-type: none"> <li>➤ No standardized testing; routine tests are OK</li> <li>➤ Continued decrease of extra time, help, and adjustment of assignments</li> <li>➤ May require more support in academically challenging subjects</li> </ul>
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**Progress to Step 6 when student handles all class periods in succession without worsening of symptoms AND receives medical clearance for full return to academics and athletics.**

6	<b>SCHOOL – Full Time</b>  Full academics  No adjustments	<ul style="list-style-type: none"> <li>➤ Attends all classes</li> <li>➤ Full homework and testing</li> </ul>
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**When symptoms continue beyond 3-4 weeks, prolonged in-school supports are required. Request a 504 meeting to plan and coordinate student supports.**

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## RETURN TO PLAY PROGRESSION

Return to play is a medical decision. The CMT will be familiar with state concussion laws and understand which healthcare providers may clear a student. **To begin the Return to Play Plan, the student must be free of all symptoms (see Signs and Symptoms of Concussion), have no academic adjustments in place, and be cleared by a healthcare provider.** The student may spend 1-2 days at each step before advancing to the next. If post-concussion symptoms occur at any step, stop activity and have the CMT reassess.

Rehabilitation Stage	Functional exercise at each stage of rehabilitation	Objective of each stage
1. No activity	Symptom limited physical and cognitive rest.	Recovery
2. Light aerobic exercise	Walking, swimming or stationary cycling keeping intensity <70% maximum permitted heart rate.  No resistance training.	Increase HR
3. Sport-specific exercise	Skating drills in ice hockey, running drills in soccer. No head impact activities.	Add movement
4. Non-contact training drills	Progression to more complex training drills, e.g., passing drills in football and ice hockey. May start progressive resistance training.	Exercise, coordination and cognitive load
5. Full-contact Practice	Following medical clearance.  Participate in normal training activities.	Restore confidence and assess functional skills by coaching staff
6. Return to play	Normal game play	

Recommendations from 2012 Zurich Consensus Statement on Concussion – McRory, P., Meeuwisse, WH, Aubry, M, et. al., *Br. J Sports Med* 2013; 47:250-258.

# Post-Concussion Symptom Checklist

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

Please indicate how much each symptom has bothered you over the past 2 days.

	Symptoms	None	Mild		Moderate		Severe	
<b>PHYSICAL</b>	Headache	0	1	2	3	4	5	6
	Nausea	0	1	2	3	4	5	6
	Vomiting	0	1	2	3	4	5	6
	Balance Problem	0	1	2	3	4	5	6
	Dizziness	0	1	2	3	4	5	6
	Blurry or double vision	0	1	2	3	4	5	6
	Sensitivity to Light	0	1	2	3	4	5	6
	Sensitivity to Noise	0	1	2	3	4	5	6
	Balance Problems	0	1	2	3	4	5	6
	Pain other than headache	0	1	2	3	4	5	6
<b>THINKING/ COGNITIVE</b>	Feeling "in a fog"	0	1	2	3	4	5	6
	Feeling Slowed Down	0	1	2	3	4	5	6
	Difficulty concentrating	0	1	2	3	4	5	6
	Difficulty Remembering	0	1	2	3	4	5	6
<b>SLEEP ISSUES</b>	Trouble Falling Asleep	0	1	2	3	4	5	6
	Fatigue or low energy	0	1	2	3	4	5	6
	Drowsiness	0	1	2	3	4	5	6
<b>EMOTIONAL</b>	Feeling more Emotional	0	1	2	3	4	5	6
	Irritability	0	1	2	3	4	5	6
	Sadness	0	1	2	3	4	5	6
	Nervousness	0	1	2	3	4	5	6

Do symptoms worsen with physical activity? Yes \_\_\_\_\_ No \_\_\_\_\_ Not Applicable \_\_\_\_\_

Do symptoms worsen with thinking/cognitive activity? Yes \_\_\_\_\_ No \_\_\_\_\_ Not Applicable \_\_\_\_\_

Activity Level: Over the past two days, compared to what I would typically do, my level of activity has been \_\_\_\_\_% of what it would normally be.



# TIPS FOR TEACHERS

## Concussion Symptoms, Possible School Problems & Adjustments/Accommodations

Concussion Symptoms	Implications at school	Potential Adjustments in School Setting
<b>PHYSICAL SYMPTOMS</b> <ul style="list-style-type: none"> <li>• <b>Headache (most common symptom reported in concussions)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Poor concentration - may vary throughout day;</li> <li>• Can be triggered by fluorescent lighting, loud noises and focusing on tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent breaks</li> <li>• Reduce exposure to aggravators, i.e., turn off fluorescent lights</li> <li>• Rest as needed in nurse's office or quiet area</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Dizziness/ Lightheadedness</b></li> </ul>	<ul style="list-style-type: none"> <li>• Standing quickly or walking in crowded environment may present a challenge</li> <li>• Often provoked by visual stimulus (rapid movements, videos, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Allow student to put head down if symptoms worsen</li> <li>• Early dismissal from class and extra time to get from class to class to avoid crowded hallways</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Visual Symptoms</b> <ul style="list-style-type: none"> <li>○ <b>Light sensitivity</b></li> <li>○ <b>Double vision</b></li> <li>○ <b>Blurry vision</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Trouble seeing slide presentations, movies, smart boards, computers, handheld computers (tablets)</li> <li>• Difficulty reading &amp; copying</li> <li>• Difficulty paying attention to visual tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce brightness on the screens</li> <li>• Student may wear hat or sunglasses in school</li> <li>• Audiotapes instead of books</li> <li>• Seat student close to center of classroom activities (preferential seating if blurry vision)</li> <li>• Turn off fluorescent lights</li> <li>• Cover one eye with patch/ tape or one lens if glasses are worn (double vision)</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Noise Sensitivity</b></li> </ul>	<ul style="list-style-type: none"> <li>• Troubles with various noises in several school settings: Lunchroom, shop classes, music classes (band, choir), physical education classes, hallways</li> <li>• Organized sports practice</li> </ul>	<ul style="list-style-type: none"> <li>• Allow student to eat lunch in quiet area with classmate</li> <li>• Limit or avoid band, choir or shop classes</li> <li>• Avoid noisy gyms and organized sports practices and games</li> <li>• Consider use of earplugs</li> <li>• Early dismissal from class to avoid crowded, noisy hallways</li> </ul>
<b>THINKING/COGNITIVE SYMPTOMS</b> <ul style="list-style-type: none"> <li>• <b>Difficulty concentrating or remembering</b></li> </ul>	<ul style="list-style-type: none"> <li>• Challenges learning new tasks and comprehending new material (slowed processing speed)</li> <li>• Difficulty recalling and applying previously learned material</li> <li>• Lack of focus in the classroom</li> <li>• Difficulties with test taking, including standardized tests</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid testing or completion of major projects during recovery time when possible</li> <li>• Provide extra time to complete non-standardized tests in a quiet environment</li> <li>• Postpone standardized testing when possible</li> <li>• Consider one test per day during exam periods</li> <li>• Assess knowledge using multiple-choice instead of open-ended questions</li> </ul>

<b>Concussion Symptoms</b>	<b>Implications at school</b>	<b>Potential Adjustments in School Setting</b>
<b>THINKING/COGNITIVE SYMPTOMS (cont'd)</b>		<ul style="list-style-type: none"> <li>• Consider use of preprinted notes, note taker, scribe or reader for oral testing</li> <li>• Consider tape recorder for note taking</li> <li>• Reduce the cognitive load &amp; focus on the most important concepts for student to know – quality vs. quantity</li> <li>• Consider decreasing homework and reducing make-up work</li> <li>• Provide both oral and written instructions; clarify instructions</li> </ul>
<b>SLEEP ISSUES</b>	<ul style="list-style-type: none"> <li>• Excessive fatigue can hamper memory for new or past learning or ability to attend and focus</li> <li>• Insufficient sleep can lead to tardiness or excessive absences</li> <li>• Difficulty getting to sleep or frequent waking at night may lead to sleeping in class</li> <li>• Excessive napping due to fatigue may lead to further disruptions of the sleep cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Allow for late start or shortened school day to catch up on sleep</li> <li>• Allow rest breaks during day if needed</li> </ul>
<b>EMOTIONAL/MOOD SYMPTOMS</b>	<ul style="list-style-type: none"> <li>• Sadness, Irritability, changes in mood, nervousness, anxiety may affect social relationships with adults and peers</li> <li>• Student may feel scared, angry or depressed as a result of the concussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an emotional support plan for the student. This may include an adult with whom the student can talk if feeling overwhelmed</li> <li>• Mental fatigue may result in emotional meltdowns</li> <li>• Allow “signal” for student to remove himself/herself from classroom to de-escalate</li> <li>• Provide reassurance that what they are feeling is typical in the course of recovery – i.e., concern about getting behind in school work and/or grades</li> <li>• Share difficulties and progress with parents, CMT contact person, medical personnel, athletic coaches/ trainers as appropriate</li> </ul>

Sources: Halstead, M., McAvoy, K., *et al. Returning to Learning Following a Concussion.*

*Pediatrics*: originally published online October 27, 2013.

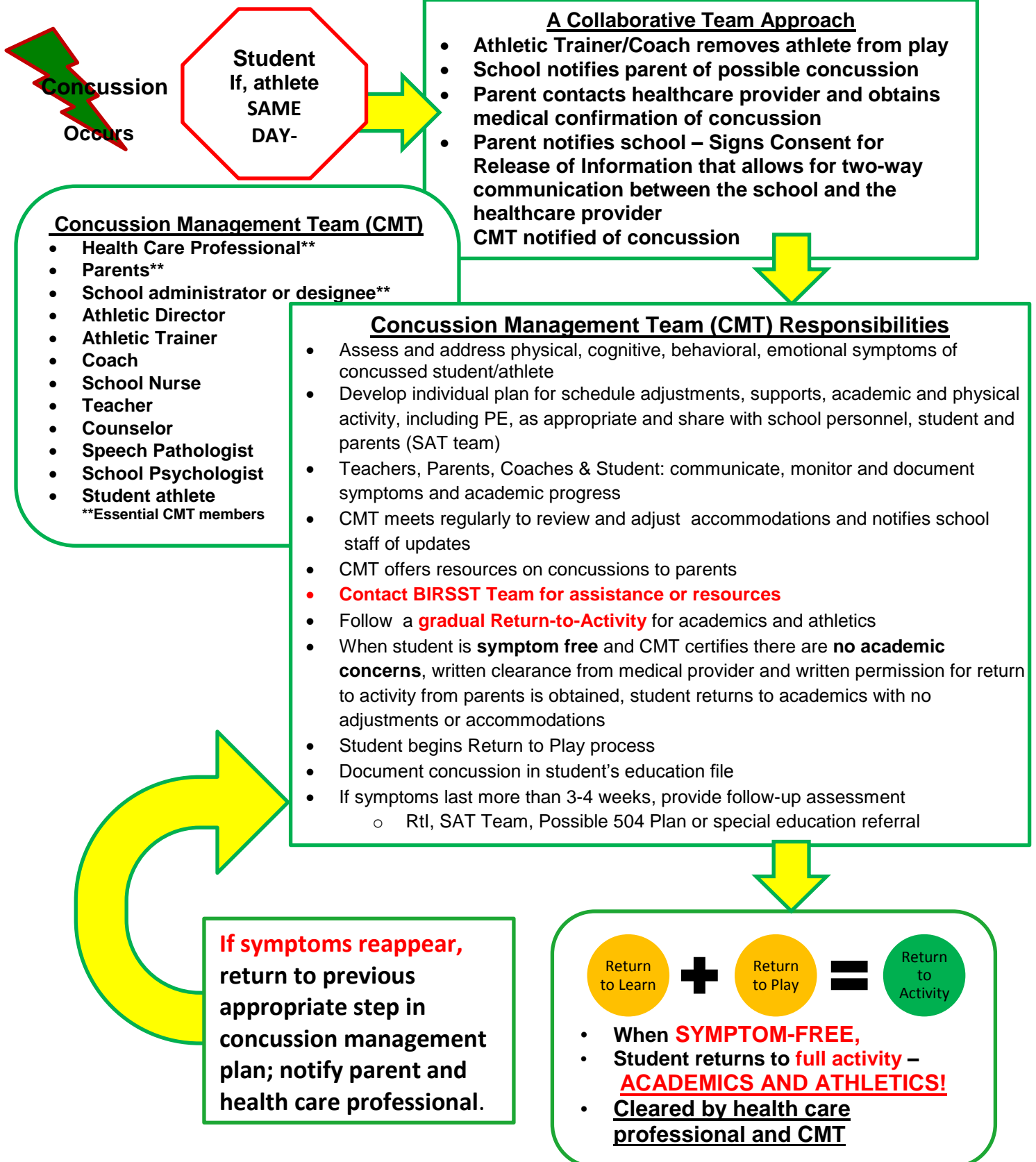
<http://pediatrics.aappublications.org/content/early/2013/10/23/peds.2013-2867>

Oregon Concussion Awareness and Management Program (OCAMP)

[http://media.cbirt.org/uploads/files/sports\\_concussion\\_management\\_guide.pdf](http://media.cbirt.org/uploads/files/sports_concussion_management_guide.pdf)

# NE Concussion Management Recommended Best Practices

(Adapted from CDC, OCAMP Advisory group June 2010 and Oregon Concussion Awareness and Management Program)





### Information from Teachers for CMT

Date:  Student Name:

Date of Concussion:

**To Teachers:** The above named student has been diagnosed with a concussion. Please indicate if you are seeing physical, cognitive, emotional or sleep/energy symptoms in your classroom related to this concussion, or if you have concerns about this student's progress, please state them below. Thank you for your valuable feedback.

Class: Teacher:	What academic adjustments, if any, is the student still receiving in your classroom?	Has the student reported or have you noticed any concussion symptoms in the last two days? (Headaches, dizziness, difficulty concentrating, remembering, more irritable, fatigued than usual?) If YES, please explain:	Is this student performing at their pre-concussion learning level? Yes or No? If NO, please explain:

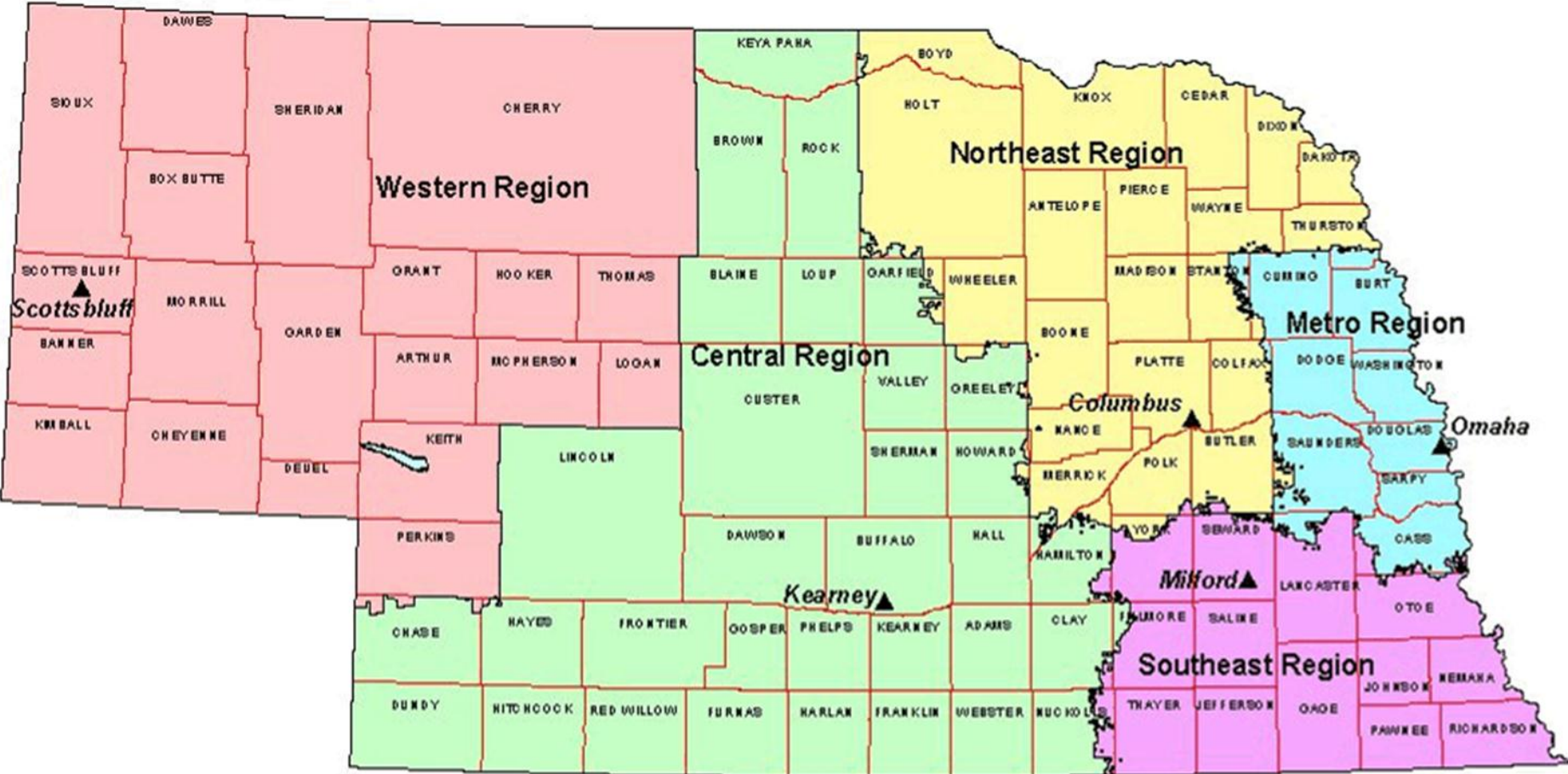
A fillable version of this document is available at: <http://www.education.ne.gov/sped/birst.html>



# BIRSST - Brain Injury School Support Team Contacts 2013-2014

<b>Central Region</b>	<b>Kristine Einspahr</b> ESU #10 76 Plaza Boulevard Kearney, NE 68848	(308) 237-5927 X 314 keinspahr@esu10.org
<b>Metro Region</b>	<b>Greg Gaden</b> ESU #3 6949 S. 10th Omaha, NE 68128  <b>Andrea McDonald</b> ESU #2, #3 and #19  <b>Lou Bauer</b> ESU #2	(402) 597-4934 (402) 610-4240 (cell) ggaden@esu3.org  (402) 350-5622 andrea.mcdonald30@gmail.com  (402) 721-7710 X 209 lbauer@esu2.org
<b>Northeast Region</b>	<b>Cathy Schroeder</b> ESU #1 211 Tenth Street Wakefield, NE 68756	(402) 287-2061 (712) 490-6571 cschroeder@esu1.org
<b>Southeast Region</b>	<b>Cindy Brunken</b> Lincoln Public Schools 5905 O Street Lincoln, NE, 68510	(402) 436-1902 cbrunk@lps.org
<b>Western Region</b>	<b>Steve Helgeland</b> ESU #13 4215 Avenue I Scottsbluff, NE 69361	(308) 635-3696 shelgeland@esu13.org

**BIRSST Region Map – 2013-2014**



## MEETING NOTICE

The Board of Education of [Name] Public Schools will meet in regular session on [month/date], 2014, at \_:\_\_\_ p.m. at [location, address], Nebraska. The meeting will include the holding of a public hearing to discuss, consider, and receive input on the student fee policy and the parental involvement policy. An agenda for the meeting and public hearings, which shall be kept continually current, is readily available for public inspection at the Superintendent's office during normal business hours.

[NAME] PUBLIC SCHOOLS

## AGENDA

The following is the agenda for the meeting of the Board of Education to be held on [month/date], 2014 at [location/address], Nebraska.

1. Call meeting to order and announce location of Open Meetings Act poster.
2. Approval of Agenda and Changes to Agenda.
3. Reading and approval of minutes:

Discuss, consider and take all necessary action to approve minutes of prior meeting(s).

4. Reading and approval of board bills:

Discuss, consider and take all necessary action to approve receipts, expenditures and payment of bills submitted by the administration.

5. Treasurer=s Report
6. Board Committee Reports
7. Administration's Reports
8. Public Comment
9. Action Items

**A. Student Fees Policy:**

- i. Review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policies of the District for the 2013-2014 school year.
- ii. Hold Public Hearing to discuss, consider, and receive input on a proposed Student Fee Policy. The public will be given the opportunity to present information and opinions on a proposed Student Fee Policy.
- iii. Discuss, consider, and take action to adopt a Student Fee Policy.

**B. Parental Involvement Policy:**

- i. Hold Public Hearing to discuss, consider, and receive input on the Parental Involvement Policy. The public will be given the opportunity to present information and opinions on a proposed Parental Involvement Policy.
- ii. Discuss, consider, and take action to either alter the Parental Involvement Policy and then adopt the policy as altered, or to reaffirm the Parental Involvement Policy.

C. Bullying Policy:

- i. Review bullying policy.
- ii. Discuss, consider, and take action to adopt an amended Bullying Policy, if determined appropriate.

D. Attendance Policy:

- i. Review attendance policy.
- ii. Discuss, consider, and take action to adopt an amended Attendance Policy, if determined appropriate.

10. Time/Date next meeting

11. Motion to Adjourn

**NOTICE:**

**COPY OF OPEN MEETINGS ACT:** The Board of Education makes available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. The Act is posted on the wall of the meeting room.

**INSTRUCTIONS FOR THOSE WHO WISH TO SPEAK DURING PUBLIC FORUM:**

Getting Started: When it is your turn to speak during the public forum portion of the agenda, please come forward to the table situated immediately in front of the Board, sign your name and address on the sign-in sheet and state your name to the Board of Education.

Time Limit: You may speak only one time and must limit comments to 5 minutes or less.

Personnel or Student Topic: If you are planning to speak about a personnel or student matter involving an individual, please plan to have first addressed the concerns initially to the administration for consideration. Board members will generally not respond to any questions you ask or comments you may make about individual staff members or students. You are cautioned that slanderous comments are not protected just because they are made at Board meeting.

General Rules: Please remember that this is a public meeting for the conduct of the business of the Board of Education. Offensive language, personal attacks and hostile conduct will not be tolerated.

BY: [NAME] PUBLIC SCHOOLS

**MINUTES OF THE MEETING OF THE BOARD OF  
EDUCATION OF [NAME] PUBLIC SCHOOLS**

A meeting of the Board of Education of [Name] Public Schools was convened in open and public session on [month/date], 2014, at \_:\_\_ p.m. at [location, address], Nebraska. The roll was called and the following Board members were present or absent:

Present: \_\_\_\_\_  
Absent: \_\_\_\_\_

Notice of the meeting was given in advance by publication and/or posting in accordance with the Board approved method for giving notice of meetings. Notice of this meeting was given in advance to all members of the Board of Education. The Secretary of the Board maintains a list of the news media requesting notification of meetings and advance notification to the listed media of the time and place of the meeting and the subjects to be discussed at this meeting was provided. Availability of the agenda was communicated in the publicized notice and a current copy of the Agenda was maintained as stated in the publicized notice. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting was open to the attendance of the public .

I. Call Meeting to Order. The meeting was duly called to order.

Announcement of Open Meetings Act Posting

At the beginning of this meeting, the Chairperson announced and informed the public that a current copy of the Open Meetings Act is posted on the wall of the meeting room and directed the public to its location.

II. Approval of Agenda. Motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_ to approve the agenda as provided. After discussion and on roll call vote, the Board voted as follows:

Voting for: \_\_\_\_\_  
Voting against: \_\_\_\_\_  
Not Voting: \_\_\_\_\_

The motion carried.

III. Reading and approval of minutes. Motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_ to approve the minutes of the regular meeting of the Board of Education held on [insert date of last meeting]. After discussion and on roll call vote, the Board voted as follows:

Voting for: \_\_\_\_\_  
Voting against: \_\_\_\_\_  
Not Voting: \_\_\_\_\_

The motion carried.

IV. Action Items

A. Student Fees Policy.

- i. The administration presented a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policies of the District for the 2013-2014 school year.
- ii. A public hearing was held to discuss, consider, and receive input on a proposed Student Fee Policy. The public was given the opportunity to present information and opinions on the proposed Student Fee Policy.
- iii. Motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Student Fees Policy for the 2014-2015, inclusive of Appendix "1," be adopted.

After discussion and on roll call vote, the Board voted on the Motion as follows:

Voting for: \_\_\_\_\_.

Voting against: \_\_\_\_\_.

Not Voting: \_\_\_\_\_.

The motion carried.

B. Parental Involvement Policy.

- i. A public hearing was held to discuss, consider, and receive input on the Parental Involvement Policy. The public was given the opportunity to present information and opinions on the Parental Involvement Policy.
- ii. Motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_ that the Board's current Parental Involvement Policy be re-adopted without alteration.

After discussion and on roll call vote, the Board voted on the Motion as follows:

Voting for: \_\_\_\_\_.

Voting against: \_\_\_\_\_.

Not Voting: \_\_\_\_\_.

The motion carried.

C. Bullying Policy.

- i. The Bullying Policy was reviewed by the Board. No action was taken.

D. Attendance Policy.

- i. The Attendance Policy was reviewed by the Board. No action was taken.

V. Time/Date next meeting. The next meeting of the Board is scheduled for [insert date] 2014 at \_\_:\_\_ p.m.

VI. Motion to Adjourn. Motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_ to adjourn the meeting at \_\_\_\_\_ o'clock p.m. on July \_\_, 2014.

Voting for: \_\_\_\_\_.

Voting against: \_\_\_\_\_.

Not Voting: \_\_\_\_\_.

The motion carried.

The meeting was duly adjourned.

DATED this \_\_ day of \_\_\_\_\_, 2014.

[NAME] PUBLIC SCHOOLS

BY: \_\_\_\_\_  
President

ATTEST:  
\_\_\_\_\_  
Secretary

## MEETING NOTICE

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D. Attendance Policy:

- i. Review attendance policy.
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E. Multicultural Review:

- i. The administration provided the annual status report to the board of education
- ii. The board conducted the periodic assessment of the multicultural education program.

004.01F5

10. Time/Date next meeting

11. Motion to Adjourn

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BY: [NAME] PUBLIC SCHOOLS



**MINUTES OF THE MEETING OF THE BOARD OF  
EDUCATION OF [NAME] PUBLIC SCHOOLS**

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Voting for: \_\_\_\_\_  
Voting against: \_\_\_\_\_  
Not Voting: \_\_\_\_\_

The motion carried.

III. Reading and approval of minutes. Motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_ to approve the minutes of the regular meeting of the Board of Education held on [insert date of last meeting]. After discussion and on roll call vote, the Board voted as follows:

Voting for: \_\_\_\_\_  
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Not Voting: \_\_\_\_\_

The motion carried.

IV. Action Items

A. Student Fees Policy.

- i. The administration presented a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policies of the District for the 2013-2014 school year.
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Voting for: \_\_\_\_\_.

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Voting for: \_\_\_\_\_.

Voting against: \_\_\_\_\_.

Not Voting: \_\_\_\_\_.

The motion carried.

C. Bullying Policy.

- i. The Bullying Policy was reviewed by the Board. No action was taken.

D. Attendance Policy.

- i. The Attendance Policy was reviewed by the Board. No action was taken.

V. Time/Date next meeting. The next meeting of the Board is scheduled for [insert date] 2014 at \_\_:\_\_ p.m.

VI. Motion to Adjourn. Motion was made by \_\_\_\_\_ and seconded by \_\_\_\_\_ to adjourn the meeting at \_\_\_\_\_ o'clock p.m. on July \_\_, 2014.

Voting for: \_\_\_\_\_.

Voting against: \_\_\_\_\_.

Not Voting: \_\_\_\_\_.

The motion carried.

The meeting was duly adjourned.

DATED this \_\_ day of \_\_\_\_\_, 2014.

[NAME] PUBLIC SCHOOLS

BY: \_\_\_\_\_  
President

ATTEST:  
\_\_\_\_\_  
Secretary

# Application for Certificated Personnel [NAME] Public Schools

An Equal Opportunity/Affirmative Action Employer

[ADDRESS]  
[NAME], NE [ZIP]  
Phone: [NUMBER]  
Fax: [NUMBER]

Please type or print your responses in ink.

## I. PERSONAL & CONTACT INFORMATION

Name \_\_\_\_\_  
*First Middle Last (Maiden)*

Present Address \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_  
*Street City State Zip*

Permanent Address \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_  
*Street City State Zip*

(If different from present address.)

Social Security Number \_\_\_\_ / \_\_\_\_ / \_\_\_\_ E-mail address \_\_\_\_\_

\_\_\_ Yes \_\_\_ No. Are you a former [NAME] Public Schools employee? Date of separation \_\_\_\_\_

Date available to work with [NAME] Public Schools \_\_\_\_\_

## II. CERTIFICATION

### CERTIFICATION--Type of certificate now held

\_\_\_ None \_\_\_ Valid Nebraska teaching certificate.\* \_\_\_\_\_ Expiration date \_\_\_\_\_ Type \_\_\_\_\_ Rank \_\_\_\_\_ Level \_\_\_\_\_

Areas of Specialization \_\_\_\_\_

\_\_\_ Valid certificate--other state (specify) \_\_\_\_\_

\* Attach photocopy of current teaching certificate. (Front and back)

## III. POSITION DESIRED

If you are endorsed in more than one area, mark first choice 1, second choice 2, etc.:

Specialist \_\_\_ Elementary \_\_\_ Secondary \_\_\_

**SPECIALIST**--check below the specialist area in which you are certified and seek assignment:

\_\_\_ Art Counselor \_\_\_ English Language Learners \_\_\_ Family Specialist (Social Worker) \_\_\_ Media Specialist

\_\_\_ Music \_\_\_ Physical Education \_\_\_ School Psychologist \_\_\_ Speech Pathologist \_\_\_ Other \_\_\_\_\_

Special Ed. (check): \_\_\_ Behaviorally Disordered \_\_\_ Early Childhood Special Education \_\_\_ Hearing Impaired

\_\_\_ Learning Disabled \_\_\_ Mentally Handicapped: Mild \_\_\_ Mentally Handicapped: Moderate

\_\_\_ Mentally Handicapped: Severe/Profound \_\_\_ Orthopedically Impaired \_\_\_ Visually Handicapped

Level preferred: Mark first choice 1, second choice 2, etc.

Elementary \_\_\_\_\_ Middle School \_\_\_\_\_ High School \_\_\_\_\_

**ELEMENTARY TEACHER**--complete the following:

Level preferred: Mark first choice 1, second choice 2, etc.

Kindergarten \_\_\_\_\_ Grade 1-2 \_\_\_\_\_ Grade 3-4 \_\_\_\_\_ Grade 5-6 \_\_\_\_\_

Check any of the following in which you have additional training or expertise for an elementary setting: \_\_\_ Art

\_\_\_ Computer \_\_\_ Early Childhood \_\_\_ English Language Learners \_\_\_ Gifted \_\_\_ Headstart \_\_\_ Reading \_\_\_ Science

**SECONDARY TEACHER**--complete the following:

Level preferred: Mark first choice 1, second choice 2.

Middle School (6-8) \_\_\_\_\_ High School (9-12) \_\_\_\_\_

List in order of preference the subjects you are certified to teach:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**Activities:** Check any of the following which you would be willing to sponsor, direct, coach or manage.

Check B for boys and/or G for girls.

Basketball  B  G  Cross Country  B  G  Football  Golf  B  G  Track  B  G  Volleyball  
 Drama  Instrumental Music  Newspaper  Speech  Instrumental Music  Vocal Music  Yearbook  
 Other \_\_\_\_\_

Describe Your Experiences/Success/Qualifications for marked activities:

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#### IV. PROFESSIONAL TRAINING & EXPERIENCE

##### A. SECONDARY SCHOOL(S) ATTENDED

Name of School	Grades Attended	Special Honors or Recognition

##### B. STUDENT TEACHING

From	To	School	Location City/State/State	Grade & Subject
Cooperating Teacher:				
From	To	School	Location City/State/State	Grade & Subject
Cooperating Teacher:				

##### C. COLLEGE or UNIVERSITIES ATTENDED

Name of Institution (City, State)	Major	Hrs	Minor	Hrs	Year Graduated	Degree	GPA (4.0 scale) & Special Honors or Recognition

##### D. EDUCATIONAL WORK EXPERIENCE—Include at least the last five employers

Years Taught	No. of Mos.	Position (also state if full or part- time)	Grades and Subject Taught & Extracurricular Duties	Name and Mailing Address of School	Reason for Leaving

**V. REFERENCES**

List names and addresses of persons who are qualified to answer questions concerning your fitness for the position you seek. Include especially supervisors, principals and superintendents under whom you have taught in the past 15 years. If you have not taught previously, include the names of cooperating teachers, college or university supervisors and building principals who have been associated with your student teaching. Indicate with an (\*) any reference which is included in your credentials.

Name	Position	Contact Info: Telephone & Complete Mailing Address

Please state where your current references may be secured (College or University Placement Office or Agency)

**NOTE:** Please have references sent. Be certain that they are up to date. It is important to include evaluations from principals, superintendents, or supervisors under whom you have taught or worked.

**VI. QUESTIONS**

Directions: Please answer each of the questions below as best you can. If more space is needed please attach additional pages. If you are typing your answers, please respond to at least one question in your own handwriting.

**1. Eligibility for hire:**

●Are you now under contract? \_\_\_Yes \_\_\_No.

If yes, with which school are you under contract & why do you wish to leave your current position? \_\_\_\_\_

●Do you have any condition (physical, mental, or otherwise) which prevents you from performing the essential functions of any of the positions for which you have applied, with or without accommodation? (Note: regular, dependable attendance is an essential function of certificated positions at [NAME] Public Schools.)

\_\_\_Yes \_\_\_No. If yes, describe: \_\_\_\_\_

**2. Interest in [NAME] Public Schools:**

●Have you previously filed a written application for employment with [NAME] Public Schools? \_\_\_Yes \_\_\_No. If yes, give date: \_\_\_\_\_

●Why do you want to be employed at [NAME] Public Schools? \_\_\_\_\_

●What experiences have you had with [NAME] Public Schools or the community of [NAME]? \_\_\_\_\_

**3. Prior History:**

●Have you ever had failed or refused to fulfill a contract of employment with any school district? \_\_\_Yes \_\_\_No. If yes, describe: \_\_\_\_\_

●Have you ever had a diploma, credential, or certificate denied or revoked? \_\_\_Yes \_\_\_No.

If yes, describe: \_\_\_\_\_

**4. Educational & Multi-cultural Background:**

●Are you familiar with the School Improvement Process? \_\_\_Yes \_\_\_No.

If yes, describe your familiarity/experience with that process \_\_\_\_\_

●Are you familiar with Computer Assisted Instruction? \_\_\_Yes \_\_\_No.

If yes, describe your experiences with such instruction \_\_\_\_\_

Have you had experiences with instruction in (check as applicable): Foreign Language: \_\_\_ Special Education \_\_\_ Gifted Students \_\_\_ Music \_\_\_ Art \_\_\_ P.E. \_\_\_ Penmanship \_\_\_ Reasoning Skills \_\_\_

●How would you address different racial/ethnic, gender or culturally based attitudes of students and infuse a multicultural perspective into your classroom/subject area? \_\_\_\_\_

**5. Personal and Professional Self-Evaluation:**

●Describe an effective teacher: \_\_\_\_\_

●Describe your professional strengths and abilities and personal characteristics which will apply to your position: \_\_\_\_\_

●Describe your weakness/areas in which you feel you need to improve: \_\_\_\_\_

●Describe your future plans and goals in education & your plans for remaining at our school if hired: \_\_\_\_\_

**VII. PERSONAL DISCLOSURE**

Respond to EACH item. If there is no response to any item, or if the required attachments do not accompany your application, your application WILL BE REMOVED FROM CONSIDERATION. Information provided in this disclosure will not automatically bar you from employment but will be considered in view of all relevant circumstances.

- 1. Have you ever received a ticket, been charged with an offense, been arrested or been convicted for a criminal offense relating to sexual or physical abuse? Yes\_\_\_\_ No \_\_\_\_
- 2. If you answered "Yes" to Question #1 above, you must explain each situation including location(s), date(s), agency(ies) involved, and the outcome of the each ticket, charge, or arrest (use an attachment if needed):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. Have you ever had any license, permit, or certificate terminated, revoked, suspended, received a private or public reprimand or admonishment from a licensing agency (e.g., Nebraska Department of Education) or been subject to a judicial restraining or contempt order? Yes\_\_\_\_ No \_\_\_\_
- 4. If you answered "Yes" to Question #3 above, you must attach an explanation of each situation including location(s), date(s), agency(ies) involved, and the outcome of the each situation(use an attachment if needed):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5. Have you ever been involuntarily terminated or asked to resign, or resigned in lieu of termination from employment? Yes\_\_\_\_ No \_\_\_\_
- 6. If you answered "Yes" to Question #5 above, you must explain each situation including the name of the employer(s), the date(s) and the reason(s) for the resignation or termination.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Note: School policy requires that a criminal history record information check be completed prior to employment.

**VIII. VERIFICATION**

I certify that I have made true, correct and complete answers and statements on this application in the knowledge that they may be relied upon in considering my application. I understand it is my responsibility to immediately provide updated, correct information if any of the information changes at any time. I understand that any omission, falsification or misrepresentation made by me on this application or any supplement will be sufficient grounds for failure to employ me or for my discharge should I become employed with the school district. I understand that disclosure of social security number is optional. It will be used to conduct background checks for employment purposes and for personnel and payroll processing and required reporting if I am employed.

\_\_\_\_\_  
Legal Signature of Applicant

Date: \_\_\_\_\_, 20\_\_

**It is the policy of [NAME] Public Schools to not discriminate on the basis of sex, handicap or disability, race, color, religion, marital status, veteran status, or national or ethnic origin in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions with [NAME] Public Schools are asked to make their request to the Superintendent.**

# Application for Certificated Personnel [NAME] Public Schools

An Equal Opportunity/Affirmative Action Employer

[ADDRESS]  
[NAME], NE [ZIP]  
Phone: [NUMBER]  
Fax: [NUMBER]

Please type or print your responses in ink.

## I. PERSONAL & CONTACT INFORMATION

Name \_\_\_\_\_  
*First Middle Last (Maiden)*

Present Address \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_  
*Street City State Zip*

Permanent Address \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_  
*Street City State Zip*

(If different from present address.)

Social Security Number \_\_\_\_ / \_\_\_\_ / \_\_\_\_ E-mail address \_\_\_\_\_

\_\_\_ Yes \_\_\_ No. Are you a former [NAME] Public Schools employee? Date of separation \_\_\_\_\_

Date available to work with [NAME] Public Schools \_\_\_\_\_

## II. CERTIFICATION

### CERTIFICATION--Type of certificate now held

\_\_\_ None \_\_\_ Valid Nebraska teaching certificate.\* \_\_\_\_\_ Expiration date \_\_\_\_\_ Type \_\_\_\_\_ Rank \_\_\_\_\_ Level \_\_\_\_\_

Areas of Specialization \_\_\_\_\_

\_\_\_ Valid certificate--other state (specify) \_\_\_\_\_

\* Attach photocopy of current teaching certificate. (Front and back)

## III. POSITION DESIRED

If you are endorsed in more than one area, mark first choice 1, second choice 2, etc.:

Specialist \_\_\_ Elementary \_\_\_ Secondary \_\_\_

**SPECIALIST**--check below the specialist area in which you are certified and seek assignment:

\_\_\_ Art Counselor \_\_\_ English Language Learners \_\_\_ Family Specialist (Social Worker) \_\_\_ Media Specialist

\_\_\_ Music \_\_\_ Physical Education \_\_\_ School Psychologist \_\_\_ Speech Pathologist \_\_\_ Other \_\_\_\_\_

Special Ed. (check): \_\_\_ Behaviorally Disordered \_\_\_ Early Childhood Special Education \_\_\_ Hearing Impaired

\_\_\_ Learning Disabled \_\_\_ Mentally Handicapped: Mild \_\_\_ Mentally Handicapped: Moderate

\_\_\_ Mentally Handicapped: Severe/Profound \_\_\_ Orthopedically Impaired \_\_\_ Visually Handicapped

Level preferred: Mark first choice 1, second choice 2, etc.

Elementary \_\_\_\_\_ Middle School \_\_\_\_\_ High School \_\_\_\_\_

**ELEMENTARY TEACHER**--complete the following:

Level preferred: Mark first choice 1, second choice 2, etc.

Kindergarten \_\_\_\_\_ Grade 1-2 \_\_\_\_\_ Grade 3-4 \_\_\_\_\_ Grade 5-6 \_\_\_\_\_

Check any of the following in which you have additional training or expertise for an elementary setting: \_\_\_ Art

\_\_\_ Computer \_\_\_ Early Childhood \_\_\_ English Language Learners \_\_\_ Gifted \_\_\_ Headstart \_\_\_ Reading \_\_\_ Science

**SECONDARY TEACHER**--complete the following:

Level preferred: Mark first choice 1, second choice 2.

Middle School (6-8) \_\_\_\_\_ High School (9-12) \_\_\_\_\_

List in order of preference the subjects you are certified to teach:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**Activities:** Check any of the following which you would be willing to sponsor, direct, coach or manage.

Check B for boys and/or G for girls.

Basketball  B  G  Cross Country  B  G  Football  Golf  B  G  Track  B  G  Volleyball  
 Drama  Instrumental Music  Newspaper  Speech  Instrumental Music  Vocal Music  Yearbook  
 Other \_\_\_\_\_

Describe Your Experiences/Success/Qualifications for marked activities:

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#### IV. PROFESSIONAL TRAINING & EXPERIENCE

##### A. SECONDARY SCHOOL(S) ATTENDED

Name of School	Grades Attended	Special Honors or Recognition

##### B. STUDENT TEACHING

From	To	School	Location City/State/State	Grade & Subject
Cooperating Teacher:				
From	To	School	Location City/State/State	Grade & Subject
Cooperating Teacher:				

##### C. COLLEGE or UNIVERSITIES ATTENDED

Name of Institution (City, State)	Major	Hrs	Minor	Hrs	Year Graduated	Degree	GPA (4.0 scale) & Special Honors or Recognition

##### D. EDUCATIONAL WORK EXPERIENCE—Include at least the last five employers

Years Taught	No. of Mos.	Position (also state if full or part- time)	Grades and Subject Taught & Extracurricular Duties	Name and Mailing Address of School	Reason for Leaving

**V. REFERENCES**

List names and addresses of persons who are qualified to answer questions concerning your fitness for the position you seek. Include especially supervisors, principals and superintendents under whom you have taught in the past 15 years. If you have not taught previously, include the names of cooperating teachers, college or university supervisors and building principals who have been associated with your student teaching. Indicate with an (\*) any reference which is included in your credentials.

Name	Position	Contact Info: Telephone & Complete Mailing Address

Please state where your current references may be secured (College or University Placement Office or Agency)

**NOTE:** Please have references sent. Be certain that they are up to date. It is important to include evaluations from principals, superintendents, or supervisors under whom you have taught or worked.

**VI. QUESTIONS**

Directions: Please answer each of the questions below as best you can. If more space is needed please attach additional pages. If you are typing your answers, please respond to at least one question in your own handwriting.

**1. Eligibility for hire:**

●Are you now under contract? \_\_\_Yes \_\_\_No.

If yes, with which school are you under contract & why do you wish to leave your current position? \_\_\_\_\_

●Do you have any condition (physical, mental, or otherwise) which prevents you from performing the essential functions of any of the positions for which you have applied, with or without accommodation? (Note: regular, dependable attendance is an essential function of certificated positions at [NAME] Public Schools.)

\_\_\_Yes \_\_\_No. If yes, describe: \_\_\_\_\_

**2. Interest in [NAME] Public Schools:**

●Have you previously filed a written application for employment with [NAME] Public Schools? \_\_\_Yes \_\_\_No. If yes, give date: \_\_\_\_\_

●Why do you want to be employed at [NAME] Public Schools? \_\_\_\_\_

●What experiences have you had with [NAME] Public Schools or the community of [NAME]? \_\_\_\_\_

**3. Prior History:**

●Have you ever had failed or refused to fulfill a contract of employment with any school district? \_\_\_Yes \_\_\_No. If yes, describe: \_\_\_\_\_

●Have you ever had a diploma, credential, or certificate denied or revoked? \_\_\_Yes \_\_\_No.

If yes, describe: \_\_\_\_\_

**4. Educational & Multi-cultural Background:**

●Are you familiar with the School Improvement Process? \_\_\_Yes \_\_\_No.

If yes, describe your familiarity/experience with that process \_\_\_\_\_

●Are you familiar with Computer Assisted Instruction? \_\_\_Yes \_\_\_No.

If yes, describe your experiences with such instruction \_\_\_\_\_

Have you had experiences with instruction in (check as applicable): Foreign Language: \_\_\_ Special Education \_\_\_ Gifted Students \_\_\_ Music \_\_\_ Art \_\_\_ P.E. \_\_\_ Penmanship \_\_\_ Reasoning Skills \_\_\_

●How would you address different racial/ethnic, gender or culturally based attitudes of students and infuse a multicultural perspective into your classroom/subject area? \_\_\_\_\_

**5. Personal and Professional Self-Evaluation:**

●Describe an effective teacher: \_\_\_\_\_

●Describe your professional strengths and abilities and personal characteristics which will apply to your position: \_\_\_\_\_

●Describe your weakness/areas in which you feel you need to improve: \_\_\_\_\_

●Describe your future plans and goals in education & your plans for remaining at our school if hired: \_\_\_\_\_

**VII. PERSONAL DISCLOSURE**

Respond to EACH item. If there is no response to any item, or if the required attachments do not accompany your application, your application WILL BE REMOVED FROM CONSIDERATION. Information provided in this disclosure will not automatically bar you from employment but will be considered in view of all relevant circumstances.

- 1. Have you ever received a ticket, been charged with an offense, been arrested or been convicted for a criminal offense relating to sexual or physical abuse? Yes\_\_\_\_ No \_\_\_\_
- 2. If you answered "Yes" to Question #1 above, you must explain each situation including location(s), date(s), agency(ies) involved, and the outcome of the each ticket, charge, or arrest (use an attachment if needed):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. Have you ever had any license, permit, or certificate terminated, revoked, suspended, received a private or public reprimand or admonishment from a licensing agency (e.g., Nebraska Department of Education) or been subject to a judicial restraining or contempt order? Yes\_\_\_\_ No \_\_\_\_
- 4. If you answered "Yes" to Question #3 above, you must attach an explanation of each situation including location(s), date(s), agency(ies) involved, and the outcome of the each situation(use an attachment if needed):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5. Have you ever been involuntarily terminated or asked to resign, or resigned in lieu of termination from employment? Yes\_\_\_\_ No \_\_\_\_
- 6. If you answered "Yes" to Question #5 above, you must explain each situation including the name of the employer(s), the date(s) and the reason(s) for the resignation or termination.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Note: School policy requires that a criminal history record information check be completed prior to employment.

**VIII. VERIFICATION**

I certify that I have made true, correct and complete answers and statements on this application in the knowledge that they may be relied upon in considering my application. I understand it is my responsibility to immediately provide updated, correct information if any of the information changes at any time. I understand that any omission, falsification or misrepresentation made by me on this application or any supplement will be sufficient grounds for failure to employ me or for my discharge should I become employed with the school district. I understand that disclosure of social security number is optional. It will be used to conduct background checks for employment purposes and for personnel and payroll processing and required reporting if I am employed.

\_\_\_\_\_  
Legal Signature of Applicant

Date: \_\_\_\_\_, 20\_\_

**It is the policy of [NAME] Public Schools to not discriminate on the basis of sex, handicap or disability, race, color, religion, marital status, veteran status, or national or ethnic origin in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions with [NAME] Public Schools are asked to make their request to the Superintendent.**

# Application for Classified Personnel [NAME] Public Schools

An Equal Opportunity/Affirmative Action Employer

[ADDRESS]  
[NAME], NE [ZIP]  
Phone: [NUMBER]  
Fax: [NUMBER]

*Please type or print your responses in ink.*

## I. PERSONAL & CONTACT INFORMATION

Name \_\_\_\_\_  
*First*
*Middle*
*Last*
*(Maiden)*

Present Address \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_  
*Street*
*City*
*State*
*Zip*

Permanent Address \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_  
(If different from present address.)
*Street*
*City*
*State*
*Zip*

Social Security Number \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_ E-mail address \_\_\_\_\_

\_\_\_ Yes \_\_\_ No. Are you a former [NAME] Public Schools employee? Date of separation \_\_\_\_\_

Date available to work with [NAME] Public Schools \_\_\_\_\_

## II. POSITION DESIRED

**For what position(s) are you applying? If more than one area, mark first choice 1, second choice 2, etc.:**

\_\_\_\_\_

## III. EDUCATION

### A. SECONDARY SCHOOL(S) ATTENDED and GED: \_\_\_ Yes \_\_\_ No

Name of School	Grades Attended	Special Honors or Recognition

### B. COLLEGE or UNIVERSITIES ATTENDED and OTHER POST-SECONDARY EDUCATIONAL PROGRAMS

Name of Institution (City, State)	Major	Hrs	Minor	Hrs	Year Graduated	Degree	GPA (4.0 scale) & Special Honors or Recognition

## IV. WORK EXPERIENCE

Include all of your last five employers, and all employers for the last 15 years, starting with your current or most recent employer.

Omission of prior employment or false reasons for leaving may be considered falsification of information.

Start Date	End Date	Position (also state if full or part-time)	Duties	Name, Mailing Address and Telephone of Employer	Reason for Leaving

**Work Experience Continued:**

Start Date	End Date	Position (also state if full or part-time)	Duties	Name, Mailing Address and Telephone of Employer	Reason for Leaving

**V. SKILLS**

List technical skills, clerical skills, trade skills relevant to the Position(s) for which you have applied. Identify other credentials, licenses, professional affiliations, etc. relevant to the Position(s)

<b>If required for the Position, do you have a valid driver's license?</b> <b>Yes</b> <b>No</b>

**VI. REFERENCES**

List names and addresses of persons who are qualified to answer questions concerning your fitness for the position you seek.

Name	Relationship (e.g. supervisor, friend)	Contact Info: Telephone & Complete Mailing Address

**VII. QUESTIONS**

Directions: Please answer each of the questions below as best you can. If more space is needed please attach additional pages. If you are typing your answers, please respond to at least one question in your own handwriting.

**1. Eligibility for hire:**

- Are you currently employed? \_\_\_Yes \_\_\_No.  
If yes, give name of employer & why do you wish to leave your current position? \_\_\_\_\_

- Are you eligible to work in the United States? \_\_\_Yes \_\_\_No. •Are you 18 years of age or older? \_\_\_Yes \_\_\_No.
- Do you have any condition (physical, mental, or otherwise) which prevents you from performing the essential functions of any of the positions for which you have applied, with or without accommodation? (Note: regular, dependable attendance is an essential function of positions at [NAME] Public Schools.) \_\_\_Yes \_\_\_No.  
If yes, describe: \_\_\_\_\_

**2. Interest in [NAME] Public Schools:**

- Have you previously filed a written application for employment with [NAME] Public Schools? \_\_\_Yes \_\_\_No.  
If yes, give date(s) and position for which you applied: \_\_\_\_\_
- Why do you want to be employed at [NAME] Public Schools? \_\_\_\_\_
- What experiences have you had with [NAME] Public Schools or the community of [NAME]? \_\_\_\_\_

**3. Prior History:**

- Have you ever had failed or refused to fulfill a contract of employment with any employer? \_\_\_Yes \_\_\_No. If yes, describe: \_\_\_\_\_
- Have you ever had a certificate or license for work purposes denied or revoked? \_\_\_Yes \_\_\_No.  
If yes, describe: \_\_\_\_\_

**4. Self-Evaluation:**

- Describe your employment strengths and abilities and personal characteristics which will apply to your position: \_\_\_\_\_
- Describe your weakness/areas in which you feel you need to improve: \_\_\_\_\_
- Describe your future plans and goals in employment & your plans for remaining at our school if hired: \_\_\_\_\_

**VIII. PERSONAL DISCLOSURE**

Respond to EACH item. If there is no response to any item, or if the required attachments do not accompany your application, your application WILL BE REMOVED FROM CONSIDERATION. Information provided in this disclosure will not automatically bar you from employment but will be considered in view of all relevant circumstances.

- 1. Have you ever received a ticket, been charged with an offense, been arrested or been convicted for a criminal offense relating to sexual or physical abuse?  
Yes\_\_\_ No \_\_\_
- 2. If you answered "Yes" to Question #1 above, you must explain each situation including location(s), date(s), agency(ies) involved, and the outcome of the each ticket, charge, or arrest (use an attachment if needed):  
\_\_\_\_\_  
\_\_\_\_\_
- 3. Have you ever had any license, permit, or certificate terminated, revoked, suspended, received a private or public reprimand or admonishment from a licensing agency or been subject to a judicial restraining or contempt order?  
Yes\_\_\_ No \_\_\_
- 4. If you answered "Yes" to Question #3 above, you must attach an explanation of each situation including location(s), date(s), agency(ies) involved, and the outcome of the each situation (use an attachment if needed):  
\_\_\_\_\_  
\_\_\_\_\_
- 5. Have you ever been involuntarily terminated or asked to resign, or resigned in lieu of termination from employment?  
Yes\_\_\_ No\_\_\_
- 6. If you answered "Yes" to Question #5 above, you must explain each situation including the name of the employer(s), the date(s) and reason(s) for the resignation or termination.  
\_\_\_\_\_  
\_\_\_\_\_

Note: School policy requires that a criminal history record information check be completed prior to employment.

**VIII. VERIFICATION**

I certify that I have made true, correct and complete answers and statements on this application in the knowledge that they may be relied upon in considering my application. I understand it is my responsibility to immediately provide updated, correct information if any of the information changes at any time. I understand that any omission, falsification or misrepresentation made by me on this application or any supplement will be sufficient grounds for failure to employ me or for my discharge should I become employed with the school district. I understand that disclosure of social security number is optional. It will be used to conduct background checks for employment purposes and for personnel and payroll processing and required reporting if I am employed. I further understand that employment in a classified position would be on an at will basis, terminable at will.

\_\_\_\_\_  
Legal Signature of Applicant

Date: \_\_\_\_\_, 20\_\_

**It is the policy of [NAME] Public Schools to not discriminate on the basis of sex, handicap or disability, race, color, religion, marital status, veteran status, or national or ethnic origin in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions with [NAME] Public Schools are asked to make their request to the Superintendent.**

**FOR CDL REQUIRED POSITIONS ONLY**  
**APPLICANT'S CONSENT**  
**TO OBTAIN PAST DRUG AND ALCOHOL TEST RESULTS**  
*Required by Federal Law*

I, \_\_\_\_\_ (*insert applicant's name*), understand that as a condition of hire with [NAME] Public Schools (*School District*) I must give the School District written Consent to obtain the results of all DOT-required drug and/or alcohol tests (including my refusals to be tested) from all of the companies for which I worked as a driver, or for which I took a pre-employment drug and/or alcohol test during the past two (2) years. I also understand that the School District requires me to consent to access to the same information concerning any non-DOT driver drug and/or alcohol tests which I took during this same period of time. I have also been advised and understand that my signing of this consent does not guarantee me a job or guarantee that I will be offered a position with the School District.

Below I have listed all of the companies for which I worked as a driver, or for which I took a pre-employment driver position drug and/or alcohol test during the past two (2) years. I hereby consent to the School District obtaining from those companies, and I hereby consent to those companies furnishing to the School District, all requested information concerning my drug and alcohol tests, including:

- (i) all DOT and non-DOT alcohol test results of 0.04 or greater during the past two (2) years;
- (ii) all verified positive DOT and non-DOT drug test results during the past two (2) years;
- (iii) all instances in which I refused to submit to a DOT-required drug and/or alcohol test during the past two (2) years
- (iv) any other violations of DOT agency drug and alcohol testing regulations during the past two (2) years; and
- (v) documentation of successful completion of DOT return-to-duty requirements (including follow-up tests) in the event of a violation of a DOT drug and alcohol testing regulations during the past two (2) years.

I specifically authorize the companies to fully complete the School District's Report of Past Drug and/or Alcohol Test Results form.

The following is a list of all of the companies for which I worked as a driver, or for which I took a pre-employment driver position drug and/or alcohol test, during the past two (2) years;

**Company name**

**Dates worked for/took pre-employment test**

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**APPLICANT CERTIFICATION**

I have carefully read and fully understand this Consent to release my past drug and alcohol test results. In authorizing the release of my test results, I consent and agree to waive any physician-patient privilege that may otherwise exist with respect to the confidentiality of my drug and alcohol test results. I further release the Company and its medical review officer, and any officer, employee or agent of the Company whose disclosure of the results is in accordance with this release from any and all claims or causes of actions which may result from the disclosure of such test results to the person or persons identified on this release form.

I signing below, I certify that all of the information which I have furnished on this form is true and complete, and that I have identified all of the companies for which I have either worked, or for which I took a pre-employment drug and/or alcohol test, as a driver during the past two years. I understand that this information is material to my hiring and that my failure to provide true and complete information will automatically disqualify me for a position with the School District or, in the event that I am hired, subject me to immediate termination. Further, I understand that in the event of a receipt of a report of past drug and/or alcohol violation, any conditional offer of employment will be revoked and in the event I have been hired, any employment will be automatically ended.

\_\_\_\_\_  
*Signature of Applicant*

\_\_\_\_\_  
*Print Name*

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

**FOR CDL REQUIRED POSITIONS ONLY**

**APPLICANT'S CERTIFICATION OF  
PAST DRUG AND ALCOHOL TEST RESULTS**  
*Required by Federal Law*

During the past two years before this application, I:

Did  Did not (*check applicable blank*) **TEST POSITIVE OR REFUSE TO SUBMIT** to any pre-employment drug or alcohol test administered by an employer to which I applied for, but did not obtain, safety-sensitive transportation work covered by DOT agency drug and alcohol testing rules.

**If I did test positive or refuse to submit, then I further certify that I:**

Did  Did not  N/A (*check applicable blank*) complete the return-to-duty process of the DOT agency drug and alcohol testing rules. I agree that it is my responsibility to provide the School District with documents establishing completion of such process before I may perform safety-sensitive functions for the School District.

**APPLICANT CERTIFICATION**

In signing below, I certify that all of the information which I have furnished on this form is true and complete. I understand that this information is material to my hiring and that my failure to provide true and complete information concerning the time period in question will automatically disqualify me for a position with the School District or in the event that I am hired, subject me to immediate termination.

---

*Signature of Applicant*

*Print Name*

*Date*

# Application for Classified Personnel

## [NAME] Public Schools

An Equal Opportunity/Affirmative Action Employer

[ADDRESS]  
 [NAME], NE [ZIP]  
 Phone: [NUMBER]  
 Fax: [NUMBER]

*Please type or print your responses in ink.*

### I. PERSONAL & CONTACT INFORMATION

Name \_\_\_\_\_  
*First Middle Last (Maiden)*

Present Address \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_  
*Street City State Zip*

Permanent Address \_\_\_\_\_ Telephone (\_\_\_\_) \_\_\_\_\_  
 (If different from present address.) *Street City State Zip*

Social Security Number \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_ E-mail address \_\_\_\_\_

\_\_\_\_ Yes \_\_\_\_ No. Are you a former [NAME] Public Schools employee? Date of separation \_\_\_\_\_

Date available to work with [NAME] Public Schools \_\_\_\_\_

### II. POSITION DESIRED

**For what position(s) are you applying? If more than one area, mark first choice 1, second choice 2, etc.:**

\_\_\_\_\_

### III. EDUCATION

#### A. SECONDARY SCHOOL(S) ATTENDED and GED: \_\_\_\_ Yes \_\_\_\_ No

Name of School	Grades Attended	Special Honors or Recognition

#### B. COLLEGE or UNIVERSITIES ATTENDED and OTHER POST-SECONDARY EDUCATIONAL PROGRAMS

Name of Institution (City, State)	Major	Hrs	Minor	Hrs	Year Graduated	Degree	GPA (4.0 scale) & Special Honors or Recognition

### IV. WORK EXPERIENCE

Include all of your last five employers, and all employers for the last 15 years, starting with your current or most recent employer.

Omission of prior employment or false reasons for leaving may be considered falsification of information.

Start Date	End Date	Position (also state if full or part-time)	Duties	Name, Mailing Address and Telephone of Employer	Reason for Leaving

**Work Experience Continued:**

Start Date	End Date	Position (also state if full or part-time)	Duties	Name, Mailing Address and Telephone of Employer	Reason for Leaving

**V. SKILLS**

List technical skills, clerical skills, trade skills relevant to the Position(s) for which you have applied. Identify other credentials, licenses, professional affiliations, etc. relevant to the Position(s)

<b>If required for the Position, do you have a valid driver's license?</b> <b>Yes</b> <b>No</b>

**VI. REFERENCES**

List names and addresses of persons who are qualified to answer questions concerning your fitness for the position you seek.

Name	Relationship (e.g. supervisor, friend)	Contact Info: Telephone & Complete Mailing Address

**VII. QUESTIONS**

Directions: Please answer each of the questions below as best you can. If more space is needed please attach additional pages. If you are typing your answers, please respond to at least one question in your own handwriting.

**1. Eligibility for hire:**

- Are you currently employed? \_\_\_Yes \_\_\_No.  
If yes, give name of employer & why do you wish to leave your current position? \_\_\_\_\_

- Are you eligible to work in the United States? \_\_\_Yes \_\_\_No. •Are you 18 years of age or older? \_\_\_Yes \_\_\_No.
- Do you have any condition (physical, mental, or otherwise) which prevents you from performing the essential functions of any of the positions for which you have applied, with or without accommodation? (Note: regular, dependable attendance is an essential function of positions at [NAME] Public Schools.) \_\_\_Yes \_\_\_No.  
If yes, describe: \_\_\_\_\_

**2. Interest in [NAME] Public Schools:**

- Have you previously filed a written application for employment with [NAME] Public Schools? \_\_\_Yes \_\_\_No.  
If yes, give date(s) and position for which you applied: \_\_\_\_\_
- Why do you want to be employed at [NAME] Public Schools? \_\_\_\_\_
- What experiences have you had with [NAME] Public Schools or the community of [NAME]? \_\_\_\_\_

**3. Prior History:**

- Have you ever had failed or refused to fulfill a contract of employment with any employer? \_\_\_Yes \_\_\_No. If yes, describe: \_\_\_\_\_
- Have you ever had a certificate or license for work purposes denied or revoked? \_\_\_Yes \_\_\_No.  
If yes, describe: \_\_\_\_\_

**4. Self-Evaluation:**

- Describe your employment strengths and abilities and personal characteristics which will apply to your position: \_\_\_\_\_
- Describe your weakness/areas in which you feel you need to improve: \_\_\_\_\_
- Describe your future plans and goals in employment & your plans for remaining at our school if hired: \_\_\_\_\_

**VIII. PERSONAL DISCLOSURE**

Respond to EACH item. If there is no response to any item, or if the required attachments do not accompany your application, your application WILL BE REMOVED FROM CONSIDERATION. Information provided in this disclosure will not automatically bar you from employment but will be considered in view of all relevant circumstances.

- 1. Have you ever received a ticket, been charged with an offense, been arrested or been convicted for a criminal offense relating to sexual or physical abuse?  
Yes\_\_\_ No \_\_\_
- 2. If you answered "Yes" to Question #1 above, you must explain each situation including location(s), date(s), agency(ies) involved, and the outcome of the each ticket, charge, or arrest (use an attachment if needed):  
\_\_\_\_\_  
\_\_\_\_\_
- 3. Have you ever had any license, permit, or certificate terminated, revoked, suspended, received a private or public reprimand or admonishment from a licensing agency or been subject to a judicial restraining or contempt order?  
Yes\_\_\_ No \_\_\_
- 4. If you answered "Yes" to Question #3 above, you must attach an explanation of each situation including location(s), date(s), agency(ies) involved, and the outcome of the each situation (use an attachment if needed):  
\_\_\_\_\_  
\_\_\_\_\_
- 5. Have you ever been involuntarily terminated or asked to resign, or resigned in lieu of termination from employment?  
Yes\_\_\_ No\_\_\_
- 6. If you answered "Yes" to Question #5 above, you must explain each situation including the name of the employer(s), the date(s) and reason(s) for the resignation or termination.  
\_\_\_\_\_  
\_\_\_\_\_

Note: School policy requires that a criminal history record information check be completed prior to employment.

**VIII. VERIFICATION**

I certify that I have made true, correct and complete answers and statements on this application in the knowledge that they may be relied upon in considering my application. I understand it is my responsibility to immediately provide updated, correct information if any of the information changes at any time. I understand that any omission, falsification or misrepresentation made by me on this application or any supplement will be sufficient grounds for failure to employ me or for my discharge should I become employed with the school district. I understand that disclosure of social security number is optional. It will be used to conduct background checks for employment purposes and for personnel and payroll processing and required reporting if I am employed. I further understand that employment in a classified position would be on an at will basis, terminable at will.

\_\_\_\_\_  
Legal Signature of Applicant

Date: \_\_\_\_\_, 20\_\_

**It is the policy of [NAME] Public Schools to not discriminate on the basis of sex, handicap or disability, race, color, religion, marital status, veteran status, or national or ethnic origin in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions with [NAME] Public Schools are asked to make their request to the Superintendent.**

**FOR CDL REQUIRED POSITIONS ONLY**  
**APPLICANT'S CONSENT**  
**TO OBTAIN PAST DRUG AND ALCOHOL TEST RESULTS**  
*Required by Federal Law*

I, \_\_\_\_\_ (*insert applicant's name*), understand that as a condition of hire with [NAME] Public Schools (*School District*) I must give the School District written Consent to obtain the results of all DOT-required drug and/or alcohol tests (including my refusals to be tested) from all of the companies for which I worked as a driver, or for which I took a pre-employment drug and/or alcohol test during the past two (2) years. I also understand that the School District requires me to consent to access to the same information concerning any non-DOT driver drug and/or alcohol tests which I took during this same period of time. I have also been advised and understand that my signing of this consent does not guarantee me a job or guarantee that I will be offered a position with the School District.

Below I have listed all of the companies for which I worked as a driver, or for which I took a pre-employment driver position drug and/or alcohol test during the past two (2) years. I hereby consent to the School District obtaining from those companies, and I hereby consent to those companies furnishing to the School District, all requested information concerning my drug and alcohol tests, including:

- (i) all DOT and non-DOT alcohol test results of 0.04 or greater during the past two (2) years;
- (ii) all verified positive DOT and non-DOT drug test results during the past two (2) years;
- (iii) all instances in which I refused to submit to a DOT-required drug and/or alcohol test during the past two (2) years
- (iv) any other violations of DOT agency drug and alcohol testing regulations during the past two (2) years; and
- (v) documentation of successful completion of DOT return-to-duty requirements (including follow-up tests) in the event of a violation of a DOT drug and alcohol testing regulations during the past two (2) years.

I specifically authorize the companies to fully complete the School District's Report of Past Drug and/or Alcohol Test Results form.

The following is a list of all of the companies for which I worked as a driver, or for which I took a pre-employment driver position drug and/or alcohol test, during the past two (2) years;

**Company name**

**Dates worked for/took pre-employment test**

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**APPLICANT CERTIFICATION**

I have carefully read and fully understand this Consent to release my past drug and alcohol test results. In authorizing the release of my test results, I consent and agree to waive any physician-patient privilege that may otherwise exist with respect to the confidentiality of my drug and alcohol test results. I further release the Company and its medical review officer, and any officer, employee or agent of the Company whose disclosure of the results is in accordance with this release from any and all claims or causes of actions which may result from the disclosure of such test results to the person or persons identified on this release form.

I signing below, I certify that all of the information which I have furnished on this form is true and complete, and that I have identified all of the companies for which I have either worked, or for which I took a pre-employment drug and/or alcohol test, as a driver during the past two years. I understand that this information is material to my hiring and that my failure to provide true and complete information will automatically disqualify me for a position with the School District or, in the event that I am hired, subject me to immediate termination. Further, I understand that in the event of a receipt of a report of past drug and/or alcohol violation, any conditional offer of employment will be revoked and in the event I have been hired, any employment will be automatically ended.

\_\_\_\_\_  
*Signature of Applicant*

\_\_\_\_\_  
*Print Name*

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

**FOR CDL REQUIRED POSITIONS ONLY**

**APPLICANT'S CERTIFICATION OF  
PAST DRUG AND ALCOHOL TEST RESULTS**  
*Required by Federal Law*

During the past two years before this application, I:

Did  Did not (*check applicable blank*) **TEST POSITIVE OR REFUSE TO SUBMIT** to any pre-employment drug or alcohol test administered by an employer to which I applied for, but did not obtain, safety-sensitive transportation work covered by DOT agency drug and alcohol testing rules.

**If I did test positive or refuse to submit, then I further certify that I:**

Did  Did not  N/A (*check applicable blank*) complete the return-to-duty process of the DOT agency drug and alcohol testing rules. I agree that it is my responsibility to provide the School District with documents establishing completion of such process before I may perform safety-sensitive functions for the School District.

**APPLICANT CERTIFICATION**

In signing below, I certify that all of the information which I have furnished on this form is true and complete. I understand that this information is material to my hiring and that my failure to provide true and complete information concerning the time period in question will automatically disqualify me for a position with the School District or in the event that I am hired, subject me to immediate termination.

---

*Signature of Applicant*

*Print Name*

*Date*

## Personal Disclosure Form

[Name] Public Schools is committed to the safety of students. Virtually all persons employed by us will have contact with, or access to, children. Therefore, our staff must be of the highest integrity and trustworthiness.

*Applicants who fail to fully disclose information may not be considered for employment, and are subject to termination if discovered after becoming employed.*

### A. Criminal Convictions\*

Have you ever been convicted of any felony, misdemeanor or infraction, other than a minor traffic violation? (This includes convictions at any time – including those more than seven years old). \_\_\_\_\_Yes \_\_\_\_\_No

If “Yes” list all convictions (Include any additional information you would like us to consider).

<u>Convicted of:</u>	<u>City / State</u>	<u>Year</u>	<u>Additional Information/Explanation</u>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

*(Use separate sheet of paper if more than four convictions or if more space needed to explain)*

### B. Pending Criminal Charges/Pending Investigations\*

Is any criminal charge or investigation currently pending against you? \_\_\_\_\_Yes \_\_\_\_\_No

If “Yes”:

<u>Description of Charge / Investigation</u>	<u>City / State</u>
1. _____	_____
2. _____	_____

*(Use separate sheet of paper if more than two pending charges or if more space needed to explain)*

### C. Settlement of Claims of Misconduct

Have you (or any employer of yours) ever been involved in a settlement or agreement of any kind that involved allegations of *any* type of misconduct by you (including, but not limited to, sexual or criminal misconduct, or actions involving children)? \_\_\_\_\_Yes \_\_\_\_\_No

If “Yes”, explain: \_\_\_\_\_

\_\_\_\_\_

### D. Investigations of Misconduct

Has any current or previous employer, or any professional practices commission, conducted any type of investigation involving any type of misconduct by you (including, but not limited to, sexual or criminal misconduct, or actions involving children)? \_\_\_\_\_Yes \_\_\_\_\_No

If “Yes”, explain: \_\_\_\_\_

\_\_\_\_\_

\*Criminal charges and convictions are not an automatic bar to employment and such information is used only as permitted by law.

**E. CHARGES Involving Certain Offenses\*** Have you ever been charged with any offense that involved:

(Use separate sheet of paper if more space needed to explain)

<u>Charge</u>	<u>Year</u>	<u>Explanation</u>
A sex related offense? ___Yes ___No	_____	_____
Drugs or alcohol? ___Yes ___No	_____	_____
A weapon of any kind? ___Yes ___No	_____	_____
Violence/threat of violence? ___Yes ___No	_____	_____
Abuse or neglect? ___Yes ___No	_____	_____
Endangerment of or injury to (or attempted injury to) any person? ___Yes ___No	_____	_____
Child pornography? ___Yes ___No	_____	_____
Indecent Exposure? ___Yes ___No	_____	_____
Any offense in which a child was a victim or witness? ___Yes ___No	_____	_____
Theft/burglary/dishonesty? ___Yes ___No	_____	_____

**F. Protection/Restraining Orders**

Has any protection or restraining order ever been entered against you? \_\_\_Yes \_\_\_No

If "Yes":

<u>City/State</u>	<u>Year</u>	<u>Description of Reason Issued</u>
_____	_____	_____

**G. Action on Licenses, Certificates, Etc.**

Have you ever had any license or certificate terminated, revoked, suspended, or received any private or public reprimand? \_\_\_Yes \_\_\_No

If "Yes":

<u>Type of License, Certificate</u>	<u>City/State</u>	<u>Year</u>	<u>Action Taken</u>
_____	_____	_____	_____

**H. Abuse/Neglect Investigations**

Have you ever been investigated for child abuse or neglect, or abuse/neglect of any person?

\_\_\_Yes \_\_\_No If "Yes":

<u>City/State</u>	<u>Year</u>	<u>Results of Investigation</u>
_____	_____	_____

*Your Initials*

- I verify that all information I have given is true and is complete. \_\_\_\_\_
- I understand that if I have omitted, misrepresented or failed to provide complete information on **any** question my application for employment may be rejected, or if discovered after I become employed, may result in termination of my employment. \_\_\_\_\_

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

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If “Yes” list all convictions (Include any additional information you would like us to consider).

<u>Convicted of:</u>	<u>City / State</u>	<u>Year</u>	<u>Additional Information/Explanation</u>
1. _____			
2. _____			
3. _____			
4. _____			

*(Use separate sheet of paper if more than four convictions or if more space needed to explain)*

### B. Pending Criminal Charges/Pending Investigations\*

Is any criminal charge or investigation currently pending against you? \_\_\_\_\_Yes \_\_\_\_\_No

If “Yes”:

<u>Description of Charge / Investigation</u>	<u>City / State</u>
1. _____	
2. _____	

*(Use separate sheet of paper if more than two pending charges or if more space needed to explain)*

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If “Yes”, explain: \_\_\_\_\_  
\_\_\_\_\_

### D. Investigations of Misconduct

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\_\_\_\_\_

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<u>Charge</u>	<u>Year</u>	<u>Explanation</u>
A sex related offense? ___Yes ___No _____		
Drugs or alcohol? ___Yes ___No _____		
A weapon of any kind? ___Yes ___No _____		
Violence/threat of violence? ___Yes ___No _____		
Abuse or neglect? ___Yes ___No _____		
Endangerment of or injury to (or attempted injury to) any person? ___Yes ___No _____		
Child pornography? ___Yes ___No _____		
Indecent Exposure? ___Yes ___No _____		
Any offense in which a child was a victim or witness? ___Yes ___No _____		
Theft/burglary/dishonesty? ___Yes ___No _____		

**F. Protection/Restraining Orders**

Has any protection or restraining order ever been entered against you? \_\_\_\_Yes \_\_\_\_No  
If "Yes":

<u>City/State</u>	<u>Year</u>	<u>Description of Reason Issued</u>
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Have you ever had any license or certificate terminated, revoked, suspended, or received any private or public reprimand? \_\_\_\_Yes \_\_\_\_No

If "Yes":

<u>Type of License, Certificate</u>	<u>City/State</u>	<u>Year</u>	<u>Action Taken</u>
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Signature of Applicant

\_\_\_\_\_  
Date

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<u>Convicted of:</u>	<u>City / State</u>	<u>Year</u>	<u>Additional Information/Explanation</u>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

*(Use separate sheet of paper if more than four convictions or if more space needed to explain)*

### B. Pending Criminal Charges/Pending Investigations\*

Is any criminal charge or investigation currently pending against you? \_\_\_\_\_Yes \_\_\_\_\_No

If “Yes”:

<u>Description of Charge / Investigation</u>	<u>City / State</u>
1. _____	_____
2. _____	_____

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If “Yes”, explain: \_\_\_\_\_

\_\_\_\_\_

### D. Investigations of Misconduct

Has any current or previous employer, or any professional practices commission, conducted any type of investigation involving any type of misconduct by you (including, but not limited to, sexual or criminal misconduct, or actions involving children)? \_\_\_\_\_Yes \_\_\_\_\_No

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*(Use separate sheet of paper if more space needed to explain)*

<u>Charge</u>	<u>Year</u>	<u>Explanation</u>
A sex related offense? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
Drugs or alcohol? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
A weapon of any kind? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
Violence/threat of violence? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
Abuse or neglect? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
Endangerment of or injury to (or attempted injury to) any person? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
Child pornography? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
Indecent Exposure? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
Any offense in which a child was a victim or witness? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
Theft/burglary/dishonesty? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____

**F. Protection/Restraining Orders**

Has any protection or restraining order ever been entered against you?  Yes  No  
If "Yes":

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If "Yes":

<u>Type of License, Certificate</u>	<u>City/State</u>	<u>Year</u>	<u>Action Taken</u>
_____	_____	_____	_____

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Have you ever been investigated for child abuse or neglect, or abuse/neglect of any person?

Yes  No If "Yes":

<u>City/State</u>	<u>Year</u>	<u>Results of Investigation</u>
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*Your Initials*

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\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

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## **Concussions: Return to Learn Protocol**

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

The school administration of [Name] Public Schools adopts the NDE Guidance entitled “Bridging the Gap from Concussion to the Classroom,”<sup>1</sup> and accompanying Appendix,<sup>2</sup> as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

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<sup>1</sup> <http://www.education.ne.gov/sped/birsst/BRIDGING%20THE%20GAP%20February%202014%20final.pdf>.

<sup>2</sup> <http://www.education.ne.gov/sped/birsst/Concussion%20Appendix%20final%20February%202014.pdf>.

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If “Yes” list all convictions (Include any additional information you would like us to consider).

<u>Convicted of:</u>	<u>City / State</u>	<u>Year</u>	<u>Additional Information/Explanation</u>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

*(Use separate sheet of paper if more than four convictions or if more space needed to explain)*

### B. Pending Criminal Charges/Pending Investigations\*

Is any criminal charge or investigation currently pending against you? \_\_\_\_\_Yes \_\_\_\_\_No

If “Yes”:

<u>Description of Charge / Investigation</u>	<u>City / State</u>
1. _____	_____
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*(Use separate sheet of paper if more than two pending charges or if more space needed to explain)*

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If “Yes”, explain: \_\_\_\_\_

\_\_\_\_\_

### D. Investigations of Misconduct

Has any current or previous employer, or any professional practices commission, conducted any type of investigation involving any type of misconduct by you (including, but not limited to, sexual or criminal misconduct, or actions involving children)? \_\_\_\_\_Yes \_\_\_\_\_No

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*(Use separate sheet of paper if more space needed to explain)*

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Drugs or alcohol? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
A weapon of any kind? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
Violence/threat of violence? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
Abuse or neglect? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
Endangerment of or injury to (or attempted injury to) any person? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
Child pornography? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
Indecent Exposure? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
Any offense in which a child was a victim or witness? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____
Theft/burglary/dishonesty? <input type="checkbox"/> Yes <input type="checkbox"/> No	_____	_____

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Has any protection or restraining order ever been entered against you?  Yes  No  
If "Yes":

<u>City/State</u>	<u>Year</u>	<u>Description of Reason Issued</u>
_____	_____	_____

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If "Yes":

<u>Type of License, Certificate</u>	<u>City/State</u>	<u>Year</u>	<u>Action Taken</u>
_____	_____	_____	_____

**H. Abuse/Neglect Investigations**

Have you ever been investigated for child abuse or neglect, or abuse/neglect of any person?

Yes  No If "Yes":

<u>City/State</u>	<u>Year</u>	<u>Results of Investigation</u>
_____	_____	_____

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Signature of Applicant

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