

Board of Education Regular Meeting
Monday, July 14, 2025 7:00 PM
HS CONFERENCE ROOM
705 N 9th Street
Arlington, NE 68002

1. OPENING PROCEDURES
 - 1.1. Call Meeting to Order
 - 1.2. Roll Call
 - 1.3. Pledge of Allegiance
 - 1.4. Approval of Regular Meeting Agenda
2. WELCOME TO GUESTS AND PUBLIC FORUM
 - 2.1. Mrs. Koger and FBLA National Qualifiers
3. CONSENT AGENDA
 - 3.1. Minutes of the Previous Board Meeting(s)
 - 3.2. Monthly Financial Reports
 - 3.3.
 - Resignations:
 - Hires:
 - Cristina Chavez Sokey-Elementary Para
 - Kristin Uhing-Elementary Para
 - 3.4. Reassignments:
 - 3.5. Restructuring of Committees at Board President Discretion
 - Cassie Flesner from Negotiations to Buildings and Grounds
 - Shanon Willmott from Buildings and Grounds to Negotiations
4. REVIEW OF ANNUAL DISTRICT PLAN
5. PRINCIPALS' REPORTS
 - No reports for the month of July
6. SUPERINTENDENT'S REPORT
 - 6.1. Twig Science Pilot Update Discussion
 - 6.2. NASB and NRCSA Reports
 - 6.3. Review Final Supt Leave Log 2024-2025
7. COMMITTEE AND REPRESENTATIVE REPORTS
 - 7.1. Finance Committee
 - 7.1.1. Budget Progress Report
8. UNFINISHED BUSINESS
 - 8.1. Discuss, Consider and Take Necessary Action to Adopt Policy Updates from Legislative Action on Second Reading:
 - 1200- Anti-Harassment
 - 3131- Procurement Plan
 - 3132- Internal Controls
 - 3410- Safe Driving Record Standard for Drivers
 - 4003- Employee Anti-Discrimination and forms
 - 4009- Drug and Substance Abuse

- 5001- Admission
- 5004- Full-time and Part-time Enrollment
- 5101- Student Discipline
- 5103- Extracurricular Activity Discipline
- 5201- Promotion and Retention
- 5201x- Request to Repeat Grade Form (new)
- 5202z- Notification of Rights Under FERPA
- 5301- Association Activities
- 5401- Equal Opportunity Students
- 5414- Identification of Learners with High Ability
- 5507- Foster Care Student Transportation (new)
- 6113- Electronic Communication Devices and Cell Phones (new)
- 6400- Parental Involvement
- 6931- Behavioral Intervention and Classroom Management (new)

8.2.

9. NEW BUSINESS

9.1. Discuss, Consider, and Take Necessary Action to Approve Addition of Unified Track and Field to Arlington NSAA Activities for 2025-2026

9.2. Discuss, Consider and Take Necessary Action to Approve Addition of Middle School Show Choir and Unified Track and Field Coach/Sponsor Positions to Extra Duty Schedule for 2025-2026

9.3. Discuss, Consider, and Take Necessary Action to Set Hot Breakfast and Lunch Prices for 2025-2026:

- Student Breakfast: \$1.75
- K-6 Student Lunch: \$2.70
- 7-12 Student Lunch: \$2.95
- Adult Breakfast: \$3.00
- Adult Lunch: \$4.80

9.4. Discuss, Consider and Take Necessary Action to Approve Handbook Changes:

- Elementary Student/Parent
- Secondary Student/Parent
- Staff
- Coaches

9.5. Discuss, Consider, and Take Necessary Action to Declare the Following Vans as Surplus to Be Sold by Superintendent:

- Large Van #8
- Large Van #9

9.6. Review, Discuss, and Accept Public Comment on the Following Policies Requiring Annual Affirmation:

- 5415 Anti-Bullying
- 5420 Dating Violence
- 1200 Anti-Harrassment
- 6400 Parental Involvement

- 9.7. Discuss, Consider, and Take Necessary Action to Transfer \$40,000 to Activities Fund from General Fund Transfer Line Item
- 9.8. Discuss, Consider and Take Necessary Action to Approve Transfer from General Fund to Depreciation for \$150,000:
 - \$100,000- Vehicle Purchase - from student transportation budgeted line item
 - \$50,000 - Music/Art Large Item Purchase over next seven years from Gen Ed Curriculum Adoption line item
- 9.9. Discuss, Consider and Take Necessary Action to Approve Bus Repair Bill
10. ADJOURNMENT

Board of Education Regular Meeting

HS CONFERENCE ROOM

705 N 9th Street

Arlington, NE 68002

Monday, June 9, 2025 7:00 PM Central

1. OPENING PROCEDURES

1.1. Call Meeting to Order

Cassie Flesner called the meeting to order at 7:00pm

1.2. Roll Call

Jason Arp: Present, Cassie Flesner: Present, Brian Laaker: Present, Shanon Willmott: Present, Principals: Jacque Morgan, Aaron Pfingsten along with Athletic Director James Shada, Dawn Lewis, Superintendent and board Secretary Jennifer Arp were also present.

Motion to excuse the absence of Chase Kratochvil from tonight's board meeting Passed with a motion by Cassie Flesner and a second by Brian Laaker.

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Shanon Willmott: Yea

Motion to excuse Steve Slykhuis from tonight's meetings Passed with a motion by Cassie Flesner and a second by Brian Laaker.

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Shanon Willmott: Yea

1.3. Pledge of Allegiance

1.4. Approval of Regular Meeting Agenda

Motion to approve the regular meeting agenda as presented Passed with a motion by Cassie Flesner and a second by Jason Arp.

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Shanon Willmott: Yea

2. WELCOME TO GUESTS AND PUBLIC FORUM

2.1. Darin Hanigan with DLR

Darin Hanigan with DLR was here to present to the board the DLR proposal for the planning of update the facility. The proposal is to start looking at the future facility renovations and/or updates to the building and to start the planning process. The board will take action on the item later in this meeting.

3. CONSENT AGENDA

Motion to approve the consent agenda as presented Passed with a motion by Jason Arp and a second by Brian Laaker.

Cassie Flesner: Abstain (With Conflict), Jason Arp: Yea, Brian Laaker: Yea, Shanon Willmott: Yea

3.1. Minutes of the Previous Board Meeting(s)

3.2. Monthly Financial Reports

3.3.

Resignations:

Hires: Chris Flesner, Skilled and Technical Science (STS)

Reassignments:

4. PRINCIPALS REPORTS

4.1. Dr. Morgan's Elementary Report

4.2. Mr. Shada's Activity Report

4.3. Mr. Pfingsten's Secondary Report

5. SUPERINTENDENTS REPORT

Dr. Lewis presented the board various different pieces of info in her board report. She went over some legislative bills and where they are in session and the monitoring of ESSERS funding from the state. She discussed her summer schedule and upcoming leave as well and went over the athletic budget and some changes that will shift over to the general fund budget due to the usage and how it applies to the school district in general.

5.1. Review of NDE Program Monitoring for Federal ESSERS funds

- 5.2. NASB and NRCSA Reports
- 5.3. Final Legislative Report 2025
- 5.4. Report on Superintendent Schedule for June/July
- 5.5. Review of budget items in GF athletics v. AF athletics

6. COMMITTEE AND REPRESENTATIVE REPORTS

6.1. Buildings and Grounds/Transportation

Building and grounds met this evening before the board meeting, and went over the information from DLR and Transportation information from Jennifer Arp.

6.2. Professional Development Sharing

7. UNFINISHED BUSINESS

8. NEW BUSINESS

8.1. Review Policies 5007-5104:

- 5007- Admission Foreign Exchange
- 5008- Attendance, Parent Release and County Attorney Policy
- 5009- Attendance During Day
- 5010- Census
- 5011- Parent Student Handbook
- 5012- Military Recruiters
- 5013- Class Size Limit and Reduction
- removed 5101 due to new policy
- 5102- Alternative Education
- removed 5103 due to new policy
- 5104- Drug Policy

8.2. Discuss, Consider and Take Necessary Action to Approve Camera System Upgrade

Dr. Lewis went over the two bids for the camera upgrade and system. She discussed the differences in the bids- both bids will provide the same amounts of coverage, just some minor differences in placements and types of cameras used. There are no annual fees with either system, just the initial licenses for the new cameras.

Motion to Approve Camera System Upgrade with Total Fire and Security for the amount of \$51,826.54 to be paid from QCPUF Passed with a motion by Cassie Flesner and a second by Jason Arp.

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Shanon Willmott: Yea

8.3. Discuss, Consider and Take Necessary Action to Approve iReady as the District Academic Screener and Intervention Tool

Discussion has been had a few times about this curriculum item, and the board has had a couple opportunities to hear about this tool for the school for a 3-year contract instead. It has been highly recommended to the board from staff who was able to utilize it this last year. It will be a huge benefit to all our elementary students, and should show great growth in our testing and curriculum

Motion to Approve iReady as the District Academic Screener and Intervention for the cost of \$45,518 for three years Passed with a motion by Shanon Willmott and a second by Cassie Flesner.

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Shanon Willmott: Yea

8.4. Discuss, Consider and Take Necessary Action to Adopt NASB's Proposed Arlington Public Schools Strategic Plan Framework 2025-2030

Board discussed this item at the retreat, this will be the new platform for the board and the board goals. This program will be integrated into the board and strategies going forward.

Motion to Adopt NASB's Proposed Arlington Public Schools Strategic Plan Framework 2025-2030 Passed with a motion by Jason Arp and a second by Shanon Willmott.

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Shanon Willmott: Yea

8.5. Discuss, Consider and take Necessary Action to Increase Credit Limit on Pinnacle Bank Credit Card to \$50,000

Board discussed items pertaining to purchases, we have found that it was hard to make larger purchases from outside companies. The credit card limit is at \$30,000 currently, and with some of the other purchases that are needed are much larger and the limit isn't always available.

Motion to Increase Credit Limit on Pinnacle Bank Credit Card to \$50,000 Passed with a motion by Cassie Flesner and a second by Jason Arp.

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Shanon Willmott: Yea

8.6. Discuss, Consider and Take Necessary Action to Engage with DLR for \$10,000 at the "Campus Future Plan" Level of Engagement

DLR was here and went over the items listed in this engagement plan to start the discussion of planning for facilities for the future. This plan will take a look at the building and what are needs are going forward for this next couple of years. They will work with APS to come up with options for the district based on the districts needs and future outlook for the facility. This includes upgrades and renovations, and possible additions.

Motion to Engage with DLR for \$10,000 at the "Campus Future Plan" Level of Engagement Passed with a motion by Jason Arp and a second by Shanon Willmott.

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Shanon Willmott: Yea

8.7. Discuss, Consider and Take Necessary Action to Adopt Policy Updates from Legislative Action:

- 1200- Anti-Harassment
- 3131- Procurement Plan
- 3132- Internal Controls
- 3410- Safe Driving Record Standard for Drivers
- 4003- Employee Anti-Discrimination and forms
- 4009- Drug and Substance Abuse
- 5001- Admission
- 5004- Full-time and Part-time Enrollment
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- 5201- Promotion and Retention
- 5201x- Request to Repeat Grade Form (new)
- 5202z- Notification of Rights Under FERPA
- 5301- Association Activities
- 5401- Equal Opportunity Students
- 5414- Identification of Learners with High Ability
- 5507- Foster Care Student Transportation (new)

- 6113- Electronic Communication Devices and Cell Phones (new)
- 6400- Parental Involvement
- 6931- Behavioral Intervention and Classroom Management (new)

8.8. Discuss, Consider, and Take Necessary Action to Approve Twig Science K-6 Pilot for 2025-2026 as Presented

Quote was submitted from TWIG for the pilot program, the quote came in at a much higher price than anticipated for curriculum. This item will need to be tabled until further meeting to discuss more when the cost is more responsible to the district.

8.9. Discuss, Consider, and Take Necessary Action to Approve Student Request for Early Graduation

Mr. Pfingsten addressed the board on behalf of a student expressing interest in early graduation. The student and family as long as counseling office was onboard with the student moving forward. Cassie Flesner asked the question on the policy and how do we address this since the timeline was not quite met. She wanted to make sure that we keep our standards and keep our students accountable, and making sure that they follow policy going forward.

Motion to Approve Student Request for Early Graduation Passed with a motion by Cassie Flesner and a second by Shanon Willmott.

Jason Arp: Yea, Cassie Flesner: Yea, Brian Laaker: Yea, Shanon Willmott: Yea

9. ADJOURNMENT

Cassie Flesner adjourned the meeting at 8:28pm

Cassie Flesner, Board Vice President

Dawn Lewis, Board Secretary

Date

Date

**Arlington Public Schools
June 30, 2025**

Fund Name 2 Rivers Bank	Bank Statement Starting Balance	Receipts	Disbursements	Interest	Interfund Transfers	Bank Statement Ending Balance	
General Fund - 864	\$ 4,107,432.32	\$ 1,913,121.46	\$ 829,230.22	\$ 10,600.72	\$ -	\$ 5,201,924.28	(HL JULY + \$30,380.10)
Activities - 109	\$ 165,889.07	\$ 40,190.92	\$ 37,488.67	\$ 278.28	\$ -	\$ 168,869.60	
Hot Lunch - 487	\$ 64,324.83	\$ 10,138.62	\$ 39.40	\$ 58.55	\$ -	\$ 74,482.60	(in July - \$30,380.10)
Depreciation Fund	\$ 870,810.66		\$ 10,700.00	\$ 2,636.13	\$ -	\$ 862,746.79	
Depreciation CD - 5826	\$ 275,040.58		\$ -	\$ -	\$ -	\$ 275,040.58	
Total Depreciation:						\$ 1,137,787.37	
2017 Bond Refunding	\$ 545,349.02	\$ 56,353.51	\$ 23,903.75	\$ 1,254.62	\$ -	\$ 579,053.40	
QCPUF	\$ 225,255.15	\$ -	\$ -	\$ 518.22		\$ 225,773.37	
Spec Bldg Fund	\$ 504,553.10	\$ 49,784.67	\$ -	\$ 1,160.77	\$ -	\$ 555,498.54	
Sp Bldg CD (none for now)	\$ -	\$ -	\$ -		\$ -	\$ -	
Total Spec Bldg:						\$ 555,498.54	
Total Special Funds	\$ 2,421,008.51	\$ 106,138.18	\$ 34,603.75	\$ 5,569.74	\$ -	\$ 2,498,112.68	
Total SF minus CD's	\$ 2,145,967.93					\$ 2,223,072.10	

CHECK REGISTER FOR JUNE 2025

(Includes special fund checks)

PAYEE NAME	DESCRIPTION	AMOUNT
Ace Hardware	Chain oil for Chain saw	\$ 27.00
Ace Hardware	Chain and edger blade	\$ 88.93
American Broadband	Telephone service	\$ 488.27
Airgas	Welding gas tank rental	\$ 92.75
Arbor Family Counseling	Onsite services for May	\$ 825.00
Bomgaars	Trimmer line and hose	\$ 129.97
Border States	Light supplies & power surger	\$ 1,582.94
Blick Art Materials	Art supplies for 25-26	\$ 720.96
BusRight	Student ridership mounts	\$ 3,000.00
BSN Sports	Fitness License Program renewal	\$ 249.00
Carolina Biological	Ag class supplies for 25-26	\$ 527.07
Capital One (Wal-Mart)	Various supplies for classrooms	\$ 1,299.56
Casey's	Fuel for vans	\$ 1,338.57
CDW-G	projectors for classrooms	\$ 1,206.00
Cengage Learning	Accounting materials	\$ 1,275.75
Coulter Ventures	Rogue Foam plyobox set for weight class	\$ 2,690.96
Culligan	Solar salt	\$ 402.50
Countryside Repair	Tire repair	\$ 31.31
Charleston Inc	Air Filters	\$ 1,397.04
Dietze Music	Music and instrument repair	\$ 816.89
Demco	Library supplies	\$ 90.06
ESU 3	SRS Fees for 24-25	\$ 2,982.00
Enterprise Publishing	Legals and minutes	\$ 443.32
ESU 3	Student services for May	\$ 10,710.00
Hometown Leasing	Copier Lease	\$ 1,810.93
5th Season	Roundup and weed control	\$ 375.00
FasBreak	Bus and van Windshield	\$ 1,219.60
Follett Software	Library renewals	\$ 1,223.88
Fremont Lock Shop	Deadbolts and handles installed	\$ 2,200.00
Follett Content Solutions	Final Library books for elem 24-25 school year (backorder)	\$ 109.31
Grefe Landscaping	Rock pad for shed on west side of school	\$ 600.00
Hireright	Drug testing	\$ 38.55
Hyvee	Miscellaneous supplies for classrooms and end of year	\$ 689.81
Heartland tire and treads	Tires for bus 2017	\$ 2,147.66
Integrated Life Choices	Services for May and June	\$ 1,788.83
KSB Law	Legal Service questioins	\$ 77.00
Learn 2 Move	PT Services	\$ 449.90
Menards	Supplies for maitenance and classrooms	\$ 848.94
Methodist Fremont	Athletic Trainer for May	\$ 2,261.00
Martin Clausen	Pest Control	\$ 92.64
McKinnis Roofing	Repair roof leaks	\$ 731.06
NCS Pearson	Sped Testing	\$ 17.10
O'Reilly Auto	Van Battery and shop supplies	\$ 324.51
One Source	Background Checks	\$ 269.00
Omaha Truck	Repair and parts for bus	\$ 248.38
OPPD	Electricity	\$ 11,002.42
Respondus	Lockdown browser License Renewal	\$ 3,195.00
SDI Innovations	Student Agendas for 25-26 Elementary	\$ 710.42
SDI Innovations	Student Agendas for 25-26 MS/High School	\$ 1,525.96
Student Assurance Services	Student Accident Insurance	\$ 1,132.50
Sherwin Williams	Summer paint supplies	\$ 332.29
Teacher Direct	2nd Grade Supplies	\$ 57.64
Teacher Direct	5th Grade supplies	\$ 138.00
VISA	Various supplies for classrooms	\$ 7,973.08
Village of Arlington	Water	\$ 1,009.17

EFINANCE - POWERSCHOOL
 DATE: 07/07/2025
 TIME: 15:17:25

ARLINGTON PUBLIC SCHOOL
 CHECK REGISTER

PAGE NUMBER: 1
 VENCHK11
 ACCOUNTING PERIOD: 11/25

FUND - 99 - DISBURSEMENT FUND

CHECK NUMBER	CASH ACCT	DATE ISSUED	VENDOR	ACCT	DESCRIPTION	AMOUNT
48357			4607 VISA		VOID: MULTI STUB CHECK	
48358	9001	07/07/25	4607 VISA	2610	AMAZON - 60" FLOOR LAMP	29.99
48358	9001	07/07/25	4607 VISA	2640	AMAZON - BEST PRACTICES A	54.38
48358	9001	07/07/25	4607 VISA	2610	AMAZON - CHECKERED PEEL &	37.98
48358	9001	07/07/25	4607 VISA	2610	AMAZON - GLO GERM 8 OUNCE	31.88
48358	9001	07/07/25	4607 VISA	2640	AMAZON - IN SUPPORT OF ST	39.14
48358	9001	07/07/25	4607 VISA	2610	AMAZON - REMOTE CONTROL O	22.31
48358	9001	07/07/25	4607 VISA	2610	AMAZON - UNDER CABINET LI	41.96
48358	9001	07/07/25	4607 VISA	2610	AMAZON PRIVACY FOLDERS &	172.95
48358	9001	07/07/25	4607 VISA	2610	AMAZON ROOM SUPPLIES	158.86
48358	9001	07/07/25	4607 VISA	2610	AMAZON ROOM SUPPLIES	140.58
48358	9001	07/07/25	4607 VISA	2610	AMAZON ROOM SUPPLIES	213.29
48358	9001	07/07/25	4607 VISA	2610	AMAZON ROOM SUPPLIES	137.05
48358	9001	07/07/25	4607 VISA	2650	AMAZON SAMSUNG MONITORS	2,549.70
48358	9001	07/07/25	4607 VISA	2650	AMAZON TONER CARTRIDGE	280.25
48358	9001	07/07/25	4607 VISA	2610	AMAZON-BOOKS & PAINT	16.26
48358	9001	07/07/25	4607 VISA	2610	AMAZON-BOOKS FOR HAL	62.83
48358	9001	07/07/25	4607 VISA	2610	AMAZON-BOOKS FOR HAL	6.70
48358	9001	07/07/25	4607 VISA	2610	AMAZON-BOOKS FOR HAL	6.72
48358	9001	07/07/25	4607 VISA	2610	AMAZON-BOOKS FOR HAL	43.81
48358	9001	07/07/25	4607 VISA	2610	AMAZON-CALENDAR	14.05
48358	9001	07/07/25	4607 VISA	2610	AMAZON-CORK BOARDS, VINYL	17.59
48358	9001	07/07/25	4607 VISA	2610	AMAZON-CORK BOARDS, VINYL	56.90
48358	9001	07/07/25	4607 VISA	2650	AMAZON-IPAD CASES	298.87
48358	9001	07/07/25	4607 VISA	2610	AMAZON-OFFICE SUPPLIES DI	19.95
48358	9001	07/07/25	4607 VISA	2610	AMAZON-ROOM SUPPLIES	114.52
48358	9001	07/07/25	4607 VISA	2610	AMAZON-RUG, CLAY, PIZZA B	59.53
48358	9001	07/07/25	4607 VISA	2650	AMAZON-TONER	29.57
48358	9001	07/07/25	4607 VISA	2610	CASE PUBLICATIONS FOR S.	210.02
48358	9001	07/07/25	4607 VISA	2530	CLEAR LIVE PHONE CHARGES	13.48
48358	9001	07/07/25	4607 VISA	2643	DASHR- ANNUAL SUBSCRIPTIO	200.00
48358	9001	07/07/25	4607 VISA	2580	DUSTER'S RESTAURANT -MEAL	70.53
48358	9001	07/07/25	4607 VISA	2531	ESTIMATED SHIPPING/HANDLI	4.88
48358	9001	07/07/25	4607 VISA	2610	ESTIMATED SHIPPING/HANDLI	9.76
48358	9001	07/07/25	4607 VISA	2610	ESTIMATED SHIPPING/HANDLI	9.76
48358	9001	07/07/25	4607 VISA	2610	FARMER BROWNS BOARD RETRE	501.00
48358	9001	07/07/25	4607 VISA	2610	FARMHOUSE CAFE- END OF YE	239.83
48358	9001	07/07/25	4607 VISA	2626	FILL-RITE	42.50
48358	9001	07/07/25	4607 VISA	2626	FILL-RITE	42.50
48358	9001	07/07/25	4607 VISA	2610	LABEL MAKER TAPE	14.89
48358	9001	07/07/25	4607 VISA	2610	TOWER GARDEN-SUPPLIES FOR	18.19
48358	9001	07/07/25	4607 VISA	2610	TPT - 4TH GRADE SUMMER PA	8.50
48358	9001	07/07/25	4607 VISA	2610	TPT - CAUSE & EFFECT HOMO	6.95
48358	9001	07/07/25	4607 VISA	2610	TPT - PAIRED PASSAGES CAM	6.95
48358	9001	07/07/25	4607 VISA	2610	TPT - READING INTERVENTIO	19.00
48358	9001	07/07/25	4607 VISA	2610	TPT - SPELLING CURRICULUM	4.50
48358	9001	07/07/25	4607 VISA	2610	TPT - VOWEL TOWN PHONICS	4.50
48358	9001	07/07/25	4607 VISA	2531	USPS-STAMPED ENVELOPES	349.48
48358	9001	07/07/25	4607 VISA	2610	USPS-STAMPED ENVELOPES	698.96
48358	9001	07/07/25	4607 VISA	2610	USPS-STAMPED ENVELOPES	698.96
48358	9001	07/07/25	4607 VISA	2610	WALMART - SNACKS FOR SUMM	140.32
TOTAL CHECK						7,973.08
TOTAL FUND						7,973.08

**General Fund
2024-2025**

Receipts	Budgeted	Actual Receipts	% Received	Last Year At this time %
Property Taxes	\$ 7,192,766.00	\$ 6,644,363.16	92.38%	88.06%
Carline Taxes	\$ 3,000.00	\$ 4,746.25	158.21%	123.78%
Motor Vehicle	\$ 400,000.00	\$ 404,221.30	101.06%	99.35%
PreSchool Tuition	\$ 20,000.00	\$ 14,760.00	73.80%	107.33%
County Sources	\$ 40,000.00	\$ 52,520.35	131.30%	153.57%
State Aid	\$ 2,279,755.00	\$ 2,279,755.00	100.00%	100.00%
Sped SA Revenue	\$ 936,000.00	\$ 974,828.00	104.15%	188.33%
Federal & all other	\$ 390,000.00	\$ 1,449,114.85	371.57%	
		\$ -		
Transfer From Depreciation	\$ -	\$ -	-	
	\$11,261,521.00	\$11,824,308.91	105.00%	104.88%

Expenditures:	Budgeted	Expenditures YTD	% Disbursed	
General Fund Totals				
Elementary	\$ 4,943,736.10	\$ 3,809,627.61	77.06%	81.40%
Secondary	\$ 4,433,518.09	\$ 3,536,223.07	79.76%	75.23%
District	\$ 2,449,663.01	\$ 1,560,794.95	63.71%	59.90%
Total	\$ 11,826,917.20	\$ 8,906,645.63	75.31%	74.34%

General Fund Categories of Particular Interest

Transportation

Elementary	\$ 192,293.09	\$ 92,910.59	48.32%	47.07%
Elem Transportation Maint.	\$ 84,044.32	\$ 61,087.31	72.68%	56.79%
Secondary	\$ 107,789.87	\$ 86,404.54	80.16%	57.46%
HS Transportation Maint.	\$ 29,261.08	\$ 28,976.58	99.03%	190.49%

District Level Categories of Particular Interest

Facilities and Operations

Operat of Building	\$ 670,084.08	\$ 395,621.34	59.04%	66.23%
Building Maint.	\$ 463,189.00	\$ 195,209.83	42.14%	35.43%
Grounds Maint	\$ 98,500.00	\$ 71,496.66	72.59%	48.13%

Source Code:	Activity Balances as of		6/30/2025		Balance
	Account	Beginning Bal	YTD Revenues	YTD Expenditures	
701	One School One Team	\$ 2,000.52	\$22,104.94	\$2,233.02	\$ 21,872.44
702	Always For Kids ELEM	\$ 26,437.46	\$7,574.60	\$19,666.23	\$ 14,345.83
702	HS Always for Kids	\$ 2,234.61	\$1,999.49	\$1,470.91	\$ 2,763.19
703	Art Class	\$ 5,853.15	\$1,520.00	\$1,756.61	\$ 5,616.54
704	Art Club	\$ 1,632.03	\$50.00	\$85.34	\$ 1,596.69
705	Athletics	\$ (40,258.80)	\$77,997.88	\$109,949.50	\$ (72,210.42)
706	Band	\$ 4,339.15	\$5,221.35	\$5,802.42	\$ 3,758.08
708	Book Club	\$ 270.55	\$551.62	\$0.00	\$ 822.17
709	Cheerleading	\$ 1,106.90	\$16,775.95	\$23,222.91	\$ (5,340.06)
710	Welding	\$ 1,592.95	\$580.00	\$0.00	\$ 2,172.95
714	SKILLS	\$ 1,272.76	\$2,860.00	\$3,796.23	\$ 336.53
716	GIRLS WRESTLING	\$953.50	\$1,780.50	\$1,095.10	\$ 1,638.90
717	Transition	\$ 1,613.51	\$0.00	\$0.00	\$ 1,613.51
720	Concessions	\$ (884.02)	\$41,433.34	\$35,723.21	\$ 4,826.11
721	Dance Squad	\$ 3,638.52	\$3,941.51	\$5,444.77	\$ 2,135.26
722	Drama	\$ 2,084.54	\$836.30	\$675.00	\$ 2,245.84
723	MS STEM	\$ 74.75	\$244.80	\$68.99	\$ 250.56
724	Elem Lounge	\$ -	\$0.00	\$0.00	\$ -
725	WEIGHTS	\$ -	\$2,950.08	\$2,032.64	\$ 917.44
726	FBLA	\$ 11,841.51	\$56,581.40	\$55,029.73	\$ 13,393.18
727	Football	\$ 16,043.85	\$380.00	\$8,240.77	\$ 8,183.08
728	Reimbursement (general)	\$ 589.97	\$1,636.93	\$2,024.84	\$ 202.06
732	Fam Cons Science	\$ (1.56)	\$965.00	\$1,237.96	\$ (274.52)
733	Wrestling	\$ 567.02	\$8,318.80	\$7,688.93	\$ 1,196.89
735	Honor Society	\$ 1,059.07	\$610.00	\$484.88	\$ 1,184.19
736	Activities Interest	\$ 4,089.10	\$0.00	\$0.00	\$ 4,089.10
737	MS Student Council	\$ 2,885.61	\$798.65	\$0.00	\$ 3,684.26
739	Library Fund Elem/HS	\$ 1,538.86	\$3,688.14	\$3,898.35	\$ 1,328.65
740	Industrial Tech / Woods	\$ 2,611.82	\$6,909.52	\$6,046.13	\$ 3,475.21
742	Quiz Bowl	\$ 870.82	\$0.00	\$0.00	\$ 870.82
744	HS Lounge	\$ 119.09	\$0.00	\$0.00	\$ 119.09
746	Spanish Club	\$ 149.97	\$0.00	\$0.00	\$ 149.97
747	Speech	\$ 214.17	\$0.00	\$0.00	\$ 214.17
748	Spring Musical	\$ 12,005.10	\$19,284.48	\$17,172.25	\$ 14,117.33
749	Student Council	\$ 3,775.88	\$4,608.99	\$4,502.42	\$ 3,882.45
750	Student Vending	\$ 1,403.01	\$438.00	\$2,504.10	\$ (663.09)
751	Swing Choir	\$ 3,284.13	\$2,296.00	\$1,795.81	\$ 3,784.32
753	Yearbook	\$ 1,763.65	\$11,530.00	\$12,690.27	\$ 603.38
756	Pepsi	\$ 793.71	\$939.73	\$1,217.48	\$ 515.96
758	Floor Fund	\$ 427.95	\$0.00	\$0.00	\$ 427.95
761	Honors History	\$ -	\$0.00	\$0.00	\$ -
762	Baylor/ACT	\$ 2,993.21	\$128.00	\$0.00	\$ 3,121.21
764	Metro	\$ 30,800.85	\$0.00	\$0.00	\$ 30,800.85
765	Class of 2028	\$ 315.00	\$952.40	\$0.00	\$ 1,267.40
766	FFA	\$ 18,888.92	\$36,564.50	\$39,845.48	\$ 15,607.94
768	RR Store	\$ 8,500.00	\$4,180.00	\$4,839.42	\$ 7,840.58
770	K3 Basketball Camp	\$ 2,504.93	\$500.00	\$3,004.93	\$ -
772	Class of 2023	\$ 1,044.36	\$0.00	\$1,044.36	\$ -
773	Class of 2024	\$ 798.81	\$0.00	\$0.00	\$ 798.81
774	Class of 2025	\$ 1,462.26	\$0.00	\$1,402.22	\$ 60.04
775	Class of 2026	\$ 2,834.50	\$3,361.40	\$3,440.31	\$ 2,755.59
776	Class of 2027	\$ 1,997.60	\$2,153.00	\$510.70	\$ 3,639.90
782	Volleyball	\$ 8,295.82	\$2,875.00	\$2,787.51	\$ 8,383.31
783	Boys Golf	\$ 4,417.67	\$0.00	\$671.82	\$ 3,745.85
784	Girls Golf	\$ 6,047.66	\$0.00	\$566.10	\$ 5,481.56
785	Cross Country	\$ 8,021.31	\$1,501.00	\$3,174.28	\$ 6,348.03
786	Track Fund	\$ 4,640.54	\$779.50	\$815.66	\$ 4,604.38
787	MS Track	\$ 222.12	\$0.00	\$0.00	\$ 222.12
788	Softball	\$ 2,204.27	\$2,056.50	\$2,817.48	\$ 1,443.29
789	Baseball Fund	\$ 4,061.84	\$0.00	\$4,395.18	\$ (333.34)
790	Boys Basketball	\$ 2,254.76	\$11,876.00	\$12,515.64	\$ 1,615.12
791	Girls Basketball	\$ 3,529.80	\$8,749.75	\$8,149.31	\$ 4,130.24
792	MS Girls Basketball	\$ 23.50	\$750.00	\$592.00	\$ 181.50
793	Striv	\$ 1,559.11	\$2,050.00	\$2,023.94	\$ 1,585.17
794	Sped	\$ 626.95	\$3,928.75	\$3,392.49	\$ 1,163.21
795	Wellness (District)	\$ 0.03	\$6,295.00	\$5,200.63	\$ 1,094.40
796	Elementary Activity	\$ -	\$562.34	\$562.34	\$ -
799	Girls On The Run	\$443.75	-\$443.75	\$0.00	\$ -
713	Alpaca	\$7.00	\$0.00	\$0.00	\$ 7.00
100-800	ELEM Unified School	\$0.00	\$1,626.00	\$797.89	\$ 828.11
200-800	HS Unified School	\$0.00	\$2,159.42	\$1,033.43	\$ 1,125.99
300-801	Hospitality	\$0.00	\$1,360.00	\$1,090.63	\$ 269.37
	Totals	\$198,491.38	\$401,372.81	\$442,230.55	\$157,633.64

ANNUAL DISTRICT GOALS

GOAL AREA: BUDGET

GOAL: Maximize district resources to provide quality educational programs and facilities.

OBJECTIVES:

1. APS will explore innovative funding mechanisms.
2. APS will continue to strive for developing capacity for financial optimization.
3. APS will maintain broad concept planning based on foreseeable budget and summative needs assessment.
4. APS will devote key resources to support the recruitment and retention of staff members, and the physical and programming growth of the district.

STRATEGIES:

1. Identify alternative funding sources including corporate sponsorship.
2. Assist the Arlington Education Foundation in developing alternative funding sources.
3. Coordinate the financial planning with the Facility Plan that is developed.
4. Collaborating with Education Foundation for some projects
5. Minimizing unnecessary expenditures
 - Per Pupil Cost below state average, in the lowest spending 15% of schools across the state
 - Engage with DLR to develop plan for next facility steps after community engagement meeting, begin planning for those possible projects financially
 - Stable levy, within authority, below postcard threshold
 - Use of remaining QCPUF Funds for School security upgrades (cameras, quality, coverage, and storage)

ANNUAL DISTRICT GOALS

GOAL AREA: COMMUNITY ENGAGEMENT

GOAL: APS will collect meaningful feedback and input from district citizens for continuous improvement efforts to strengthen family, school, and community partnerships.

OBJECTIVES:

~~1. APS will enhance our communication process to inform and engage stakeholders in our community.~~

21. APS will develop outreach opportunities that reinforce learning and engage the community in support of all educational and extracurricular endeavors.

2. APS board of education, in collaboration with administration, will continually examine community and district data as it relates to facilities, course offering and student achievement. (PI 3.2a)

3. APS will continuously engage the community in district developments to ensure the community has opportunities to provide input. (Str. 4.1)

4. APS will create an advocacy plan to engage with local and state officials (Str 4.3)

STRATEGIES:

1. Examine current practices to promote periodic community engagement session(s).

2. Utilize community collaborators in the process of strategically planning for a 5-10 year facility enhancement plan.

3. Provide education and training for parents and guardians to promote school readiness.

4. Provide support for community childcare providers in their efforts to enhance quality services to children and families.

5. Education Foundation Outreach

ANNUAL DISTRICT GOALS

GOAL AREA: FACILITIES

GOAL: Provide up-to-date facilities to allow for continuous improvement and benefit to students in educational and extracurricular programs.

OBJECTIVES:

1. APS will provide a safe and secure learning environment.
- ~~2. APS will identify and prioritize existing facility needs.~~
- ~~3. APS will identify and prioritize a 5-10 year facility enhancement plan.~~
4. APS will collaborate with the Washington County Agricultural Society and the Village of Arlington and other external entities to most effectively use shared space(s).
5. The board will engage in a long-term facilities plan of the district, giving consideration to enrollment trends and new course offerings. (PI 3.2b)

STRATEGIES:

1. Evaluate and implement recommendations from the safety committee.
 2. Examine existing transportation program and plan for future comprehensive needs.
 3. Maximize the use of energy efficient technology to address financial challenges.
 4. Examine current space to gain additional educational spaces for addition of sections if needed prior to any new facility project
 5. Maintaining current facilities to improve parking conditions at football field
 6. Develop practical use of "office space" in Bus Barn facility
- Engage with DLR to develop plan for next facility steps, begin planning for those possible projects financially
 - Work at the bus barn to eliminate unused stored items, add space for a donated golf simulator, and vision for the remaining space
 - Vision emerging from CE and NASB, will partner with DLR to move forward

ANNUAL DISTRICT GOALS

GOAL AREA: STUDENT PERFORMANCE

GOAL: ~~Develop and implement plans using instructional best practices, formative and summative assessments, and student data to ensure that all students are college and career ready.~~

Goal 1: Amplify the academic program by providing the necessary supports, systems, and opportunities for all to engage meaningfully in the education process. (**Academic Learning and Success Objective**)

Goal 2: Foster a positive culture of high expectations that pushes all students and staff members toward connection and excellence. (**District/Building Climate and Culture Objective**)

OBJECTIVES:

1. APS will consistently score above the state average and score in the top 20% of identified schools* at each grade level in reading, math, and science utilizing a 5-year average.
2. Maintain interest and increase participation in career and college ready courses. as measured by a) number of students completing career pathways, b) number of students successfully completing college courses (dual enrollment).
3. Maintain cohort graduation rates of 94% or higher.
4. APS will assist students in transitioning from secondary education into careers and/or post-secondary studies.
5. ~~Implements ways in which we can~~ Enhance students' knowledge and exposure to emerging technologies and technical career opportunities.

Through PD and staff collaboration, staff will clarify and develop the components of the instructional program (instructional frameworks, curriculum mapping, alignment, scope and sequence) to build common instructional practices district-wide. (Strat 1.2)

**Identified schools – Arlington, Ashland-Greenwood, Bennington, Blair, DC West, Fort Calhoun, Millard, North Bend, Papillion LaVista, Raymond Central, Springfield-Platteview, Syracuse, Wahoo, Yutan* Why these schools? They don't necessarily align with us by size any longer.

STRATEGIES:

1. Develop and articulate curriculum that is aligned with state standards and with the Nebraska Standards for Career Ready Practice: Preparation for College and Career into all courses.
2. ~~Practice data informed program and instructional planning in the implementation of Multi-Tiered Support System:~~
Provide meeting time for certified staff to evaluate the effectiveness of instructional supports through the MTSS Process, using data to ensure all students are provided with necessary support and enrichment. (Strat 1.1)
3. Continue to utilize the Arlington Instructional Model based on the Marzano Framework Fully implemented, formal observation summative tool approved by the state, teachers working on creating Student Learning Objectives (SLO).
4. Utilizing revised evaluation tool aligned to the Arlington Instructional Model.

5. Implement a district-wide (common) formative assessment system where data analysis informs instruction to ensure student achievement growth.
6. Expand use of and access to interactive tools and technology to support and improve PK-12 learning and innovation.
7. Research and add technology based courses and extra-curricular opportunities.
8. Add interventions through MTSS for progress toward TSI MS MTSS team has been developed Intervention scheduling - dedicated time/not stealing time from courses ACT Prep - providing the full John Baylor program, dedicated time/not stealing time from courses
- ~~10. MTSS Development - See #8. Arlington MS/HS is in a cohort with area schools of similar enrollment and course offerings to develop MTSS at the MS/HS side with the aid of ESU3.~~

- Adoption of iReady for assessment/screener
- Preparing for first NE Frameworks Accreditation visit in 2025-2026
- Assessment scores continue to be above state average
- JAG and Counselors Office exposing more students to career and college opportunities earlier

ANNUAL DISTRICT GOALS

GOAL AREA: BEHAVIORAL AND MENTAL HEALTH

Goal: Research, develop and implement a school-wide plan to support mental, emotional, and behavioral health concerns of all students.

Objectives:

1. APS will implement A System of Supports for staff to report behavioral, mental, and emotional concerns of students
2. APS will implement a program for safe reporting for students
3. APS will partner with area resources to support families
4. APS will identify and support students with behavioral and emotional health issues

STRATEGIES

- Continue Partnership with Arbor Family Counseling
 - analysis data shows usage increased
- Introduction of community programs by outside agencies that will support student mental/emotional health
- Expansion of Region 6, Systems of Care, and Communities that Care grants, including adopting universal mental health screener, to meet students needs.
- Room of Requirement now in use;
- Introduced Access Period
- Regularly screening students for mental health and behaviors through SAEBRS
- student connection to community and school (pride and belonging) growing
- ~~Staff relationships, staff profiles, shout-outs, etc.~~
- The board and administration will seek opportunities to recognize staff and will engage community partners to support the recognition program (Strat 2.1)

NASB BOARD QUICKS

A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'. If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance. All Dates & Locations Tentative & Subject to Change

JOIN US!

LEARN MORE!

Events & Networking - <https://members.nasbonline.org/events>

Where Will NASB be This Month?*



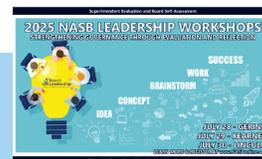
- Centennial Doniphan-Trumbull
- Gering
- Kearney
- Keya Paha
- Lewiston
- Lincoln
- Meridian
- Millard
- Nashville, TN
- Omaha
- Raymond Central
- Rock County
- Salt Lake City, UT
- Traverse City, MI
- Wayne
- Wilber-Clatonia

For ... Advocacy, Board Retreats, Engagement, Events, National Meetings, Strategic Planning, and more!

*Items currently scheduled

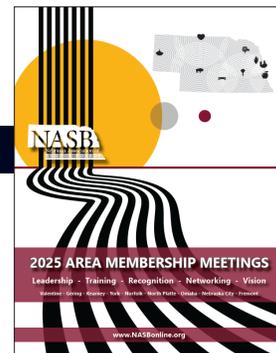


- Leadership Workshop - Monday, July 28 - Gering
- Leadership Workshop - Tuesday, July 29 - Kearney
- Leadership Workshop - Wednesday, July 30 - Lincoln



Area Membership Meetings begin August 19

- Tuesday, August 19 - Valentine
- Wednesday, August 20 - Gering
- Thursday, August 21 - Kearney
- Tuesday, August 26 - York
- Wednesday, August 27 - Norfolk



Sparq Tailgate @ Arrowhead Stadium - Thursday, August 28 - 4:00 to 8:00 PM



Area Membership Meetings run through September 24

- Wednesday, September 3 - North Platte
- Tuesday, September 9 - Omaha
- Wednesday, September 10 - Nebraska City
- Wednesday, September 24 - Fremont

Continued on Page 2

Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere

NASB BOARD QUICKS

A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

PAGE 2



Thriving Children, Families, and Communities Conference - September 16 - Kearney



Labor Relations - State Education Conference - New Board Member Workshop
And more ...

YOUR 2025 PLATINUM AFFILIATES

If your business would like to become an Affiliate Member of NASB, please visit: <https://members.nasbonline.org/about-us/affiliate-members>

Leadership

Innovation

Vision

Engagement

#liveNASB

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Nebraska Rural Community Schools Association

Member Update

July 10, 2025



Photo Credit: Axtell Community Schools



www.nrcsa.net



[www.twitter.com/NRCSA1980](https://twitter.com/NRCSA1980)



www.facebook.com/nrcsahome/



NRCSA Calendar

NRCSA Events

NRCSA Golf Tournament

July 22, 2025
Meadowlark Hills Golf Course in Kearney
[More about this event](#)

NRCSA New Superintendent Lunch

July 23, 2025
11:45 AM, Kearney Holiday Inn Room C

NRCSA District Meetings

August to October 2025
Dates, times, & locations TBD

South Central

September 2, 2025 ESU 11
in Holdrege (time TBD)

West

September 9, 2025
In Bridgeport (time and location TBD)

Southwest

September 10, 2025
Hershey High School (time TBD)

North Central

10:30 AM September 11, 2025
Jubilee Catering in Ord

Northeast

11:00 AM September 22, 2025
At Wayne State College

Southeast

10:00 AM September 30, 2025
At the NCSA office in Lincoln

NRCSA Legislative Forum

February 26, 2026
Cornhusker Hotel in Lincoln
[More about this event](#)

NRCSA Spring Conference

March 18 & 20, 2026
Crowne Plaza & Younes North Convention Center in
Kearney
[More about this event](#)

Committee Meetings

2025-26 NRCSA Executive Committee

July 23, 2025
1:00 PM, Kearney Holiday Inn Room C

NRCSA Executive Committee

9:00 AM November 19, 2025
At the CHI Center in Omaha (room TBD)

NRCSA Scholarship & Recognition Committee

10:00 AM November 19, 2025
At the CHI Center in Omaha (room TBD)

NRCSA Closing the Achievement Gap Research Team

11:00 AM November 19, 2025
At the CHI Center in Omaha (room TBD)

NRCSA Leaders Lunch

12:00 PM November 19, 2025
At the CHI Center in Omaha (room TBD)

NRCSA Legislative Committee

1:00 PM November 19, 2025
At the CHI Center in Omaha (room TBD)

NRCSA Rural Teacher Committee

3:00 PM November 19, 2025
At the CHI Center in Omaha (room TBD)

NRCSA Search Service



Please let Jack Moles know where superintendent vacancies occur, so that NRCSA Superintendent Search can make direct contact. We need to hear as soon as possible in anticipation of getting promotional materials specific to that board of education ready. It is critical that Board Presidents have the NRCSA contact information so that if they choose to consider a Superintendent Search Service, NRCSA is one they hopefully will consider.



Boyd County Schools
Search Complete



Lawrence-Nelson Public Schools
Search Complete



Pawnee City Public Schools
Search Complete



Shelton Public Schools
Search Complete

Access the Members area of www.nrcsa.net anytime.
Login: member Password: learning

NRCSA Updates

NRCSA's annual membership drive began on July 1. Annual Dues remain at \$850. Notices were sent in time for your July board meetings. You are welcome to pay your dues in this fiscal year or the next. Last year we had 224 school districts, ESU's, and State colleges and we expect to continue our annual growth. Thanks to you for being a member. This energizes our representation and advocacy for rural Nebraska, no matter who we are engaged with on education, legislation, or community issues. Without your support, there is less rural advocacy. Whether we like it or not, the outstate and rural population does not create a legislative majority anymore. In fact, rural Nebraska lost another seat in the Unicameral in the most recent redistricting. Finding success, whether that be by passing, amending, or stopping legislation, comes from membership, relationships, and focus. Thanks to your membership in NRCSA, rural is "at the table" and making a difference on behalf of our rural students, schools, and communities.

Chris Prosocki, formerly the Superintendent at Southern and now at Hastings, has shared a sample Superintendent Checklist that he uses. I thought this was a great instrument, one that I wished I had available to me when I was in the Superintendency. It can be especially helpful as you head into the new school year! Thanks to Chris for sharing this! You can access the updated checklist here:

[Superintendent Check List](#)



The 2025 regular session of the Unicameral is now completed. The legislature adjourned sine die on Monday, June 2. While there were passed bills still needing the Governor's signature, he indicated he would not veto any of the remaining adopted bills. NRCSA's final summary may be accessed here:

[NRCSA's Bill Summaries](#)

NRCSA had several leadership positions that needed to be filled for the 2025-26 school year. Some positions are elected, while some committee positions are appointed. Positions that were filled via elections:

PRESIDENT-ELECT Stephanie Kaczor of Riverside was chosen as the President-Elect.

SECRETARY Jeremy Braden of Doniphan-Trumbull was elected as Secretary to the Executive Committee.

NRCSA Leadership

Dr. Heather Nebesniak, President.
Ord Public Schools

Mark Lenihan, Past President.
Wayne Community Schools

Chris Kuncl, Pres-Elect.
Mullen Public Schools

Chris Prosocki, Secretary.
Southern School District # 1

District Representatives:

Eugene Hanks, West
Crawford Public Schools

Dale Hafer, North Central
Ainsworth Community Schools

Daryl Schrunk, Northeast
Randolph Public Schools

Paul Sheffield, Southeast
Exeter-Milligan Public Schools

Jon Davis, South Central
Alma Public Schools

Jane Davis, Southwest
Hershey Public Schools

Executive Director:

Jack Moles

Lobbyists:

Jon Edwards
Scott Moore
Russell Westerhold

Legislative Co- Chairs:

Dr. Jason Dolliver
Pender Public Schools

Bryce Jorgenson
Southern Valley Schools

Scholarship & Recognition Co Chairs:

Tim Heckenlively,
Falls City Public Schools

Jim Widdifield
Minden Public Schools

SOUTHEAST DISTRICT REPRESENTATIVE Andy Havelka of Freeman was elected as the Southeast District Representative to the Executive Committee..

WEST DISTRICT REPRESENTATIVE Ginger Meyer, of Chadron was elected as the West District Representative to the Executive Committee.

Other positions on NRCSA committees were appointed by the Executive Committee at its June meeting. Appointed to positions on committees were:

LEGISLATIVE COMMITTEE:

Eric Miller, Thayer Central

SCHOLARSHIP AND RECOGNITION COMMITTEE:

Joel Ferguson, Wallace
Tucker Tejkl, Shelby-Rising City
Terry Zessin, Wood River
Justin Frederick, Madison

CLOSING THE ACHIEVEMENT GAP COMMITTEE:

Molly Aschoff, Summerland
Jon Rother, Johnson County Central

RURAL TEACHER COMMITTEE:

Bret Schroder, Schuyler
Daniel Kluver, Wheeler Central

NRCSA SPRING CONFERENCE

We continue to celebrate the recipients of the NRCSA “Outstanding Awards” who were recognized at the NRCSA Spring Conference. They were:

- **OUTSTANDING ELEMENTARY TEACHER:** Kari Schroeder, Syracuse-Dunbar-Avoca
- **OUTSTANDING SECONDARY TEACHER:** Kimberly Bender, Humphrey
- **OUTSTANDING MUSIC TEACHER:** Kim Hammer, Weeping Water
- **OUTSTANDING ESU STAFF MEMBER:** Scott Jones, ESU 16
- **OUTSTANDING CLASSIFIED STAFF MEMBER:** Juli Klingelhofer, Amherst
- **OUTSTANDING PRINCIPAL:** Keri Homan, Crawford
- **OUTSTANDING BOARD OF EDUCATION MEMBER:** Mike Stracke, Stuart
- **OUTSTANDING SUPERINTENDENT:** Dale Hafer, Ainsworth



DALE HAFER



KERI HOMAN



SCOTT JONES



JULI KLINGELHOEFER



KIM HAMMER



*KARI SCHROEDER (ALSO GARY ANDERSON,
2000 NRCSA OUTSTANDING PRINCIPAL)*



KIMBERLY BENDER



MIKE STRACKE

Also at the NRCSA Spring Conference, KSB School Law and the Perry Law Firm were honored as the 2025 NRCSA Friend of Rural Education Award recipients.



REPRESENTATIVES OF KSB SCHOOL LAW & PERRY LAW FIRM—RECIPIENTS OF THE FRIEND OF RURAL EDUCATION AWARD

SUPERINTENDENT SEARCH & PLANNING

As Boards of Education and Superintendents start to plan for the future, there may be a change in Superintendent approaching your district. We would like to remind you that NRCSA has an outstanding Superintendent Search Service and I would encourage your Board of Education to closely consider these services if you are in need of a Superintendent.

Last year, NRCSA assisted the Boards of Education at Lawrence-Nelson, Boyd County, Pawnee City, and Shelton in their Superintendent searches.

One of the more outstanding features of the NRCSA Superintendent Search Service is that the consultants who assist Boards of Education with their searches are all retired rural school Superintendents who experienced great success in their careers. They know what it takes to be successful in a rural school district and community, and how to work closely with a rural school Board of Education.

If your district finds a need to locate your next school leader, please be sure to keep the NRCSA Superintendent Search Service in mind. For more information you can contact Executive Director Jack Moles at jmoles@nrca.net or by phone at 402-335-7732.

Another service that is offered is a planning service. It is a common practice for Boards of Education and the Superintendent to develop short and long-term plans. We are currently assisting Anselmo-Merna in their

planning process. NRCSA does provide a quality service using experienced consultants. If you are interested in more information, please contact Executive Director Jack Moles.

[NRCSA Search Service Experience](#)

[NRCSA Planning Support Brochure](#)

2025 NRCSA Joe Toczek Golf Tournament

The 2025 NRCSA Joe Toczek Golf Tournament will be held on Tuesday, July 22, 2025 at Meadowlark Hills Golf Course in Kearney. The event is open to administrators, both active and retired, board members and vendors. Registration opened in late May. We are planning for up to 50 teams (200 golfers) to participate in the tournament. There may be some open spots—please contact us if interested.

NRCSA has had the great privilege to work closely with Open Sky Policy Institute over the years.

They provide great information on the fiscal impact of legislation that is very helpful to me in my work as NRCSA's chief lobbyist. I would encourage Superintendents and Board of Education members to sign up to receive Open Sky's email updates.

Open Sky has developed some awesome **Nebraska Public School District Profiles** instruments. The instruments provide much information that can be used to tell the story of your district in comparison to other districts when discussing school finance. The instruments can be accessed at:

<https://www.openskypolicy.org/school-district-profile/>

The mission of OpenSky Policy Institute is to provide impartial and precise research, analysis, education and leadership on fiscal policy-improving opportunities for all Nebraskans. Subscribe to their email updates at <https://bit.ly/OpenSkyUpdates> or contact Todd Henrichs at thenrichs@openskypolicy.org.

As we head into the new legislative session, Open Sky has shared a few more tools that can be especially helpful. A message from Rebecca Firestone, Executive Director for Open Sky shares:

Dear friends,

On behalf of the team at OpenSky, I want to thank you for the work you have done to prepare for the important policy work ahead for all of us this year.

We wanted to take an opportunity to share a few quick reference materials we have developed that we think will be especially useful this session (attached).

- 1. A one-page guide to TEEOSA, the K-12 public school funding formula. With significant changes promised to the formula in pursuit of property tax relief, we felt it was important to share the current state of play.*
- 2. A guide on the budget process, including a timeline, who is involved, and a breakdown of important components of the state budget. With a significant deficit heading into session, lawmakers will grapple with complex decisions regarding spending. At OpenSky, we are ready to work towards a budget that reflects the priorities of Nebraskans and allows everyone a shot at The Good Life, and we look forward to partnering with you in this work.*

I also wanted to introduce you to some new members of our team who you may interact with during the upcoming session:

Lillian Butler-Hale joins our team as Outreach and Engagement Director. She replaces Joey Adler Ruane, who will continue to support OpenSky for some time from his new role with the lobbying firm Lindsay Harr

MacDonald. Lillian was most recently in the office of Senator Jen Day and will be a great asset to the team during this session. Please make sure to say hello when you see her in the rotunda.

Noah Rhoades just joined us in a new role as Outreach and Engagement Manager. He will support our legislative work as well as community engagement and outreach efforts, including coalition building. We are excited to have him on board.

We are also launching a refreshed website at www.openskypolicy.org, and last, but not least, we have moved! Same building, bigger office. Please make note that our new address is 1325 H Street, Suite 200 Lincoln, NE 68508. We look forward to welcoming you to our new space soon, when we are a little more settled.

We are excited to work alongside all of you this session, and here to be a resource. Don't hesitate to reach out to me or anyone on the team if you need us.

*Onward,
Rebecca*

[Open Sky TEEOSA Guide](#)
[Open Sky Budget Process Guide](#)

One of the more outstanding student academic activities that I've had the pleasure of working with is Academic Decathlon. The nation-wide program provides a prescribed course of study each year. Teams are made up of students of different academic abilities. Students with an "A" average compete against other students with an "A" average, students with a "B" average compete against other students with a "B" average, and students with a "C" average compete against other students with a "C" average. Schools can choose how they prepare for competitions. Some teams meet after school or in the evenings, while some schools offer a class.

There is a regional competition in January, with the State Championships being held in February. Students compete for medals at both events. Scholarships are awarded to members of teams who are successful in the competitions. Three of my four children competed in Academic Decathlon and between them were awarded thousands of dollars in scholarships.

This past year, two NRCSA-member schools qualified for the State Championship: Amherst and Johnson County Central.

Each year there is a central theme for the Academic Decathlon curriculum. For the 2025-25 school year, the theme is "The Roaring 20's". Music, art, and literature will cover the Jazz Age.

If you would like get more information on the Nebraska Academic Decathlon, please contact NRCSA Executive Director Jack Moles or one of the Nebraska Academic Decathlon Co-Executive Directors:

Ardis Moody ardis.moody@gmail.com

Cris Hay-Merchant chaymerchant@bellevue.edu



JOHNSON COUNTY CENTRAL ACADEMIC DECATHLON TEAM



AMHERST ACADEMIC DECATHLON TEAM

The NRCSA Executive Committee has made a positive move to assist non-traditional educators move toward full teaching certification. As a result of this move, new scholarship opportunities were created for paras who are in a “para to teacher program” and for transitional educators. NRCSA will provide three \$1,000 scholarships for the fall semester and three \$1,000 scholarships for the spring semester for the 2024-25 school year. Applicants for the scholarships must be current employees of a NRCSA-member district or ESU. Applicants must be enrolled for that semester in one of two types of programs: (1) in a recognized “para to teacher” program such as is offered by the three State Colleges (Chadron State, Peru State, or Wayne State), or (2) a transition to teaching program in which a person with a minimum of a bachelor’s degree who is employed to teach in a member school while working through a transitional program, such as offered by the University of Nebraska-Kearney. The applicant could currently be teaching under a transitional certificate. Application materials for Spring scholarships were distributed to member Superintendents and ESU Administrators, who were then asked to share with potential candidates in their buildings. The NRCSA Scholarship and Recognitions Committee selected the three Spring semester scholarship winners.

Applications for the 2026 Spring semester scholarships will be open in the fall, at a date to be determined.

NRCSA Executive Director Jack Moles visited Fairbury, Harvard, and Summerland to make the scholarship presentations of the Fall scholarships. The three recipients are Mary LeFave of Fairbury, Ryan Kile of Harvard, and Shayna Strobe of Summerland.

Ryan Kile is currently a paraeducator at Harvard High School. He is working on a teaching certificate in Secondary Business Education through Chadron State College.

Mary LeFave is currently a paraeducator at Fairbury High School. She is working on a teaching certificate in 7-12 Biology through the University of Nebraska-Kearney.

Shayna Strobe is currently a paraeducator at Summerland Elementary School. She is working on a teaching certificate in Elementary Education through Chadron State College.



FAIRBURY SUPT DEVIN EMBRAY, MARY LEFAVE, JACK MOLES HARVARD SUPT MICHAEL DERR, RYAN KILE, JACK MOLES



SUMMERLANDE SUPT. MOLLY ASCHOFF, ELEM PRINCIPAL CATHY COOPER, SHAYNA STROPE, JACK MOLES

NRCSA has developed a “resource” document to assist members when they want insight on a particular topic. Often we are contacted and asked if we know of a school that has experience in a topic of interest. Many times we can point them in the right direction, but often we need to put out a request for information to the members. We have developed a list to begin from and already have some contact information on some of the topics. The plan is to feature this list in each of our monthly updates. Below is a link to a copy of this “early” list. If you would be willing to be listed as a resource or if you would like to suggest other topics for inclusion, please contact Jack Moles.

[NRCSA School Programs](#)

We urge you to consider participation in the NRCSA Partner OneCard program as a tool for you in managing school expenditures, both large and small. Certainly, the card can help reduce/eliminate any issues relative to unverified cash expenditures. You decide who uses it, can get cards for each of those users, keep all cards wherever you wish, determine the amount to load on each individual card, and how long the time frame of use is. It is a terrific management tool and clearly identifies each expenditure/name/date/amount. Whether small purchases or very large purchases, the card is a terrific tool. NRCSA owns the state contract, so liability for misuse falls to NRCSA, not the district user. We have only had three circumstances of fraud and all three have been the theft of the card number information, not any district employee misuse. For 2024-25, over 100 districts/ESUs participated in the program. We currently have **109** entities using the program. Great job by all participating districts in protecting the card and program! Don't forget, the NRCSA rebate from the transaction fee paid by businesses that choose to accept plastic is used for scholarship, awards, and special needs. For 2024-25, the rebate was over \$34,000 to NRCSA, showing that use is increasing, and large purchases are being included. WIN, WIN, WIN! If you are considering joining the program and need more information, please contact Jack Moles (jmoles@nrcsa.net) or Jeff Bundy (jbundy@nrcsa.net).

Board of Education meeting visits. Beginning in December, 2019, I started attending Board of Education meetings in member school districts/ESUs. Since then, I have attended 131 such meetings. I most recently attended the Board meeting at Wakefield and Allen on May 12 and Emerson-Hubbard on June 11.

I am scheduled to attend the following Board of Education meetings in the near future:

Monday, August 11: Wauneta-Palisade and Hayes Center

I have really enjoyed this venture and am willing to attend Board meetings when I can. I take a few minutes to cover NRCSA news and offerings, as well as a legislative update. When I am going to be in a specific area on Board meeting days I may send out a notice to near-by Superintendents to make an offer to visit. I'd like to be able to schedule two or three in the same evening if I can.

If you would be interested in me attending a future Board meeting, please contact me to start the arrangements. I would also be willing to "attend" your Board meetings via Zoom if you preferred. I would still only do one at a time but would be able to do several in the same evening. Let me know and we will try to make the connection.



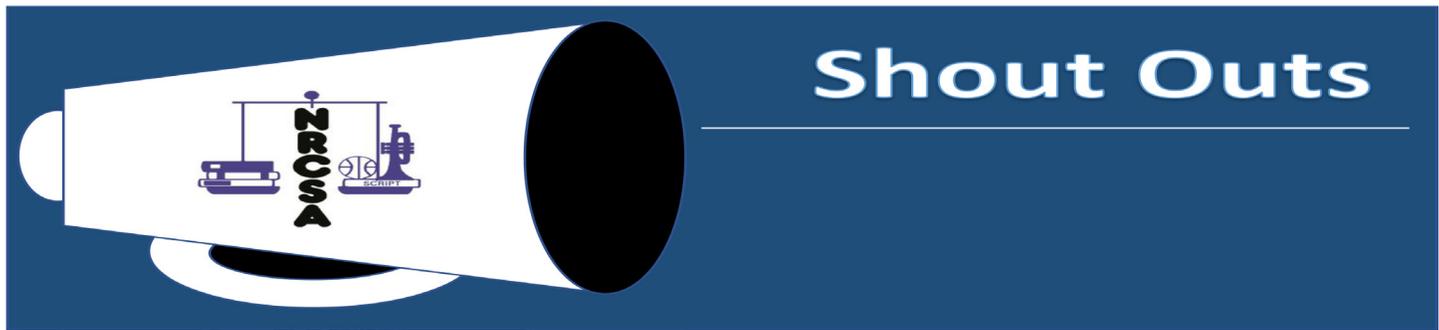
WAKEFIELD BOARD OF EDUCATION AND ADMINISTRATION



ALLEN BOARD OF EDUCATION AND ADMINISTRATION



EMERSON-HUBBARD BOARD OF EDUCATION AND ADMINISTRATION



NRCSA wishes to share in the celebration of the special accomplishments and recognitions going on in our member schools and ESUs.

July 2025:

*** Axtell Board of Education President, Kurt Behrhorst, was named the inaugural winner of the Pillar of Athletic Training Award by the Nebraska State Athletic Trainers Association.**

*** The Omaha World-Herald (OWH) and Lincoln Journal-Star (LJS) recently released their All-State Baseball selections. First team All-State selections from NRCS-member schools include:**

- ALL CLASS: Mason Wisnieski, Malcolm (OWH, LJS), Jakob Ruhl (LJS)
- CLASS C: Mason Wisnieski, Malcolm (OWH, LJS); Gavin Redden, Wayne, (OWH, LJS); Jakob Ruhl, Central City/Centura (OWH, LJS); Kenny Wellwood, Ft. Calhoun (OWH, LJS); Carson Frank, Malcolm (OWH, LJS); Mason Gorecki, Central City/Centura (OWH, LJS); Colter Lueders, Central City/Centura (OWH LJS); Logan McGreer, Malcolm (OWH, LJS); Jackson Warner, Auburn (OWH, LJS); Nick Mousel, Adams Central (OWH, LJS); Kaleb Wahlmeier, Adams Central (OWH, LJS); Barrett Fries, Central City/Centura (OWH, LJS); Chase Smith, Malcolm (LJS); Justin Wisnieski, Malcolm (LJS)

*** Shayla Rautenberg of Milford was chosen to represent the USA in the NORCECA U19 Pan-American Volleyball Cup. She helped lead the Team USA to the championship.**

*** Several wrestlers from NRCS-member schools were chosen to participate in the Nebraska Scholastic Wrestling Coaches Association's all-star duals championships. Included were:**

- BOYS: Cal Wells (Broken Bow), Gage Friesen (High Plains), Hudson Urkoski (High Plains), Luke Pawloski (Pleasanton), Orrin Kuehn (Minden), JD Adam (Meridian), Grady Rasmussen (Ravenna), Cy Peterson (Syracuse), Ethan Elliott (Hershey), Carter Horner (Loomis), Dalton VanLaningham (Fairbury), Owen Kreikemeier (Raymond Central), Elijah Ehlers (Raymond Central), Ryan Stusse (Battle Creek)
- GIRLS: Lacy Lemburg (Lakeview), Rylie Arens (Crofton/Bloomfield), Bekah Butterfield (Stanton), Catalina Jones (Louisville)

*** The Nebraska Coaches Association recently announced its All-State Tennis selections. Included from NRCSA-member districts were:**

- BOYS ALL CLASS: Jadyne Friesen (Sutton), Calvin Wilmes (Creighton)
- BOYS CLASS C: Zephyr Mowinkel (Milford), Jeff Hollister (Doniphan-Trumbull)
- BOYS CLASS D: Micah Gerlach (Cambridge), Tyson Essex (Loomis), Lukas Armstrong (Red Cloud), Brady Haake (Sandhills/Thedford)
- CLASS B GIRLS 1st TEAM: Roslyn Wiemers (McCook)

*** The National Association of Elementary School Principals and the Nebraska Department of Education recently honored 23 PK-3 Leadership Academy Graduates. A majority of those honored are in leadership positions at NRCSA member districts or EDUs. They include:**

- Eric Arneson, Principal, Hemingford Public Schools
- Apryl Beck, Principal, Tekamah-Herman Community Schools
- Tara Fries, Principal, Southwest Public Schools
- Megan Gilkey, Principal, Syracuse-Dunbar-Avooca Public Schools
- Keri Hart, Principal, Laurel Concord Coleridge School
- Kane Hookstra, Principal, Southern Public Schools
- Roxane Humphrey, Partnership Education & Special Services Manager, ESU 13 Head Start
- Claire Kayton, Principal, Boone Central Schools
- Courtney Maas, PK-2 Principal, Wayne Community Schools
- Katie Maloley, Instructional Coach, Early Learning Academy, Lexington Public Schools
- Matt McLaughlin, Superintendent, Leyton Public Schools
- Kim Roberts, Principal, Central Elementary School, Fairbury Public Schools
- Kendra Ross, Reading Specialist, Walthill Public Schools
- Jessica Ternus, Preschool Teacher, Madison Public Schools
- Ben Wright, Principal, Ainsworth Community Schools

*** Three of the four MVP's in the Nebraska Eight Man Football Coaches Association/Sertoma All Star Game were from NRCSA-member schools. Kagan Jones of Johnson County Central was the Offensive MVP for the East Team. Cole Heimes of Hartington-Newcastle was the Defensive MVP for the East Team and Hudson Devlin of Sandy Creek was the Defensive MVP for the West Team.**

*** Dan Sorge, former Volleyball and Boys Basketball Coach for Shickley, was inducted into the National High School Athletic Coaches Association's Hall of Fame.**

*** The Nebraska Coaches Association recently announced the recipients of several awards. Award winners from NRCSA-member schools include:**

- Binnie and Dutch Award for Track: Rich Britten (Brady)
- Ed Johnson Award for Boys Basketball: Kevin Asher (Aurora)
- Swede Hawkins and Del Schoenfish Award for Golf: Larry Knaak (Plainview)
- Guy Mitty Award for Wrestling: Dennis Oliver (Pender)
- George O'Boyle Award for Cross Country: Shane Fruit (Ogallala)

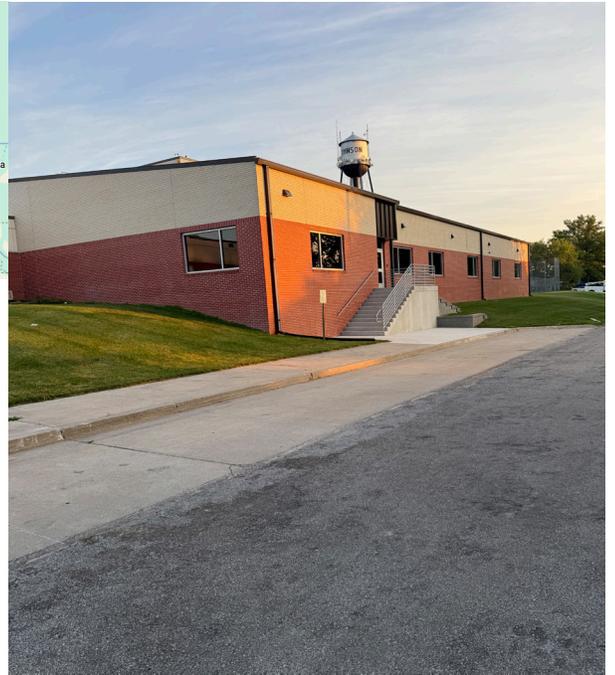
*** NCA Coaches of the Year Award:**

- Boys Cross County: Todd McQuistan (Holdrege)
- Girls Cross County: Mark Oliver (Auburn)
- Girls Basketball: Scott Guzinski (Oakland-Craig)

- Wrestling: Cody Wintz (Battle Creek)
- Bowling: Nikki Bradley (Northwest)
- Boys Track and Field: Mike Spargo (Dundy County-Stratton)
- Baseball: Zach Wehner (Malcolm)
- Soccer: Ulises Fuentes (Schuyler)
- Tennis: Matt Wiemers (McCook)
- Cheer: Casey Clements (Elmwood-Murdock)
- Strength and Conditioning: Amber Burson (Lexington)

MEMBER SPOTLIGHT

Johnson-Brock Public Schools



Superintendent: **Jeffrey Koehler**

Principal: **Lucus Dalinghaus**

Mascot: Eagles

Enrollment: 356

Location(s): Johnson, NE

Interesting Fact: On November 2, 1925, tragedy struck, and the Brock schoolhouse burned, just as students were coming to school in the morning. Some of them helped to save some materials from the school. Before the smoke had cleared, Superintendent M. A. Sams had classes set up in makeshift quarters all over town, and the school became known as the “Main Street Campus.”

The high school met in the Methodist Church basement; chemistry class shared space with the coal supply in the fuel room. Other classes met in the other churches, meeting rooms, all over town. Plays and activities were held at Bennet’s Theater. Music and debate had their programs in the Methodist Sanctuary. With no gym, no lunchroom, no recreation area, free time was spent strolling up and down Main Street. Nebraska’s Governor, Adam McMullen came to Brock for the Graduation Exercises that year - May, 1926, that was held in the Methodist Church.



Board of Education: **Keith Bohling**, President; **Chester Bohling**, Vice President; **Blayne Behrends**; **Brian Meyer**; **Mitch Neddenriep**; & **Bryan Wakinlinski**

Programs

Program 1. FFA – Our FFA program started in 2017 and immediately had interest from our students. In 2020 we hired a second FFA instructor and now our participation rate is over 70 kids in the program. The FFA program has had several state champions, and several represent the school at the national convention each year. The Johnson-Brock FFA was recognized as the Outstanding Secondary Agricultural Program of the Year in 2025 by the Nebraska Agricultural Educators Association.

Program 2. Blue Ribbon School – In 2022 the district celebrated the Blue Ribbon Awarded by the Federal Government. This was the second Blue Ribbon award in 8 years. We believe one of the key reasons for our schools success is the impact of the TeamMates mentoring program. When students have consistent, trusted adult mentors in their lives, they build confidence, stay engaged and more likely to set and reach goals. It can create a ripple effect, strengthening our school culture, support mental well-being and build a foundation for long term success.



MEMBER SPOTLIGHT

Cedar Bluffs Public Schools



Mascots: Wildcats

Enrollment: 486

Location(s): Cedar Bluffs, NE

Superintendent: Harlan Ptomey



Principals: Kristina Headid, Secondary Principal; Curtis Carlson, Elementary Principal; & Thomas Brinkman, Assistant Principal

SCHOOL BOARD MEMBERS



Jeremy Pleskac



Tim Shanahan



Todd Thiesen



Grant Fitzgerald



Garlyn Grosse



Amanda Timmerman



Cedar Bluffs Public Schools

Programs:

Cedar Bluffs Career Academy: The Cedar Bluffs Class of 2025 has a total of 21 students, achieving academic, career, and personal milestones that set them apart. As a group, they've earned over 120 college credits through partnerships with Southeast Community College, Doane University, and Metropolitan Community College. Several students went even further, earning certifications that will launch them directly into high-demand careers, including Certified Nursing Assistant (CNA), Commercial Driver's License (CDL), and Welding. Many also completed multiple OSHA certifications, preparing them for success in the workplace. This group has also been offered over 1 million dollars in scholarships, not including the full-tuition scholarships awarded to several seniors. These awards reflect not only their hard work, but also their potential for future success.

Daycare and Pre-School Program: Cedar Bluffs offers a convenient, high-quality daycare program located on-site, serving both staff members and families in the community. The daycare is open Monday through Friday year-round, including during the summer months, providing reliable care and a nurturing environment for children. In addition to daycare, Cedar Bluffs also offers a full-day preschool program. The preschool runs Monday through Friday and is completely free of charge. Designed to support early learning and school readiness, the program provides young children with engaging, age-appropriate education in a supportive setting.



Updates from Members & Other Entities

From NRCSA Executive Director Jack Moles: *NRCSA is backing the work of the Nebraska State College System and the Nebraska SMART program. This is a unique approach to providing free tutoring services to your students. Information on the program is provided below. This program is beneficial on many levels. Among them are:*

- *The program is FREE for kids and families.*
- *The program provides valuable experience for prospective teachers.*
- *The program provides a paying job for prospective teachers.*
- *The program provides another great connection between Chadron State, Peru State, and Wayne State with NRCSA member school districts. All three of the State Colleges are NRCSA members.*
- *The program provides an opportunity to connect prospective teachers with rural schools. Some of the tutors did not attend rural high schools and this provides an opportunity for them to connect with rural.*
- *The program provides an opportunity to connect YOUR school with prospective teachers. You may be in the market to hire one of these tutors in the future and this connection could help!*



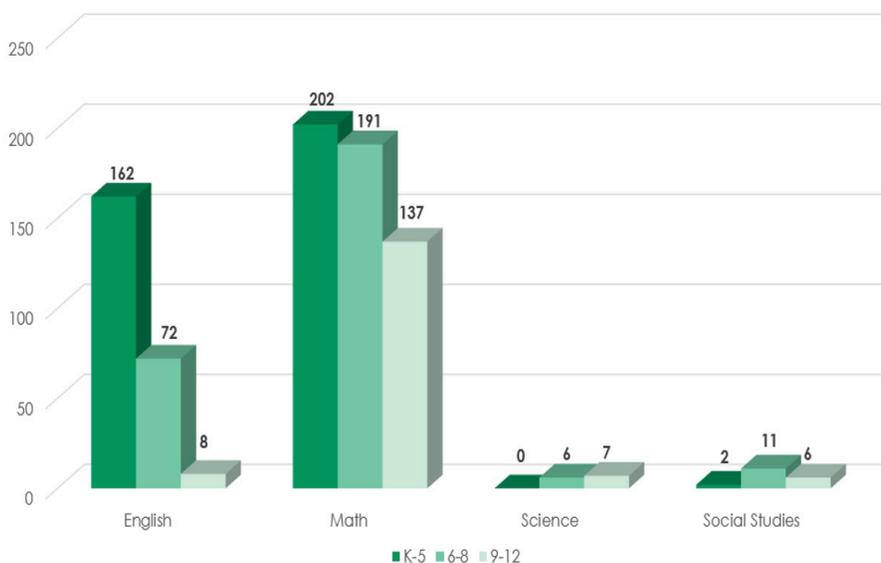
Nebraska SMART Free Online Tutoring for K-12 Students.

Tutoring will resume in **August**.
Stay tuned for updates throughout the summer about Nebraska SMART.

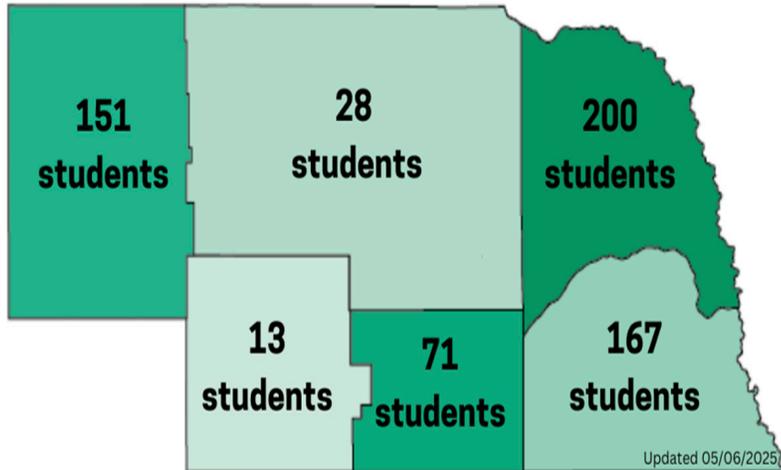
Spring 2025 Semester Impact

Tutoring for the Spring 2025 semester has concluded, with over 810 sessions and 450+ hours of support provided to K–12 students in rural Nebraska—an increase from Fall 2024’s 735 sessions and 405 hours. Notably, **75% of sessions served students from NRCSA member districts.**

The graph below shows a breakdown of tutoring sessions by subject and grade level.



630 students have registered since February 2024, with 74% attending an NRCSA member school district. The map below shows the NRCSA districts where each student is registered.



What parents are saying

Parents have shared their experiences about the impact the tutoring program:

Families across rural Nebraska are seeing the difference Nebraska SMART tutoring is making in their children's learning. Here's what a few had to say:

- *"My son scored 49 points higher on his NSCAS test for the spring. He's started working with [a Tutor] right around Christmas time! He was so proud of that growth and so am I!!!"*
- *"My daughter's comprehension at school has improved a lot and also her math scores went up!"*
- *"His tutor has such patience as he works through word decoding and reading. His tutor is very good at motivating him and keeping him engaged."*
- *"Being able to have one-on-one teaching and tutoring. My son was able to actually understand the information that he could not learn at school. He was able to master and actually understand the concept when working for 15 minutes 1-on-1 with [the Tutor]."*
- *"Repetition is key. Reassurance and patience, kindness and camaraderie. NSCAS Math score went up!! My student said, 'because of my tutor.'"*
- *"[The Tutor] was able to connect with [my son] and keep [my son] engaged while helping him to catch up in math. He was able to introduce new skills and go back and work with [my son] on not only his current homework but skills he was behind on. [My son's] grades and confidence have gone up in all subjects at school since he began this tutoring program."*

How can school districts help?

New promotional posters will be mailed to each school district this summer for use in the upcoming school year. To request additional materials, such as bookmarks, please complete the Nebraska SMART [Promotional Material Request Form](#).

Your help in reaching out to parents within your district is essential to increasing awareness of this program. Here are a few ways you can assist:

Share about Nebraska SMART

- In school, district, or classroom newsletters for parents
- With Teachers, Counselors, Parent/Teacher Associations, and district staff
- Add [Nebraska SMART](#) as a student resource on school district websites

- Connect with Nebraska SMART on social media: [Facebook](#), [Instagram](#), and [X \(Twitter\)](#)
- Share with district technology team the domain [allowlist guide](#)

For more information, visit:

www.nscs.edu/nebraskasmart

Email for inquiries or to request promotional supplies: nebraskasmart@nscs.edu

Thank you for your support in raising awareness of Nebraska SMART!

As we hear concern from rural districts concerning moves in the national front regarding the Department of Education, the National Rural Education Association (NREA) and the National Education Association (NEA) have combined to share a website outlining the amount of federal funding that goes to public schools. The website can be accessed here:

[How Much Funding Does My Public School Get from the Federal Government](#)

Dr. Steven Johnson, a member of the NREA Executive Committee, provided a document entitled, “Strengthening Rural Communities Through Public Education”. Many of you had an opportunity to meet Steve at the NRCSA Spring Conference. His article may be accessed here:

[Strengthening Rural Communities Through Public Education](#)

The Center on Budget and Policy Priorities, along with the Food Research and Action Center, has drawn attention to the possibility that the Community Eligibility Provision (CEP) might be substantially altered. This change could have a negative impact on several school districts in Nebraska. The following website provides a great overview of the concern and allows the viewer to go specifically to Nebraska to see how the change could affect districts.

[State by State Fact Sheet](#)

The ESUCC and ESU 3 have shared a document which outlines all of the trainings and mandates that are required of districts. The document, “School District Plans, Policies, and Annual Trainings Requirements”, is a handy reminder for districts. Thanks to ESUCC Executive Director Kraig Lofquist and ESU 3 Administrator Dan Schnoes for developing and distributing this handy tool. The document may be accessed here:

[School District Plans, Policies, & Annual Trainings](#)

Jeremy Braden, Superintendent at Doniphan-Trumbull, has developed a useful agenda for onboarding new Board of Education members. Many of our districts will bring on new Board members in January. Jeremy’s instrument could be a nice template for Superintendents and Board Presidents to use in working with new Board members. It may be accessed here:

[Board Member Onboarding](#)

From Rebecca Vogt, UNL

Today we are releasing the first of the reports from the 2024 Rural Poll, focusing on the well-being of rural Nebraskans. The report can be accessed online. The press release for this report can be found [here](#).

Well Being of Rural Nebraskans

From Jay Martin, NDE Director of School Safety & Security

Hello All,

Time for the home stretch to the end of another school year! I hope it all goes well with all the events planned this spring.

Below you will find the School Safety Newsletter and information. The main question to look for is a Threat Assessment Survey. We are gaging schools' interest in future Threat Assessment trainings. The last page has a breakdown of the three Threat Assessment trainings offered by UNLPPC. Please take a moment to complete this survey by April 15, 2025.

Remember to apply for your Diamond status Safety Badge to display at your school letting your school community know you "Place School Safety First!"

Thanks for all you do in school safety.

School Safety Newsletter Spring 2025

UNL Extension Center: Embracing Innovation: Exploring the Dynamics of New Partnerships

Developing business & Industry, organizational, and postsecondary partnerships with school districts can play a pivotal role in enriching the educational experience, supporting student achievement, and strengthening connections between schools and their communities. By leveraging external resources, expertise, and support, schools can create a more inclusive, engaging, and supportive learning environment for all students. While partnerships within school districts can bring numerous benefits, there are also challenges that may be encountered. These can be overcome by fostering a culture of collaboration, prioritizing communication and relationship-building, seeking creative funding solutions, and promoting equity and inclusivity in partnership efforts. Additionally, leveraging support from district leadership, community stakeholders, and external resources can help schools overcome obstacles and maximize the benefits of collaborative partnerships.

We in the Institute of Agriculture and Natural Resources (IANR), specifically the College of Agricultural Sciences & Natural Resources (CASNR) and Nebraska Extension 4-H, believe this strategy for K-12 partnerships will result in a strong learning innovation network of support for every learner and every educator in the state of Nebraska. The world of higher education is evolving, driven by changes in technology, demographics, workforce demands, and societal expectations. To meet the needs of today's learners in the 21st century and prepare them for the challenges of tomorrow, we are embracing innovation, collaboration, and a student-centered approach.

In recent years, CASNR has created two new positions to help in this work. Dr. Tammy Mittelstet (tmittelstet@unl.edu) is serving as the CASNR Statewide Education and Career Pathways Coordinator and Bailey Feit (bailey.feit@unl.edu) serves as the LPS/CASNR Early College and Career Pathways Coordinator. They engage in co-creating education and career pathways for students and supporting teachers by:

- creating opportunities and minimizing barriers for all learners in the exploration of education and career pathways,
- investing in and supporting teachers to innovate and integrate cross-curricular concepts of Food, Energy, Water, and Societal Systems (FEWSS) throughout K-12 education,

- encouraging our higher education institutions to share content expertise to build curriculum that will inform best practices in the areas of FEWSS and mentor future systems thinkers for the continuum of learners through our higher education institutions,
- connecting and developing a team of community leaders to build partnerships that combine resources to support student and teacher innovation, and
- building a workforce of tomorrow with the support of the industry of today by developing work-based learning opportunities.

If you would like to get monthly updates, consider signing up for the L.I.N.K.S. newsletter at <https://casnr.unl.edu/k-12-partners>.

Nebraska Extension brings University of Nebraska expertise and research in 8 key areas of impact directly to Nebraskans from all walks of life in each of the state's 93 counties. Nebraskans turn to Nebraska Extension to strengthen their families, inspire their communities, empower young people, conserve and protect natural resources and advance their farms, ranches and businesses. Nebraska 4-H represents one of the eight key areas, and has been a leader in the career and college readiness field by being one of the first in the country to support a statewide educator position and team to provide leadership in program development and delivery.

The College & Career Success Team is led by Dr. Dawn Lindsley (dawn.lindsley@unl.edu) at the State 4-H Office and Jacie Milius (jacie.milius@unl.edu) in Gage County. In 4-H, we believe in the power of young people. With nearly six million members nationwide and 140,000 in Nebraska, we empower youth to lead for a lifetime. In a rapidly changing world, it's crucial for young people to be equipped with the right mix of knowledge, skills, and experiences for their transition from education to the workforce. Through our programming, we provide developmentally appropriate, experiential learning opportunities to help youth and adults explore postsecondary education and career options, preparing them to reach their fullest potential in today's dynamic job market. If you would like to learn more, please visit <https://4h.unl.edu/programs-priorities-career-college-success>.

Nebraska students are the leaders, innovators, and problem-solvers of tomorrow. Through collaboration with business & industry, organizational, and postsecondary partners, school districts can provide students with invaluable real-world experiences, access to resources, and insights into the demands of the workforce. We can bridge the gap between education and employment, equipping students with the skills, knowledge, and connections they need to thrive in the competitive global economy. Together, we can create a brighter future for our students and our communities.

The National Rural Education Association, in partnership with the Rural Schools Collaborative, has issued a study entitled WHY RURAL MATTERS. The report "looks critically at how educational supports and resources for student well-being are being distributed, casting light on which of our rural children are in need of additional support". The study is well done and shows Nebraska in a pretty positive light. I would encourage you to take a look at WHY RURAL MATTERS, which can be accessed here:

[Why Rural Matters](#)

The National Rural Education Association (NREA) partnered with AASA in producing a report on REAP. REAP is a program that benefits many of our smaller districts. The report can be accessed here:

<https://www.aasa.org/docs/default-source/resources/reports/rural-education-achievement-program-survey-report.pdf>

[Understanding REAP](#)

NRCSA is pleased to announce a partnership with New Leaf Teletherapy. New Leaf provides mental health teletherapy services for both staff and students. I became very interested in this possibility especially in terms of staff services. I know our members are working hard to provide services for their students, but there does not appear to be that same capability when looking at staff services.

I look at this service as helping to bolster what your district is already doing, not to take the place of those efforts. I believe this can be a cost effective means of furthering your efforts.

NRCSA recently hosted three introductory Zoom meetings with Mark Goldman and Deb Romano of New Leaf to have them explain what the program would look like. Below you can access the slide show from those meetings, as well as a recording of one of the meetings.

[New Leaf PowerPoint Presentation](#)

[New Leaf Zoom Meeting](#) (recording)



If you would like to be in contact with Mark Goldman or Deb Romano, please feel free to call or email me and I can help make that happen.



[Read the Full Blog](#)

The American Heart Association is committed to partnering with schools in rural Nebraska to improve the health of their communities. A few of these opportunities include:

Tobacco Free Schools. Unfortunately, recent data reveals the ongoing challenges of youth tobacco use. The 2021 National Youth Tobacco Survey showed that: Approximately 2 million MS/HS students reported using e-cigarettes during the pandemic; nearly 85% of them used flavored tobacco products. More than 4 in 10 HS students and nearly 2 in 10 MS students who used e-cigarettes did so 2 out of 3 days and youth showed a strong brand preference.

Many schools have struggled to keep up with the continued innovation of the tobacco industry. To help address that, the American Heart Association created our Tobacco Free Schools Toolkit. The toolkit is designed to help schools update their policies so that now – and in the future – they will cover all products, people, and places while providing mechanisms that support students who are battling tobacco addiction. More information/resources are here.

Improving Cardiac Response in Schools. Did you know that the odds of surviving a cardiac arrest in rural areas is only about half of that in an urban area? In the aftermath of a cardiac emergency - minutes matter. The Chain of Survival starts with those who are present and requires everyone to do their part. The American Heart Association is committed to building a Nation of Lifesavers to and to helping school districts and other entities develop [Cardiac Emergency Response Plans](#). These plans consider: access to functioning AED's, a strong

base of CPR knowledge and training, as well as the identification of a response team and the annual practice of a cardiac emergency. Tim Nikolai, Sr. Rural Health Director at the American Heart Association can help. Please reach out to: Tim.Nikolai@heart.org.

Learn CPR in 60 Seconds

A note from Mr. Nikolai:

*For those I have not met previously, I am the **American Heart Association's** lead for rural health in the Midwest Region, inclusive of your states. My role allows me to work collaboratively with all manner of organizations that are in a position to impact health in their communities – and schools are certainly near the top of that list.*

*There are many ways our organization has worked to collaborate with schools – supporting access to nutritious, affordable food, helping to address the ongoing challenges of vaping/tobacco use, and more. Today, though I'm focusing primarily on our resources to assist with cardiac readiness / cardiac emergency response planning. Much of the country was watching – or has followed since – the **collapse of Buffalo Bills' safety, Damar Hamlin, on Monday Night Football**. Fortunately, Damar's story had a happy ending. Our goal is to maximize the opportunity for everyone to have a similar outcome should they experience a Sudden Cardiac Arrest. Most organizations will not have the resources that the NFL does to ensure player safety, but there is much that can be done, especially with proper planning.*

*Some data suggests that **nearly 1% of schools will be the site for an out of hospital cardiac arrest annually**. For a variety of reasons, rural areas are disproportionately impacted by both rates of cardiac arrest and poor outcomes. We know that prepared and equipped schools mean better outcomes for staff, students, visitors, and the communities that so often gather in school spaces.*

We have recently built out/updated a variety of tools to assist schools – and other organizations – with their cardiac readiness. These include:

- *Sample Cardiac Emergency Response Guidelines and Plans.*
- *A toolkit to maximize the impact of AED placement and implementation.*
- *Training and awareness tools to help with Hands-Only CPR knowledge for staff and students.*
- *A revamped, training site search feature, for coaches, nurses, and others who need CPR certification.*
- *In some cases, we may have – or be able to help secure – financial resources to help schools with purchasing/ maintaining AEDs, CPR mannequins, etc. Hearing the scope of that need can help us secure additional resources, so please let us know!*

Please let me know if you see an opportunity or need to dialogue about these resources further or share them with your member districts. I'm happy to assist with newsletter copy, join or host webinars, or other ideas that fit your standard means of communication.

Finally, at the risk of sharing too much – a few other notes I wanted to highlight.

- *I've attached an invitation for our **Fall Educator Series**. Administrators/Educators from all districts are welcome to attend the sessions they are interested in. You'll see the one in November is on Cardiac Emergency Response Planning.*
- *Last year some 1300+ rural schools in the Midwest participated in our Kids Heart Challenge program. They raised life-saving money for our mission, earned PE equipment for their schools, and helped improve health knowledge in their community. Last year, tens of thousands of families learned Hands-Only CPR through the program.*
- *Thanks to the **Missouri Rural Health Association** for sharing our HeartCorps program on their home page. That opportunity exists for IA, KS, KY, MN, MO, NE, OH, and WI. Happy to chat more!*

American Heart Association Service Summary



The NCA & Proactive Coaching partner to bring Coach Bruce Brown's legendary insights about the parent's role in education-based athletics to your school & community.

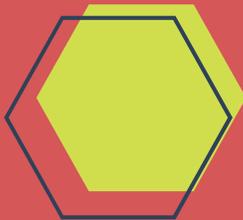
Book your School's Presentation

Parent Meetings or Special Events

THE ROLE OF PARENTS IN EDUCATION-BASED ATHLETICS

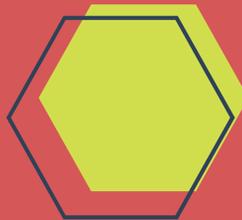
PRESENTED BY DARIN BOYSEN, NCA EXECUTIVE DIRECTOR

"Outstanding information, well delivered. There were times I thought he was talking directly to me, which is a sign of a great communicator. I personally feel I'm better today than yesterday as a sports parent because I was able to listen to this message." – Parent & School Board Member



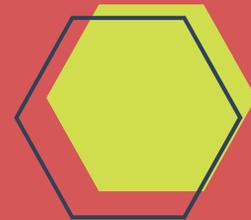
Before the Season

- What do Athletes/Kids Really Want?
- Releasing Your Son/Daughter to the Experience
- Parental Red Flags



During the Game/Event

- Modeling Appropriate Behavior
- Big Picture
- One Instructional Voice



After the Game/Event

- Time & Space
- Confidence Building
- Relationship Building
- Six Powerful Words

NEBRASKA COACHES ASSOCIATION

500 Charleston St, Ste 2, Lincoln, Nebraska 68508
402-310-5472 | darin@ncacoach.org

Official Association Endorsements as of September 1



Nebraska School Administrators & School Board Members,

The Nebraska Coaches Association (NCA) is excited to announce a partnership with Proactive Coaching to bring Coach Bruce Brown's legendary insights about **"The Role of Parents in Education-Based Athletics"** to your school and community. Please see the attached flyer for highlights/focus of the in-person presentation.

NCA Executive Director, Darin Boysen, will begin travel across Nebraska multiple times throughout the 2024-2025 school year to deliver this powerful and passionate message. The NCA, Proactive Coaching and Darin are partnering to bring this message to your school at a **50% discounted rate from the standard Proactive Coaching in-person booking fee.**

Presentation Details:

45-Minute Parent Presentation with One School or Combined Schools

- Single school presentations are recommended but not required
- One presentation = one fee (no additional fee for schools merging)

Audio/Visual Requirements from the Host School:

- Overhead Projector with HDMI Connection
- Screen or Scoreboard Display
- Microphone

Cost – Payable the Day of Presentation:

- Within 75 miles of Lincoln/150 miles Round Trip
 - \$750 flat rate
- Beyond 75 miles of Lincoln/150 miles Round Trip
 - \$750 flat rate
 - 50 Cents per mile Round-Trip -OR- Cost of a Rental Vehicle/Gas
 - In some cases, a rental car may be cheaper for longer distances
 - Hotel Expense – if needed
- **Please Note:** Working together with other area schools to book separately on consecutive days of the week can greatly save travel and lodging expenses

The following booklets authored by Bruce Brown will be available for purchase for \$5 each (15% discount) after the presentation or ordered by the school in advance:

- *The Role of Parents in Athletics*
- *Playing with Confidence*
- *Life Lessons for Athletes*

Please let us know if you have any questions regarding the presentation or booking a date.
All the best,

Darin Boysen

Darin Boysen
Nebraska Coaches Association

Official Association Endorsements – as of September 1



The National Rural Education Association's Legislative Committee (of which NRCSA is a member) continues to represent rural education on the Federal level. NRCSA Executive Director Jack Moles and NRCSA Legislative Committee Co-Chair Bryce Jorgenson (Supt. at Southern Valley) attended the NREA Federal Legislative Summit in Washington DC on April 6-8.



JACK MOLES AND BRYCE JORGENSEN AT THE U.S. CAPITOL



NRCSA EXECUTIVE DIRECTOR JACK MOLES & SOUTHERN VALLEY SUPT. BRYCE JORGENSEN WITH NEBRASKA SENATOR DEB FISCHER (1999 NRCSA Outstanding Board of Education Member)

Bryce and Jack met with the offices of each of Nebraska's contingency in Congress. They specifically shared three points of emphasis with them:

- Maintaining funding promises via programs such as REAP, Title I, and e-Rate in light of the changes being made to the US Department of Education.
- Full funding of IDEA was stressed. This would bring about \$171 million more to Nebraska public schools in support of Special Education services.
- Passage of the Secure Rural Schools Reauthorization Act of 2023. This would bring almost \$200,000 to school districts surrounded by tax-exempt public lands.

NREAs Legislative Agenda for 2025 is as follows:

One in five students attends a rural school. Rural schools provide education critical to future productive citizenship for children and youth in rural communities. Rural schools and higher education institutions play important roles beyond teaching and learning as the economic and social hearts of the communities they serve. America can thrive when rural communities thrive, and rural communities cannot succeed without strong preK-12 and postsecondary learning opportunities. As the oldest (1907) education association representing rural educators, the National Rural Education Association (NREA) supports education opportunities for students from early childhood through postsecondary education to include federal support for early childhood education, K-12 education, and a wide range of postsecondary education opportunities.

1. **RURALSCHOOL FUNDING** • NREA urges Congress to sustain and, where possible, increase funding to Title V, Part B of ESSA, the Rural Education Achievement Program, with a specific increase to the Rural Low-Income School program. • NREA supports investments in the Secure Rural Schools Programs (SRS) that provides critical funding for districts impacted by federal lands. NREA supports long-term dedicated SRS funding for 5-10 years and retroactive appropriations to ensure no disruption in funding. • NREA requests that Congress fully fund the Individuals with Disabilities Education Act (IDEA). To honor the commitment to support the education of students with disabilities, Congress should act immediately to restore full funding to IDEA. • NREA opposes efforts to privatize or redirect federal funds to privatize education such as voucher programs, attempts to incentivize federal tax credits for donations to private schools, and proposals to create educational savings accounts for K-12 students.
2. **RURAL EDUCATION DATA AND RESEARCH** • NREA expresses strong support for continuation of the National Center for Education Statistics (NCES). This will ensure collection and reporting of data about all schools including low-income and rural schools (including locale codes). NREA believes that accurate identification of rural schools is necessary to guide federal investments in rural schools and communities. • Data is essential to understand those practices that support rural students and advance rural education. • NREA supports continuing and increasing federal investment in data-driven rural education research.
3. **RURAL TEACHER EDUCATION AND**

WORKFORCE INVESTMENTS • NREA supports increased access and funding to career and technical education (CTE) programs in high school and post-secondary education to ensure a healthy rural workforce. • NREA supports the reauthorization of the Workforce Innovation and Opportunity Act and the National Apprenticeship Act. WIOA increases the availability of services and supports in schools so students have access to youth apprenticeship and pre-apprenticeship programs. • NREA supports the preservation and expansion of federal grant and loan forgiveness programs that support the preparation of teachers and other school personnel, especially those that encourage individuals to work in rural districts and communities.

The Committee for Education Funding (CEF) is a group that the NREA Legislative Committee works with.

Sarah Abernathy, CEF's Executive Director, provided an update following in November's elections. She does provide a decent overview of what the national landscape might look like moving forward. (Please note that all of CEF's views do not necessarily reflect all of the views of NREA or NRCSA.)

FROM SARAH:

I. The election and CEF's mission to support investments in education

Dear CEF Members:

As we digest the results of yesterday's election and wait to find out which party will lead the House in the 119th Congress, I imagine many of you are focused on what this means for governing in general and for education funding and policy in particular. We will certainly be facing a more challenging environment for investing in education and for ensuring that the federal government supports and protects students, educators, and education institutions as the country continues to educate students of all ages. CEF's mission to increase the federal investment in education will not change, but we'll have to focus more on defense against funding cuts. We will continue to point out the results of education investments – for students immediately and for economic growth in the long term. We will need to communicate well, broaden our community of advocates, and target our efforts so they are as effective as possible.

Things to keep in mind – I generally hope for the best but try to prepare for the worst. I wasn't prepared for last night, but just made a list of some things I expect from a Trump Administration's education agenda, and

how likely they are to happen. Key things to keep in mind:

Congress did not enact past Trump budgets that cut education funding – In fact, Congress ignored the Trump Administration's requested steep cuts and increased education funding. I don't expect education funding increases now but do know that Members of Congress do not want to vote for bills that will cost jobs in their district or harm their constituents. One of our jobs will be to continue to highlight why investments in education are so important to those who need to be convinced.

It is hard to make big changes in government quickly – Some Republicans want to eliminate the Department of Education, while continuing many programs at lower funding but in either the Department of Labor or in Health and Human Services. This type of change is hard to enact. There do appear to be some executive actions that would eliminate civil servant positions, and it's easy to shrink a government agency by not hiring behind staff who leave. If Republicans keep control of the House next Congress, they could use the budget reconciliation process to fast-track passage of tax cuts and cuts to entitlements, since reconciliation bills need only a majority in the Senate, not the customary 60-vote margin to pass.

Administrative/regulatory agendas change with each Administration – Since recent presidents have not been able to enact much of their agendas because they often split power with Congress, each successive administration has made changes with executive action, which are then reversed by the next administration. A Trump administration is likely to reverse Biden Administration student loan debt relief executive actions and impose new ones that support their agenda, such as limiting Diversity, Equity, and Inclusion requirements, limiting transgender student participation in sports or protections at the school level, and changes in interpretation of student civil rights protections.

Possible Republican policy agenda focused on the private sector (except for IHEs) – Conservative theory tends to support the private sector as a more efficient than the public sector for accomplishing goals, and I'd expect to see a renewed focus on support for private school vouchers that families could use toward private school education, more tax policy supporting private school tuition, and "local control" for public schools. At the higher education level, Republicans are likely to sharpen their attention to college admission

policies, protections for freedom of speech, policies regarding civil rights, and taxation of endowments. This can occur through appropriations and tax policy (forbidding federal funding if a recipient does a certain thing or requiring a certain action to receive federal funding), and through oversight hearings and federal administrative actions, among other actions.

What's next?

Changes in House and Senate party and committee leadership – We'll know more after all House races are called. The Washington Post has a handy list of the current Republican and Democratic seats most likely to change party, and ACG Advocacy is updating its own list of seats still to call, which I'll share. Meanwhile, I've attached a document that ACG prepared on Friday showing who is in line to head each Senate and House committee for each party depending upon who is in the majority, and who is in line for party leadership positions. Republicans plan to hold leadership elections next week, although the House could push its schedule back depending on what is known about all the remaining elections still to be called.

FY 2025 appropriations likely not finalized in December – The government is operating on an extension of fiscal year (FY) 2024 funding that expires on December 20. I think it is now likely that Congress will not finalize FY 2025 appropriations bills by then and will instead extend funding into next Spring (this is what House Speaker Mike Johnson (R-LA) supported when the current 3-month extension was enacted in September), giving the new Republican Administration and Senate more say in the outcome. That outcome does not bode well for investments in education; the current bipartisan appropriations bill approved by the Senate Appropriations Committee includes \$12 billion more for the Department of Education programs than the Republican bill approved by the House Appropriations Committee.

Three years ago, NRCSA began a Principal Search Service. This service is patterned after our successful Superintendent Search Service. Two options are available. Both options will involve NRCSA consultants recruiting candidates for the position. One option will involve the NRCSA consultant making background calls, while the reduced version of the service will place that role with the Superintendent. If you are interested in getting more information about the service now, please contact Jack. Here is a brochure outlining the service.

[**NRCSA Principal Search Brochure**](#)

UNL Tuition Discount & GOLD Grant

We have a new tuition discount program aimed at better serving folks from rural districts who are seeking school leadership degrees (MEd – principalship, EdD – superintendency)– or endorsements. The program provides a 15% tuition discount for educators who serve in NRCSA member districts or are in an area classified by NCEES as rural or town. We think this is a small but important step toward helping rural schools be intentional about growing their own leaders. If interested, please contact Dr. Nick Pace at [**nick.pace@unl.edu**](mailto:nick.pace@unl.edu)

Big Red Leader Website

Big Red Leadership Flyer

Chadron State College Special Education Para-Teacher Program Initiative.

Purpose: This “Grow Your Own” Special Education Teacher program is designed to provide school districts with the opportunity to cultivate and participate in the training of their para-professionals who wish to continue their education to become special education teachers.

Who: Any individual who holds a minimum of an Associate's Degree (or equivalent credit hours) from an accredited higher education institution, and who is employed as a para-professional within a school district. **What:** Chadron State will provide required course work and enrichment activities via online, face-to-face (via Zoom), and on the job experiential learning, leading to a Bachelor's in Education Degree, and a Nebraska Teaching Certificate with an endorsement in Special Education (grades PK-12). With administrator input, program course work will be tailored to best fit your district practices and expectations. Each course will be offered in an 8-week format, with 12-13 credit hours to be completed each 16 week semester.

How: Program participants will be advised, monitored, and supported by CSC faculty/staff, and a CSC Education Program liaison is specifically assigned to facilitate their progress. District para-professionals may enter the program at any time in the academic year.

When: once participants reach their senior academic year they will embark on completing their capstone course work, via online and Zoom class sessions. This course work has been pared down considerably with the understanding and assumption that these student teachers will be learning “on-the-job”. For example, one

section covers classroom management practices. Clearly, one can argue and attest that these student teacher interns are learning more about managing a classroom from being mentored by veteran teachers within your school, and observing them in action. This is the belief and learning approach embraced during this senior year. However, to ensure and assess concept learning, Chadron State faculty will be meeting with your student teacher cohort twice per week for 1.5 hours, via Zoom conferencing technology.

Graduation: At the completion of this program students/candidates graduate from Chadron State College, and apply for teaching licensure resulting in a valid initial teaching certificate with and endorsement in PK-12 Special Education. Chadron State's education program is nationally and State accredited. As such, interstate certification reciprocity is not a problem.

Things for your consideration:

- 1) To qualify for this program participants must hold at least an Associate's Degree or the equivalent in college credit hours. (*CSC will work with those applicants to provide them with the needed coursework leading up to program entry*).
- 2) Districts must agree to maintain para-professional employment throughout the course of the program—including during the student teaching experience.

Please contact Dr. Adam Fette for more program information, at afette@csc.edu.

The UNL Department of Educational Psychology has received a grant from the Swanson Foundation which allows them to offer mental health services to rural schools.

From Dr. Michael Scheel, Chair of the UNL Department of Educational Psychology:

The UNL Department of Educational Psychology would like to offer counseling and psychological services, as well as consultation services to the schools and communities of Southeast Nebraska. We run a mental health counseling and therapy clinic and we are offering counseling and consultation services to teachers, administrators, students, and community members of Southeast Nebraska. Services will be provided through remote and confidential means (i.e., Zoom conferencing). We are hoping that schools, families, and individuals contact us to schedule an

appointment for a telehealth counseling or consultation session.

We have recently learned that a donor will support our work with individuals living in rural Southeast NE by paying all fees for services. Thus, whoever seeks out our services will simply have to indicate they live in Southeast Nebraska, and any services we provide will be paid for through the UNL Foundation. Individual, couple, and family counseling will be provided without financial expense. Additionally, we can provide teachers, school administrators, school counselors, and school social workers consultation services for students of their schools without charge.

We are very excited to enter a partnership with schools and communities of SE Nebraska to promote mental health and well-being. We are aware of the mental health counseling disparities that exist in Nebraska rural areas, and our department, our College of Education and Human Sciences, and UNL are highly interested in offering our expertise and resources with the goal of enhancing the well-being of SE Nebraska individuals, schools, and communities. We are a group comprised of licensed psychologists and psychology graduate students who regularly provide services through our clinic to the Lincoln community. We are seeking to reach beyond Lincoln to connect more with surrounding rural areas. We also are acutely aware of the importance of addressing mental health concerns right now as we all are experiencing the stress of going through the COVID-19 pandemic.

The Counseling and School Psychology Clinic is a training clinic in which graduate students in counseling and school psychology work with clients under the supervision of licensed psychologists. Services are available to all on a sliding scale. For clients from SE Nebraska communities, services will be paid for through UNL Foundation funds supplied by a donor who cares deeply about the welfare of schools and communities in SE Nebraska. Counseling services are offered to improve well-being, improve academic and behavioral issues, stabilize mood, manage stress, and improve life-adjustment issues.

For more information, please visit our clinic website:

<https://cehs.unl.edu/edpsych/clinic/>

A common theme from some of the decision makers on the state level is that “out of control” local spending is to blame for the property tax

problem. NRCSA, along with many other educational entities, maintains that we do not have a school spending issue, but instead have a school funding issue. Attached are two reports, one from NRCSA, the other from Open Sky, that discuss the myth of “out of control” school spending. It is my hope that administrators and Board of Education members will read, then use these reports to counter those claims. When you do please tell your district’s story as that is the most powerful way to get this message across.

[NRCSA Spending Study](#)

[A Look at School Spending in NE from Open Sky](#)

NRCSA developed a corporate sponsorship/partnership program. The program is designed to provide our corporate partners with more opportunities for contact with the decision makers in our member school districts, ESUs, and the colleges through increased exposure. Corporate partners are able to choose among three levels of sponsorship: Purple Ribbon Partners, Blue Ribbon Friends, and Red Ribbon Sponsors. Different forms of contact with our members are made available in each of the three levels.

We are very pleased to partner with our corporate sponsors, and NRCSA is so very thankful that each of you has chosen to partner with us.



Beyond gleaming floors and fresh paint, schools are full of hidden potential. We're making schools stronger by shifting costs from operations to education, and building STEM engagement with energy education programs and sustainability dashboards. We're using digital technologies to keep classrooms healthy and effective.

Let's go beyond conventional HVAC thinking and incorporate a range of Energy Conservation Measures, including advanced lighting systems, water conservation techniques, and renewable energy sources to make your building more cost efficient, sustainable and conducive to learning. We're transforming schools with experience, innovation and passion for making buildings better.

Jason Owens,
Principal at Hanny Arram Center for Success in Kearney

"Our school's partnership with Trane and Dan Whisler, Educator in Residence, has been transformative. Dan brought real-world data and hands-on experiences into our classrooms, working closely with students and staff."

Talisha Sorenson,
Science Educator at Hanny Arram Center for Success in Kearney

"The Hanny Arram Center for Success is thrilled to highlight our dynamic partnership with Dan Whisler and Trane, which began in the summer of 2024. Together, we are igniting a passion for hands-on, real-world engagement among our students. As we gradually introduce energy-related activities, we have witnessed a remarkable surge in student interest and curiosity. This newfound enthusiasm is transforming the way they approach learning, inspiring them to explore energy education with fresh perspectives."

For more information contact:
Jonathan Hoesch • 402-499-8468 • Jonathan.hoesch@trane.com

[Trane.com/K12](https://trane.com/K12)



Meet Trane's Educator in Residence and learn about the BTU Crew™





Purple Ribbon Partners



Apptegy

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Purple Ribbon Partners



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construction | the people you build with

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PIPER | SANDLER

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TRANE

TRANE
TECHNOLOGIES

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Voss Lighting

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US Bank

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U.S. House of Representatives

[Don Bacon](#)

[Mike Flood](#)

[Adrian Smith](#)

Nebraska Governor

[Jim Pillen](#)

NE State Senators

[Bob Andersen, Dist 49](#)

[John Arch, Dist 14](#)

[Christy Armendariz, Dist 18](#)

[Beau Ballard, Dist 21](#)

[Carolyn Bosn, Dist 25](#)

[Eliot Bostar, Dist 29](#)

[Tom Brandt, Dist 32](#)

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[John Cavanaugh, Dist 9](#)

[Machaela Cavanaugh, Dist 6](#)

[Robert Clements, Dist 2](#)

[Stan Clouse, Dist 37](#)

[Danielle Conrad, Dist 46](#)

[Wendy DeBoer, Dist 10](#)

[Barry DeKay, Dist 40](#)

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[Robert Dover, Dist 19](#)

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[Dunixi Guereca, Dist 7](#)

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[Ben Hansen, Dist 16](#)

[Brian Hardin, Dist 48](#)

[Rick Holderoft, Dist 36](#)

[Jana Hughes, Dist 24](#)

[Megan Hunt, Dist 8](#)

[Teresa Ibach, Dist 44](#)

[Mike Jacobson, Dist 42](#)

[Margo Juarez, Dist 5](#)

[Kathleen Kauth, Dist 31](#)

[Loren Lippincott, Dist 34](#)

[Dan Lonowski, Dist 33](#)

[Dan McKeon, Dist 41](#)

[Terrell McKinney, Dist 11](#)

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[Dave Murman, Dist 38](#)

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[Merv, Riepe, Dist 12](#)

[Victor Roundtree, Dist 3](#)

[Rita Sanders, Dist 45](#)

[Tony Sorrentino, Dist 39](#)

[Ashlei Spivey, Dist 13](#)

[Tonya Storer, Dist 43](#)

[Jared, Storm, Dist 23](#)

[Paul Strommen, Dist 47](#)

[Brad Von Gillern, Dist 4](#)

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Nebraska Rural Community Schools Association



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NRCSA Rural Community Schools Association
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Lincoln, NE 68508



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SUMMARY OF ACCOUNTS

	2025-2026	2024-2025	Difference	
1100-1190	\$ 5,809,147.44	\$ 5,817,823.26	\$ (8,675.82)	
1200	\$ 1,524,373.55	\$ 1,487,528.50	\$ 36,845.05	
1300/1125	\$ 121,414.83	\$ 112,487.14	\$ 8,927.69	
2120	\$ 251,966.58	\$ 247,691.62	\$ 4,274.96	
2130	\$ 103,711.77	\$ 101,140.68	\$ 2,571.09	
2140	\$ 11,650.00	\$ 11,650.00	\$ -	
2141-2181	\$ 273,562.51	\$ 259,765.94	\$ 13,796.57	
2213	\$ 22,172.00	\$ 22,172.00	\$ -	
2210-2214	\$ 159,908.58	\$ 147,668.72	\$ 12,239.86	
2220	\$ 149,104.45	\$ 136,370.28	\$ 12,734.17	
2224	\$ 8,000.00	\$ 8,000.00	\$ -	
2230	\$ 177,328.31	\$ 175,076.62	\$ 2,251.69	
2310	\$ 69,882.00	\$ 60,682.00	\$ 9,200.00	
2320	\$ 237,934.29	\$ 239,782.21	\$ (1,847.91)	
2330	\$ 25,000.00	\$ 25,000.00	\$ -	
2410	\$ 519,383.80	\$ 508,238.00	\$ 11,145.81	
2490	\$ 76,996.58	\$ 76,760.93	\$ 235.65	
2510	\$ 116,502.54	\$ 97,166.10	\$ 19,336.45	
2520-2570/2580	\$ 168,219.92	\$ 169,164.41	\$ (944.49)	
2610-2650	\$ 1,439,445.82	\$ 1,277,713.07	\$ 161,732.74	
2660/2670	\$ 61,700.00	\$ 56,500.00	\$ 5,200.00	
2680	\$ 15,250.00	\$ 14,750.00	\$ 500.00	
2710	\$ 404,202.28	\$ 300,082.97	\$ 104,119.31	
2712/13/32/33	\$ 42,148.15	\$ 39,878.96	\$ 2,269.18	
2730	\$ 118,305.40	\$ 113,305.40	\$ 5,000.00	
4300	\$ 20,000.00	\$ 5,000.00	\$ 15,000.00	
8000	\$ 70,000.00	\$ 40,000.00	\$ 30,000.00	
3400-3590	\$ 20,306.87	\$ 16,193.16	\$ 4,113.71	
6200-6330	\$ 110,791.93	\$ 105,235.65	\$ 5,556.27	
6402-6415	\$ 122,093.04	\$ 154,089.53	\$ (31,996.50)	
6700	\$ -	\$ -	\$ -	
	\$ 12,250,502.64	\$ 11,826,917.15	\$ 423,585.48	103.58%

James B. Gessford
Daniel F. Kaplan
Gregory H. Perry
Joseph F. Bachmann
R. J. Shortridge*
Joshua J. Schauer*
Derek A. Aldridge**
Justin J. Knight***
Charles Kaplan
Haleigh B. Carlson
Sara J. Tonjes
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Ernest B. Perry (1876-1962)
Arthur E. Perry (1910-1982)
R.R. Perry (1917-1999)
Edwin C. Perry (1931-2012)

MEMORANDUM

To: Dr. Dan Schnoes, ESU 3 Administrator
From: Justin Knight, Perry Law Firm
Date: June 2, 2025
RE: 2025 School District Annual Policy Service Update

The Legislature has adjourned after their 90-day session. This Memo covers the policy updates as a result of this past session, as well as legislation passed in prior sessions.

A. REQUIRED POLICY UPDATES

1. Policies 1200, 4003, and 5401 (and accompanying forms) – AM 1617 to LB 150 updates Nebraska’s Fair Employment Practice Act to add “military or veteran status” as a protected class. As a result, our nondiscrimination policies have been updated to add this new protected class.

In addition, with the changes in federal guidance under the new presidential administration, some of the “hard” deadlines in these policies can be relaxed to give greater flexibility for internal investigations.

2. Policies 3131 (“Procurement Plan”) & 3132 (“Internal Controls”) – Several bidding references were updated in the federal regulations governing grants and federal audit requirements. These policies have been updated to reflect these changes, as well as adding a new preference for veteran-owned businesses that was added to 2 C.F.R. § 200.321.

3. Policy 3410 (“Safe Driving Record Standard for Drivers”) – NDE Rule 91 requires a medical exam for drivers of small vehicles (vans and cars with 10 passengers or less) when driving routes, but not for activities-only drivers. In other words, a small vehicle driver of a regular pick-up/drop-off route must have a medical exam; but a coach that drives a small vehicle only to activities does not. This requirement has created confusion in situations involving unexpected driving situations, part-time or temporary drivers, and the like. Policy 3410 has been updated to clarify Rule 91’s requirements.

It is also worth noting that the U.S. Department of Transportation has proposed revised regulations that would change the background and testing requirements, so there may be more policy updates on this topic next year.

4. Policy 4009 (“Drug and Substance Use and Abuse”) – Updates in federal driving requirements (relating to alcohol and drug reporting to the federal Clearinghouse) require adding language to this policy for bus drivers.

In addition, in light of these changes, Form A (accompanying Policy 4009) needs to be updated. However, Forms C and D can be rescinded since they are no longer necessary.

5. Policy 5001 (“Admission”) – LB 143 tweaked the student admission statutes for military families. Neb. Rev. Stat. § 79-215 now requires a school to provisionally enroll a student if the student’s family resides on a federally owned facility within the District. We have updated Policy 5001 to make this clearer.

6. Policy 5101 (“Student Discipline”) – There are three main changes to this Policy:

A. New Dress Code: Two years ago, LB 298 imposed a new dress code policy requirement. However, an analysis of the text of this new statutory mandate shows how contradictory and convoluted the statutory directives appear to encompass. For one, Neb. Rev. Stat. 79-2,158 dictates that each school have a policy that “is consistent with” a model policy adopted by the State Board of Education. Yet, the same statutory provision states that a District “may include any other procedures and provisions that the school board deems appropriate,” which suggests that the model policy is more of a sample than a prescription. In addition, 79-2,158(2) outlines three specific components of each *school’s* required policy, which further suggests that the State Board’s model policy is to be more of an example (otherwise the Legislature would have specified that the model policy itself must include those three items). Still, 79-2,159(4) lists that the State Board’s model policy “may” develop a health and safety standard within the model dress code. That same provision requires the State Board to include detailed steps that administrators must take in “health and safety” situations (including obtaining parental consent before requiring a student to change clothes), despite the “health and safety” provision being optional. In fairness to the State Board of Education (who was given this unfunded mandate by the Legislature), it is unsurprising that these inconsistencies within statute have led to significant confusion and anxiety among school administrators across the state.

With all of this confusion in mind, we have updated the “dress code” component of our Student Discipline Act to try and keep the required changes as straightforward as possible, while complying with the law’s dictates that a school dress code cannot be used to discriminate against any student.

We have also attached the State Board’s model policy in case your district would like to adopt the State Board’s model policy.

This new dress code policy must be adopted by July 1, 2025.

B. Cell Phones. LB 140 requires all schools to adopt a “cell phone” policy before the beginning of the 2025-2026 school year. (The new, required policy is listed as Policy 6113.) Policy 5101 has been updated to clearly reference the new cell phone law and student disciplinary consequences.

C. Added Language About “Deep Fakes.” Finally, in light of the increase in “deep fakes,” this Policy has been updated to add language that students can be disciplined for deep fake images of students or staff. As noted below, LB 383 criminalizes “deep fakes” in certain situations, but having clear language in board policy can help school administrators better address concerns within the school setting.

7. **Policy 5004 (“Full-time and Part-time Enrollment”)** – LB 306 updates the part-time enrollment statutes to provide more options for non-public schools to participate in extracurricular activities. LB 306’s language is subject to differing interpretations, especially after the Legislature changed the part-time statutes to address these same concerns two years ago. School administrators will need to familiarize themselves with these new rules before the 2025-2026 school year.

8. **Policy 5103 (“Extracurricular Activity Discipline”)** – For the same reasons listed in the changes to Policy 5101, the reference to dress code violations have been removed.

9. **Policy 5201 (“Promotion and Retention”) and (New) Policy 5201x (“Request to Repeat Grade Form”)** – Last year, the Legislature adopted a new law (§ 79-2,161) that allows parents to require their student to repeat a grade if the student qualifies under the statutory criteria. To apply to repeat a grade, a parent must submit a form prescribed by NDE. We have updated the new statutory reference to Policy 5201 and added that form as Policy 5201x.

10. **Policy 5202z (Notification of Rights Under FERPA)** – Within the past year, the U.S. Department of Education issued a “Model Notice” to update parents’ rights under FERPA. To remain consistent with DOE’s guidance, we have updated this Policy.

11. **Policy 5301 (“Association Activities”)** – LB 89 requires each school board to adopt a policy designating each school-sponsored interscholastic athletic team or sport as either biologically male, female, or co-ed. The bill does not require each sport or team listed in the Policy. In turn, we added language to Policy 5301 to authorize the Superintendent to make the required designations.

12. **Policy 5414 (“Identification of Learners with High Ability”)** – We realized this Policy may no longer be accurate or current with your district’s practices. As a result, we revised the Policy to give school administrators more discretion in developing criteria to identify high-ability learners.

13. (New) Policy 5507 (“Foster Care Student Transportation”) – NDE audits have frequently requested information about the District’s foster care transportation. The Every Student Succeeds Act only requires a school district to have “procedures” (not requiring board approval). However, given the confusion and ease of having a formal board policy in these audits, we have prepared Policy 5507 to memorialize a school district’s foster care transportation requirements.

14. (New) Policy 6113 (“Electronic Communication Devices and Cell Phones”) – For the same reasons listed in the changes to Policy 5101, LB 140’s cell phone requirements have been added to this new policy.

15. Policy 6400 (“Parental/Community Involvement in Schools”) – Last year, the Legislature passed LB 71 to, in part, update Nebraska’s parental involvement statutes. Policy 6400 has been updated to reflect these changes. Note that LB 71 requires the updated Parental Involvement to be approved by July 1, 2025, and posted to the school’s website by August 1, 2025.

Further, LB 428 (passed this year) requires additional revisions to Policy 6400. LB 428 adds new requirements for school-issued surveys, including the rights of parents to review and/or opt their student out of “sensitive” surveys. Depending on what types of surveys your district administers, this update may need to be carefully examined before the beginning of the 2025-2026 school year.

16. (New) Policy 6931 (“Behavioral Intervention and Classroom Management”) – Two years ago, the Legislature passed LB 1329 which, in part, required each school to adopt a policy on “behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in school.” The Legislature directed the State Board of Education to develop a “model policy” reflecting the new policy’s requirements. By August 1, 2025, each school must adopt a policy “consistent with or comparable to the model policy.” This policy will now be a requirement for accreditation by NDE. To ensure compliance with this new accreditation requirement, our Policy 6931 largely mirrors the State Board’s model policy.

B. POLICY RESCISSIONS

1. Policy 5001 Forms (“Summary of the School Immunization Rules and Regulations”) – This Form has led to confusion and headaches for schools that have not kept this current. To avoid further confusion and consternation, we recommend rescinding this form in your Policy Manual.

2. Policy 6410 (“Combined District and School Title I Parent and Family Engagement Policy”) – The US Department of Education informed NDE that Title I involvement policies need to be more specifically tailored to each school district, instead of incorporated as a general policy. As such, NDE has recommended that schools rescind their Title I Involvement

Policy and, instead, complete the template available on their website: <https://www.education.ne.gov/federalprograms/title-i-a-educationally-disadvantaged/#TitleIParentandFamilyengagement>

Of note, the Title I engagement “policy” does not need to be Board approved (despite being called a “policy”) under the Every Student Succeeds Act.

C. OPTIONAL POLICY AND/OR HANDBOOK UPDATES

1. **Policy 3241 (“Emergency Response Mapping”)** – Last year, schools that adopted an Emergency Response Mapping Policy were eligible to apply for safety and security grant funds. If your district was not approved for grant funds and no longer want an Emergency Response Mapping Policy on file, you could rescind Policy 3241 this summer.

D. OTHER CONSIDERATIONS

1. **Title IX Procedures** – In light of the constant changes to the Title IX Regulations, we recommended last year to rescind any Board-approved procedures. Instead, we recommended a policy that delegated the Superintendent the authority to develop procedures consistent with Title IX. If you have not done so, we would strongly recommend it. A copy of those procedures is attached. The procedures also need to be posted on the school’s website.

2. **Veteran’s Preference** – LB 144 (passed this session without an emergency clause) will update Nebraska’s veteran’s preference laws. In particular, LB 144 adds the spouse of a veteran who “was killed in the line of duty or died due to his or her military service” as a person who qualifies for a veteran’s preference. This update is a good reminder to review your district’s application forms to ensure that the school’s job applications state that positions are “subject to a veteran’s preference,” per Neb. Rev. Stat. § 48-227(3).

3. **Paid Sick Leave Initiative** – Last November, the voters approved Initiative 436, which requires an increase in employer-provided paid sick leave. However, the Initiative exempted political subdivisions from the paid sick leave requirements. Therefore, there are no required changes to any school’s paid sick leave benefits.

4. **Nebraska’s Minimum Wage Increase.** Similar to the Paid Sick Leave Initiative, Nebraska’s recent Minimum Wage Increase Initiative does not apply to political subdivisions, so school districts are not legally required to follow the increases in the State’s minimum wage rates.

5. Medical Marijuana Initiative. Nebraska voters also approved the Medical Marijuana Initiative last November. LB 677 would have added specific statutory requirements for medical marijuana in schools, but LB 677 did not advance. Thus, we will need to work over the summer months to prepare for medical marijuana requests by staff, students, and community members on school grounds and at school activities.

6. New Open Meetings Act Poster. LB 521 “cleaned up” language within the Open Meetings Act. The changes to the Open Meetings Act are largely technical and do not require any policy updates. With that being said, each board is required to have a current copy of the Open Meetings Act posted during all board meetings. The bill has an emergency clause so each board will need to update their Open Meetings Act posters this summer.

7. Forthcoming Update on Bidding Threshold. This year, the State Board of Education will update the bidding threshold for construction, remodeling, or repair projects. This update will result in a future policy update.

8. Changes to NPERS – Two main bills changed different aspects of the Retirement System: LB’s 295 and 645. None of these require policy changes but are worth noting.

a. LB 295 largely makes technical changes to the retirement statutes. However, LB 295 makes some substantive changes that your business managers will want to follow any new procedures implemented by NPERS.

b. LB 645 will adjust both the employer, employee, and state retirement contribution percentages on an annual basis, depending on the state retirement plan’s funding ratio. When the plan is well-funded, contribution percentages will decrease. But when the plan needs additional funding, contributions will increase. This change will likely have a significant impact on negotiations moving forward, given that teachers’ retirement deductions will now fluctuate from year-to-year. We will provide more information on this change in the fall for your negotiations preparations.

9. LB 383 – LB 383 passed this session that adopts two main statutory frameworks: (1) criminalizing “deep fakes” and (2) generally requiring parental consent for a minor to create or maintain a social media account. To date, some County Attorneys have been reluctant to prosecute instances of “deep fakes,” so LB 383 establishes clear statutory authority for criminal charges moving forward. In addition, it remains to be seen how social media companies will respond to LB 383 in Nebraska, though your school’s technology coordinator will want to keep a close eye on any forthcoming changes.

10. Computer Science and Technology – Years ago, the Legislature adopted computer science and technology curriculum requirements. These requirements will begin to take effect during the 2025-2026 school year. Most (if not all) schools already incorporate technology into the curriculum, so this change may not be significant. However, next year (2027-2028), graduates must have completed a five-credit hour computer science course. These requirements can be found at Neb. Rev. Stat. 79-3304.

11. LB 390 (Library Directory) – LB 390 (passed this year) will require all school districts to adopt a policy requiring a catalog of all books in school libraries and allow parents the option of being notified when their student checks out a book. However, this policy does not need to be adopted until the beginning of the 2026-2027 school year, so we will wait to distribute a library catalog policy until next summer.

12. School Psychologist Interstate Licensure Company – The Legislature adopted the Interstate Compact to allow greater flexibility in licensed school psychologists to work in Nebraska schools. This does not require any policy updates but may be of interest to those schools looking to hire a school psychologist from a different state.

13. New Anaphylaxis Policy Requirement – LB 457 requires DHHS and NDE to the develop a model policy “for the prevention of anaphylaxis and during a medical emergency resulting from anaphylaxis.” This policy needs to be adopted by July 1, 2026. Since we do not have the model policy, we will wait until next summer to send the required anaphylaxis policy.

14. Forthcoming NDE Rule 15 Changes – The State Board of Education has not made substantive changes to NDE Rules over the past year, at least changes that require policy updates. The State Board is considering changes to NDE Rule 15 (English Language Learners) that might require policy updates next year, depending on the final version of Rule 15.

15. NSAA Coaching Change. Last year, the NSAA voted to change its bylaws. Previously, coaches were required to meet a certification requirement to coach NSAA activities. Now, NSAA Bylaw 2.12 waives the certification requirement. Moving forward, each school is responsible for vetting their coaches. Some districts have a policy requiring background checks on all hires (including coaches). This may be a discussion within your district on how you plan to handle evaluating coaching hires and positions.

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

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

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

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

The Superintendent shall be the Coordinator for anti-discrimination laws (including the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

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

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

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

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical

condition, sexual orientation or gender identity, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

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

Sexual harassment may exist when:

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

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

2. **Procedures:**

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

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

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [Insert Date]

Business Operations

Procurement Plan – School Food Authorities

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

Procurement Policy

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

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

Micro-Purchase Procedures

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

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

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

Simplified Acquisition Threshold Procedures

For purchases made below the simplified acquisition threshold, simplified acquisition threshold procedures will be utilized to purchase necessary goods and services. When simplified acquisition threshold procedures are used, this organization will take the following steps:

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

Formal Competitive Solicitation Procedures

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

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

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

Procurement Summary

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

- A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]
- B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and the volume of planned purchases based upon pre-planned menu cycles. [2 CFR 200.319(a)(6)]
- C. Documentation: We shall maintain for the current year and the preceding three years all significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)]

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

Date of Adoption: [Insert Date]

Business OperationsInternal Controls

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

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

- (a) Establish and maintain effective internal control over the federal award that provides reasonable assurance that the District manages the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. The District will endeavor to develop and maintain these internal controls consistent with the “Standards for Internal Control in the Federal Government” issued by the Comptroller General of the United States or the “Internal Control Integrated Framework” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO);
- (b) Comply with the U.S. Constitution, federal statutes, regulations, and the terms and conditions of the federal award;
- (c) Evaluate and monitor the District's compliance with statutes, regulations and the terms and conditions of federal award;
- (d) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and
- (e) Take reasonable measures to safeguard protected personally identifiable information and other information the federal awarding agency, or pass-through entity, designates as “sensitive” or the District considers sensitive, consistent with applicable federal, state, and local laws regarding privacy and responsibility over confidentiality.

Legal Reference: 2 C.F.R. § 200.303.

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

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

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

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

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

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

Legal Reference: 2 C.F.R. §§ 200.317 through 200.326.

Cross-Reference: Policies 3130 & 3131.

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

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

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

Legal Reference: 2 C.F.R. § 200.213.

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

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

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

Legal Reference: 2 C.F.R. § 200.302.

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

Legal Reference: 2 C.F.R. § 200.307.

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

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

Legal Reference: 2 C.F.R. § 200.306.

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

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

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

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

Budget estimates will generally not be used to support charges to Federal awards but may be used for interim accounting purposes.

Legal Reference: 2 C.F.R. §§ 200.430 & 200.431.

Federal Funds for Construction Projects: For all federal awards, the District will comply with all applicable legal requirements, including the Davis-Bacon Act.

Legal Reference: 34 C.F.R. § 75.600, et seq.

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

- A. Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.
- B. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the federal awarding agency or pass-through entity.
- C. Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.

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

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

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

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

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

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

Legal Reference: 2 C.F.R. § 200.334.

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

Legal Reference: 2 C.F.R. § 200.112.

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

Legal Reference: 2 C.F.R. § 200, et seq.

Date of Adoption: [Insert Date]

Business OperationsSafe Driving Record Standard for Drivers

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

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

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

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

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

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

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

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

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

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

Date of Adoption: [Insert Date]

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

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

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

Students, Employees and Others: Dawn Lewis, Superintendent, 705 N 9th Street, Arlington, NE 68002, (402)-478-4173.

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

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

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

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

interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

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

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

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

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

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

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

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

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

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

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

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

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

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

i. Level 1 (Investigation and Findings):

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

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

The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist as determined by the investigator. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will be determined by the investigator and in compliance with any legal requirements. Periodic status updates will be given to the parties, when appropriate.

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

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.

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

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

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

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

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

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within five (5) working days after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal within ten (10) working days after

receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education within five (5) working days after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board or a Committee of the Board of Education to present his or her appeal. The Board or Committee of the Board of Education may, in its discretion, issue a written determination about the appeal. The Board or a Committee of the Board may, in the alternative, vote on the appeal and send the party the outcome of the vote. The party who filed the appeal will be sent the Board's determination. The Board's or Committee's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

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

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

5. Training:

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

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

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

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

7. Preventive Measures:

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

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events

such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [Insert Date]

Notice of Nondiscrimination

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

Students, Employees and Others: Dawn Lewis, Superintendent, 705 N 9th Street, Arlington, NE 68002, (402)478-4173, dawn.lewis@apseagles.org.

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

**Complaint Form
Discrimination, Harassment or Retaliation**

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

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

The applicable coordinator may be contacted if you have questions about filling out this complaint form:
Students, Employees, and Others: Dawn Lewis, Superintendent, Arlington Public Schools, 705 N 9th Street, Arlington, NE 68002, (402)478-4173, dawn.lewis@apseagles.org.

Name: _____ Date: _____

(1) Description of the complaint: _____

_____.

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

_____.

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

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

_____.

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

_____.

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

Received by: _____ Signature: _____
Date: _____

Personnel - All EmployeesDrug and Substance Use and Abuse

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

Section 1 Drug-Free Workplace

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

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

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

Section 2 Alcohol and Drug Testing

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

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

Date of Adoption: [Insert Date]

4009 - APPENDIX 1

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

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

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

Superintendent of Schools
Secondary Principal

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

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

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

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

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

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

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

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

2. Post-accident testing.

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

3. Random testing.

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

4. Reasonable suspicion testing.

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

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

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

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

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

6. **Follow-up testing.**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (i) A verified positive, adulterated, or substituted drug test result;
- (ii) An alcohol confirmation test with a concentration of 0.04 or higher;

- (iii) A refusal to submit to any test required by law;
- (iv) An employer's report of actual knowledge of:
 - (A) On duty alcohol use;
 - (B) Pre-duty alcohol use;
 - (C) Alcohol use following an accident; and
 - (D) Controlled substance use;
- (v) A substance abuse professional report of the successful completion of the return-to-duty process;
- (vi) A negative return-to-duty test; and
- (vii) An employer's report of completion of follow-up testing.

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

Date of Adoption: [Insert Date]

FORMS FOR HEALTH RELATED ADMISSION REQUIREMENTS

- 1. Notice of Requirements for Student Admission—Birth Certificate, Immunization, Physical Examination and Visual Evaluation**
- 2. Immunization—Affidavit of Refusal—For Reason of Religious Conflict**
- 3. Immunization—Affidavit of Refusal—For Reason of Religious Conflict (Alternative: HHS Form)**
- 4. Immunization—Affidavit of Refusal—For Medical Reason (HHS Form)**
- 5. Immunization—Medical Documentation of Varicella (Chickenpox) Disease (HHS Form)**
- 6. Physical Examination or Visual Evaluation—Parent Objection Form**
- 7. Waiver of Physical Examination/Visual Evaluation Requirement (HHS Form)**
- 8. Affidavit (For Child to Enroll Early in Kindergarten)**
- 9. Request for Non-disclosure of High School Personal Information to Institutions of Higher Education and Military Recruiters**
- 10. Section 9528. Armed Forces Recruiter Access to Students and Student Recruiting Information**

**NOTICE OF REQUIREMENTS FOR STUDENT ADMISSION—
BIRTH CERTIFICATE, IMMUNIZATION, PHYSICAL EXAMINATION
AND VISUAL EVALUATION**

Nebraska law requires that the parents or legal guardian furnish the following documents as a condition of admission to school:

1. A certified copy of the student's birth certificate issued by the state in which the child was born, prior to admission of a child for the first time. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
2. Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
3. Evidence of a visual evaluation (for school year 2019-2020 and each school year thereafter) by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
4. Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox) and Haemophilus Influenzae type b (Hib) and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement refusing immunization or meets other exceptions established by law (refer to Health and Human Services regulations, 173 NAC 3).
5. On and after July 1, 2010, every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

Forms to submit objections are available from the school.

The following information is provided to assist a parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify: Information about free or reduced-cost visual evaluations may be obtained from the Nebraska Foundation for Children's Vision (NFCV), nechildrensvision.org, 1633 Normandy Court, Suite A, Lincoln, NE 68512—Fax 402-476-6547—Phone 402-474-7716. To identify a participating SEE TO LEARN doctor nearest you, call 1-800-960-3937. For assistance from VISION USA call 1-800-766-4466. In addition, Lions Clubs throughout Nebraska are committed to assisting disadvantaged families by sponsoring eye exams and eyewear. NOA member doctors will provide eye exams at no cost if no other resources are available.

**AFFIDAVIT
Refusal of Immunization of Student for Religious Reasons**

State of Nebraska

ss.

County of

This Affidavit is being submitted on behalf of

(Name of Student)

(Birthdate of Student)

If the student is of the age of majority:

I, _____, of lawful age and being first duly sworn,
(Name of Affiant/Student)
depose and state as follows:

Immunization conflicts with the tenets and practice of a recognized religious denomination of which I am an adherent or member or immunization conflicts with my personal and sincerely followed religious beliefs.

If the student is a minor:

I, _____, as legally authorized representative of
(Name of Affiant)

, of lawful age and being first duly sworn,
(Name of Student)
depose, and state as follows:

Immunization conflicts with the religious tenets and practice of a recognized religious denomination of which the student is an adherent or member or immunization conflicts with the student's personal and sincerely followed religious beliefs.

(Signature of Affiant)

SUBSCRIBED AND SWORN to before me this _____ day of _____

Notary Public

**REFUSAL OF IMMUNIZATION
For Medical Reasons**

As the physician of:

Child's Last Name	First Name	Age
Birth Date	School	Grade

A. I have elected to not immunize this student against the following disease(s): (check box*)

- Diphtheria
- Tetanus
- Pertussis
- Polio
- Measles (Rubeola)
- Mumps
- Rubella (German Measles)
- Hepatitis B
- Varicella (chickenpox)

In my opinion, this/these immunization(s) would be injurious to the health and well-being of

- The student
- A member of the student's household or family

Comments _____

Signature of Physician Date

* Each disease for which a vaccine has not been administered must be checked. Parent / guardian must submit dates of immunization for all other diseases.

Documentation of Varicella (Chickenpox) Disease

(To be filled out by the parent, guardian, or medical provider of the child/student)

This document is being submitted on behalf of:

_____ (Name of child/student) (Birth date of child/student)

I _____ verify that the above listed child/student
Parent/Guardian/Medical Provider

had the varicella disease in _____ (year).

(Signature of parent/guardian/medical provider)

**PARENT OBJECTION TO
PHYSICAL EXAMINATION OR VISUAL EVALUATION
(For School Admission)**

I am the parent or guardian of the following children who are enrolling in the beginner grade or seventh grade in [Name] Public Schools, or who are transferring from out of state into any grade in [Name] Public Schools:

Child No. 1: _____

Child No. 2: _____

I understand that state law requires that the school be provided with: (1) evidence of a physical examination by a physician, physician's assistant, or nurse practitioner and (2) a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist. The physical examination and visual evaluation is required to be completed within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity. No such physical examination or visual evaluation shall be required of any child whose parent or guardian objects in writing.

I hereby object in writing to the:

_____ physical examination

_____ visual evaluation

(check one or both)

for the above named child(ren). I will not hold [Name] Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain a physical examination or visual evaluation for the above named child(ren).

Dated this ____ day of _____, 20__.

Parent or Guardian

[Legal Reference: Neb. Rev. Stat. sections 79-214(3) and 79-220]



Department of Health and Human Services
Waiver of Physical Examination/Visual Evaluation Requirement

School Name (if desired) _____

Note to Parent/Guardian: please complete and return to the school health office if you wish to have your child waived from these requirements as allowed by Nebraska law. If you have questions, please contact the school nurse or the school office. Thank you.

As a Parent/Guardian of - Student Name	Student ID#
School Name	Grade

I object to the following requirements for school entry as legislated in Nebraska Revised Statutes 79-214 and 79-220.

Check which apply:

- Physical examination by a licensed physician, physician assistant or advance nurse practitioner within six months prior to school entry. *(Applies to: Kindergarten or beginner grade, out of state transfers to any grade, and seventh grade).*
- Visual evaluation by a licensed physician, physician assistant, advanced nurse practitioner, or vision professional (optometrist or ophthalmologist) within six months prior to school entry. *(Applies to: Kindergarten or entry grade and out of state transfer to any grade).*

I understand that I may request information to assist me in receiving information about reduced-cost vision examination as required by NRS 79-220.

I understand provisions in the law allow me to waive the requirement for this examination by my signed statement.

SIGN HERE _____
 Signature of Parent/Guardian _____ Date _____

Comments: _____

**Request For Non-disclosure of
High School Student Personal Information
To Institutions of Higher Education or Military Recruiters**

I hereby request that the name, address, and telephone listing of _____ (name of student), a high school student at [Name] Public Schools, not be released without prior parental consent to:

_____ institutions of higher education

_____ military recruiters

(check one, both, or none)

Signed by: ___ Student ___ Parent (Check One)

_____ Signature/Date

_____ Print Name

_____ Address

_____ City/State/Zip Code

Note to students/parents: This certificate can be signed by either student or a parent. The provision of this form does not reflect the position of [Name] Public Schools that the request for non-disclosure should or should not be made.

“SEC. 9528. ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

“(a) POLICY.—

“(1) ACCESS TO STUDENT RECRUITING INFORMATION.—Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings.

“(2) CONSENT.—A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

“(3) SAME ACCESS TO STUDENTS.—Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

20 USC 7908.

Students

Admission Requirements

Minimum Age:

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

Early Admission to Kindergarten:

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

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

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

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

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

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

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

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

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

Admission to First Grade:

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

Graduates:

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

Age 21:

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

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

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

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

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

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

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

Enrollment of Expelled Students

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

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

Military Families

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

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

Date of Adoption: [Insert Date]

Students

Full-time and Part-time Enrollment

Full-time Enrollment

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

Exceptions are permitted only for:

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

Part-Time Enrollment of Non-Public School Students

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

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

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

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

A. Non-Public School Student Enrollment Application Procedures.

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

B. Non-Public School Student Admission

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

C. Non-Public School Student Enrollment Standards

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

D. Non-Public School Student Policies

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

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

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

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

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, not to exceed an additional 48 hours, following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent

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

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

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

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

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

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

5. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.
- B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.
- C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of 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), electronic nicotine delivery systems, alternative nicotine products, tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct. This includes "deep fakes" or other computer-generated images of other students or staff intended to bully, harass, intimidate, or humiliate another student or staff member.
9. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
10. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
11. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
12. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes, including (but not limited to) a violation of the District's dress code and electronic communication device rules.
13. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
14. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
15. Willfully violating the behavioral expectations for riding school buses or vehicles.

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

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

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

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

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

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 reasonably forecasted to interfere with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:
 - a. Clothing that shows an inappropriate amount of bare skin or underwear or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
 - b. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
 - c. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage “horse-play” or that would damage property (e.g. cleats).
 - d. Head wear including hats, caps, bandannas, and scarves.
 - e. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double meaning.
 - f. Clothing or jewelry that is gang related

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

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

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

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

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

2. Academic Integrity.

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

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

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

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

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

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

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

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

- engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.
- (iv) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
- (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.

E. Law Violations

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

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

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

Neb. Rev. Stat. Section 79-2,160

Date of Adoption: [Insert Date]

StudentsExtracurricular Activity Discipline**Section 1 Extracurricular Activity Philosophy**

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provide experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

Safety

The District's philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

Section 2 Extracurricular Activity Code of Conduct

Purpose of the Code of Conduct. Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures, and rules.

Scope of the Code of Conduct.

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school.

Extracurricular activities include but are not limited to: all sports, cheerleading, dance team, Pep Club, Pep Band, vocal, band, speech and drama, One-Act, FBLA, FCCLA, Spanish Club, Art Club, Student Council, Student Advisory Board, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities.

A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FBLA or FCCLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on or off school grounds. If the conduct occurs on school grounds, at a school function or event,

or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline. Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon (including personal safety or security devices, such as tasers, mace and pepper spray, unless a District administrator gives prior approval) or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in an manner that is unlawful or contrary to school activity rules.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Tobacco means any tobacco product (including but not limited to cigarettes, cigars, and chewing tobacco), vapor products (such as e-cigarettes), electronic nicotine delivery systems, alternative nicotine products,

tobacco product look-alikes, and products intended to replicate tobacco products either by appearance or effect. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.

8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. Willfully violating the behavioral expectations for those students riding [Name] Public Schools buses or vehicles used for activity purposes.
15. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
16. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
17. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
18. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations in writing.
19. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

This Code of Conduct, and all school, coach, and sponsor level codes of conduct for extracurricular activities, are to be interpreted in accordance with free speech rights. Using social media sites, even while not on school grounds or at a school activity, to engage in conduct or speech that constitutes bullying, harassment, threats, advocates or depicts illegal activity (e.g., illegal drug use,

alcohol use, or sexual activity), or causes a substantial disruption to school activities (or is reasonably forecast to create a substantial disruption) may result in discipline, including suspension or removal from the team or the activity, subject to free speech rights. These activities are to be reported to school administration. Consequences will be determined by coaches, sponsors and/or administration.

Drug and Alcohol Violations.

Meaning of Terms.

Use or consume includes any level of consumption or use. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.

Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.

Possession includes having control of the substance and also includes being in the same area where the substance is present and no responsible adult present and responsible for the substance. Possession includes situations where, for example:

- (1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and
- (2) Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol.

In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

Consequences.

Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration.

The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.

Because of the significance of drug and alcohol violations on the student participants, other students and the school, the following consequences are established for such violations:

Drugs and Alcohol.

An activity participant who violates the drug or alcohol rules (other than steroids) shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 45 days.
2. Second or Any Subsequent Offense: One calendar year.
3. Reduction for Self-Reporting: If the student has self-reported, the first violation shall be reduced to 21 days for the first violation. A commensurate reduction (approximately one-half, as determined by the administration) for a second or subsequent violation shall be given for self-reporting.
4. Reduction for Participation in Chemical Dependency Program: If the student and parents agree to participate in a school-approved program for chemical dependency, the consequence will be reduced to only the next activity in which the student was to participate (including at least one contest) in the case of a first violation, and to a commensurate reduction (approximately 80%, as determined by the administration, for a second or subsequent violation).

The program must be administered by a certified alcohol and drug abuse counselor and be approved by the school authorities. The student will need to successfully complete the approved chemical dependency program. Proof of successful completion of program must be submitted in writing to the Activities Director. Failure to participate and successfully complete the approved chemical dependency program may cause the participating student to be suspended from extracurricular activities for one calendar year. All costs associated with the program are to be borne by the student/parent or guardian.

5. More Serious Violations: In the event of more serious drug or alcohol violations, such as students engaging in use of especially serious drug offenses (cocaine, meth, etc.) or procuring alcohol for minors, the consequence of the violation is not limited by the foregoing, and may be established in the good discretion of the administration.

Steroid Offenses. A student who possesses, dispenses, delivers, or administers anabolic steroids shall be prohibited from participating in any extracurricular activity for the following minimum periods:

1. First Violation: 60 consecutive days.
2. Second or Any Subsequent Offense: One calendar year.

When Suspensions Begin. All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

Letters and Post-Season Honors. A student who commits a Code of Conduct violation is:

1. Eligible to letter, provided the student meets the criteria of the coach or sponsor.
2. Not eligible to receive honors during the sport or activity in which they are participating at the time of the offense and/or in sports or activities in which they have been suspended due to a code violation. The coach/sponsor, with the Athletic Director's approval, may make an exception where the student has self-reported or otherwise demonstrated excellence in character allowing for such honors.

Self-Reporting. A student who violates the Code of Conduct must self-report. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. The student's parent or guardian may initiate the self-reporting process, but the student will be later required to give a written statement of the self-report. The self-report must be made the earlier of: (1) before the end of the next school day after the conduct occurred and (2) before participation in an extracurricular or co-curricular activity.

In the event the student has received a criminal citation, charge, or ticket, and proclaims innocence of a violation, the student will be required to self-report such offense and provide information as to why they should be found innocent, not as it relates to the criminal offense, but as it relates to the Code of Conduct.

All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants with the Code of Conduct or eligibility conditions for participation in activities, the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Determining a Violation Has Occurred. A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.

3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

Procedures for Extracurricular Discipline. The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
 - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct. Names of informants may be kept confidential where determined to be appropriate.
 - b. The suspension may be imposed prior to the meeting if the meeting can not reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will notify the student and the student's parents or guardian. The student and parents or guardian will be informed of the opportunity to request an informal hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent by sending a written request to the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.
 - a. The request for a hearing must be received by the Superintendent within five days of the Principal notifying the student of the discipline.
 - b. If a hearing is requested:
 - i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.

- ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
 - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session).
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Section 3 Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have "excessive absences" as determined by the Activities Director and the attendance policy are ineligible to participate in extracurricular activity contests or performances.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. On the day of a contest, performance or other activity, be in attendance for the full day. A student who is not in attendance the full day is ineligible for the contest, performance, or activity, unless otherwise excused. An exception must be approved by the Principal or Athletic Director.

Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

Section 4 Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities must show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities, students must:

1. Be enrolled on a full-time basis.
2. Maintain passing grades in all courses. A student who is not passing one or more classes at progress reporting times will be ineligible to participate in extracurricular activity contests or performances if the grade remains below passing one week after

progress reporting time. The student will remain ineligible until the student is passing all classes.

3. Maintain an overall “C” average to participate in extracurricular activities, except school dances.
4. Academic requirements do not apply to:
 - (A) Instructional field trips which are a part of the scheduled course learning experience; or
 - (B) Activities or events which are a part of the student’s grade requirements.

Eligibility criteria for part-time students is governed by Policy 5004, NSAA bylaws, and state law.

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

Date of Adoption: [Insert Date]

StudentsPromotion and Retention

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

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

Legal Reference: Neb. Rev. Stat. Sec. 79-526 & 79-2,161

Date of Adoption: [Insert Date]



Request to Repeat a Grade
August 2024

[Nebraska Revised Statute 79-2.161](#) establishes a procedure whereby a parent or guardian can request their child to repeat a grade for the following reasons:

- a) Academic needs (*Student in grades Kindergarten thru fourth*) – Academic needs means that a child is at least one year below grade level and behind the child's typically developing peers in reading, English, and language arts such that the child does not possess the necessary academic skills required to succeed in reading, English, and language arts at grade level for the next grade the student would otherwise advance to
- b) Excessive Absenteeism (*Student in grades K-12*) – Excessive absenteeism means that the child was absent fifty percent or more of the school year and includes excused absences, unexcused absences, and absences due to suspension or expulsion. Absences due to approved school-related activities, such as field trips, competitions, athletic events, and testing, are not included; and
- c) Illness (*Student in grades Kindergarten thru fourth*) - Illness means that the child experienced a severe mental or physical illness resulting in hospitalization of two or more weeks during the school year.

A parent or guardian intending to have their child repeat a grade shall request a meeting with school district superintendent or their designee to discuss the decision. The meeting should identify any alternative educational opportunities. If after meeting with the superintendent or their designee, the parent still wishes to retain their child, they must complete this form.

Parent/Guardian Name: _____

Name of Child: _____

Grade Level to be Repeated: _____

Current School District: _____

Date of Meeting with District: _____

Reason and Description for Requesting Repeating of Grade:

Academic Needs (K-4)

Excessive Absenteeism (K-12)

Illness (K-4)

Summary of Meeting with Superintendent or their Designee:

Please submit this form to the superintendent or their designee with whom you met initially about the request for retention. Upon completion of the form, and if all requirements are met, the school district shall honor the request to repeat a grade for the next school year.

Signature of Parent/Guardian Date

To be completed by district:

School of Attendance Name: _____

School of Attendance Code: _____

Student State ID (To be Provided by District): _____

Signature of Superintendent/Designee Date

Districts, please retain a copy of this form, and email nde.form@nebraska.gov for instructions on how to securely submit this form.

Notification of Rights Under FERPA

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

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

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

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

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

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

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

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

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

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

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

Notice Concerning Directory Information

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

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

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

1. Student's Name, address, telephone number, and the name, address, telephone number, e-mail address and other contact information of the student's parent/guardian or other adult acting in loco parentis or with authority to act as parent or guardian in educational matters for the student;
2. School and dates of attendance;
3. Student's current grade;
4. Student's enrollment status (e.g. full-time or part-time);
5. Student's extra-curricular participation;
6. Student's achievement awards or honors;
7. Student's weight and height if a member of an athletic team; and
8. Student's photograph.
- 9.

Notwithstanding the foregoing, the District does not designate as directory information personally identifiable information from students' education records where the District

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

A parent or eligible student has the right to refuse to let the District designate information about the student as directory information. Parents or guardians may refuse to allow their student's information to be designated as "directory information" at any time during the school year, so long as the parent or guardian notifies the Superintendent in writing.

Notice Concerning Designation of Law Enforcement Unit:

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

StudentsAssociation Activities

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

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

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

Legal Reference: LB 89 (2025)

Date of Adoption: [Insert Date]

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

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

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

Students, Employees, and Other: Dawn Lewis, Superintendent, Arlington Public Schools, 705 N 9th Street, Arlington, NE 68002, (402)478-4173, dawn.lewis@apseagles.org.

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

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

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

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

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or

- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

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

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

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

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

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

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If

the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

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

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

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

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

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

i. Level 1 (Investigation and Findings):

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

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

The District will aim to complete its investigation within ten (10) working days after receiving a complaint or report, unless extenuating circumstances exist as determined by the investigator. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will be determined by the investigator and in compliance with any legal requirements. Periodic status updates will be given to the parties, when appropriate.

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

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.

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

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

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

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

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

ii. Level 2 (Appeal to the Superintendent):

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

iii. Level 3 (Appeal to the Board):

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

the alternative, vote on the appeal and send the party the outcome of the vote. The party who filed the appeal will be sent the Board's determination. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

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

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

5. Training:

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

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.

- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

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

7. Preventive Measures:

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

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

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
 Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
 Section 504 of the Rehabilitation Act of 1973 (Section 504)
 Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
 Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.

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

Date of Adoption: [Insert Date]

StudentsIdentification of Learners with High Ability

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

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

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

Date of Adoption: [Insert Date]

StudentsFoster Care Student Transportation

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

Students to be Transported

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

School of Origin

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

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

Costs

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

Oversight, Implementation, and Administration

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

Legal Reference: 20 U.S.C. § 6312.

Date of Adoption: [Insert Date]

InstructionElectronic Communication Devices and Cell Phones

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

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

All exceptions listed herein must be approved in advance by the appropriate school staff member.

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

Legal Reference: LB 140 (2025)

Date of Adoption: [Insert Date]

InstructionParental/Community Involvement in Schools

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

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

5. The District will notify parents, guardians, and educational decisionmakers when their child may be subjected to a standard norm referenced or criterion referenced test or standardized tests. When reasonable to do so or required by law, the parents, guardians, or educational decisionmakers will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent, guardian, or educational decisionmaker of such student shall be prohibited unless a parent, guardian, or educational decisionmaker requests in writing that such tests be administered to their child.
6. Parents, guardians, and educational decisionmakers will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:
 - Political affiliations or beliefs of the student or the student's parent, guardian, or educational decisionmaker;
 - Mental or psychological problems of the student or the student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of other individuals with whom respondents have close family relationships;
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - Religious practices, affiliations, or beliefs of the student or student's parent, guardian, or educational decisionmaker; or
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

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

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

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

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

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

Date of Adoption: [Insert Date]

Instruction

Behavioral Intervention and Classroom Management

1. Purpose

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

2. General Principles

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

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

3. Standards

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

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

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

4. Addressing Dysregulated Behavioral and Classroom Removal

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

A. Criteria for Removal

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

B. Procedure for Removal

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

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

C. Post-Removal Actions

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

D. Transition Back to the Classroom

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

5. Communication and Collaboration

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

6. Required Training

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

7. Monitoring and Feedback

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

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

Date of Adoption: [Insert Date]

**Extra Duty Pay Schedule 2025-2026
Appendix B**

A	B	C	D	E	F	G	H	I	J	K
Head Var G/B Track	Head Var FB Head Var VB Head Var GWR Head Var BWR Head Var GBB Head Var BBB	Head Var XC Head Var SB Head Var Baseball Head Var G TRACK Head Var B TRACK *If combined, use 1.4 multiplier (Category AA)	Asst Var FB Asst Var VB Asst Var GBB Asst Var BBB Conditioning Coordinator Asst Var WR HJH G/B Track	Head Var B GOLF Head Var G GOLF Asst Var TR Asst Var SB Asst Var Baseball Head JH-Ast. V FB	HeadJH VB HeadJH BBB HeadJH GBB HeadJH WR HeadJH FB Asst Var XC AJH-Ast. V FB Head JH G Track Head JH B Tack *If combined, use 1.4 multiplier (Category DD)	Asst JH BBB Asst JH GBB Asst JH VB Asst JH TR Asst JH WR Asst JH FB Asst JH XC			Unified Track and Field	
		Instrumental Music	Vocal Music Multimedia Streaming	Head Cheer	Dance Speech Musical Asst Cheer	Drama Asst. Musical FBLA FFA	Jr. Class Sponsor Stu Co Asst. Drama Quiz Bowl Skills USA	Concessions Asst FFA Asst. FBLA Summer Band	NHS JH Leadership Yearbook STEM Asst. Skills USA Tech Asst Book Club Art Club MS Show Choir	Soph Spons Fresh Spons Senior Spons
<u>\$41,750</u>	<u>\$41,750</u>	<u>\$41,750</u>	<u>\$41,750</u>	<u>\$41,750</u>	<u>\$41,750</u>	<u>\$41,750</u>	<u>\$41,750</u>	<u>\$41,750</u>	<u>\$41,750</u>	<u>\$41,750</u>
0.168	0.14	0.12	0.07	0.06	0.05	0.04	0.03	0.025	0.02	0.015
1st year	1st year	1st year	1st year	1st year	1st year	1st year	1st year	1st year	1st year	1st year
\$7,014	\$5,845	\$5,010	\$2,923	\$2,505	\$2,088	\$1,670	\$1,253	\$1,044	\$835	\$626
3rd year	3rd year	3rd year	3rd year	3rd year	3rd year	3rd year	3rd year	3rd year	3rd year	3rd year
0.178	0.150	0.130	0.080	0.070	0.060	0.050	0.040	0.030	0.025	0.020
7,432	6,263	5,428	3,340	2,923	2,505	2,088	1,670	1,253	\$1,044	835
6th year	6th year	6th year	6th year	6th year	6th year	6th year	6th year	6th year	6th year	6th year
0.188	0.160	0.140	0.090	0.080	0.070	0.060	0.050	0.035	0.030	0.025
\$7,933	\$6,680	\$5,845	\$3,758	\$3,340	\$2,923	\$2,505	\$2,088	\$1,461	\$1,253	\$1,044
9th year	9th year	9th year	9th year	9th year	9th year	9th year	9th year	9th year	9th year	9th year
0.198	0.170	0.150	0.100	0.090	0.080	0.070	0.060	0.040	0.035	0.030
\$8,350	\$7,098	\$6,263	\$4,175	\$3,758	\$3,340	\$2,923	\$2,505	\$1,670	\$1,461	\$1,253
12th+ year	12th+ year	12th+ year	12th+ year	12th+ year	12th+ year	12th+ year	12th+ year	12th+ year	12th+ year	12th+ year
0.208	0.180	0.160	0.110	0.100	0.090	0.080	0.070	0.045	0.040	0.035
\$8,767.50	\$7,515	\$6,680	\$4,593	\$4,175	\$3,758	\$3,340	\$2,923	\$1,879	\$1,670	\$1,461

\$41,750.00

Other Contracted Positions:

Facilities Coordinator \$2100
Chair School Improvement (Flat Rate) \$2500
Extended Contract (IndexXBase)/186 DaysXDays

For the July Board Meeting Handbook Updates

Elementary Student-Parent Handbook Updates

Updated dates throughout

Updated table of contents

p. 1-3 Updated staff

p. 4 Updated district calendar

p. 7 Updated dismissal times and some verbiage around arrival and dismissal

p. 8 Updated tardy language about weather and school cancellations

p. 9 Updated language describing with fire drills

p. 10 Updated lunch times

p. 15 Updated cell phone usage expectations

p. 22 Updated language under "excused absences"

p. 24 Addition of standards based grading for grades K-2

p. 33 Updated parent web access information

p. 37 Updated detention times

p. 42 Updated language for general standards of behavior

p. 43-44 Formating

ARLINGTON ELEMENTARY STUDENT/GUARDIAN HANDBOOK 2025-2026

“The mission of Arlington Public Schools is to empower all students to develop skills for life-long learning and responsible decision making in order to contribute to a global society.”



ARLINGTON ELEMENTARY SCHOOL PARENT-STUDENT HANDBOOK 2023-2024

TABLE OF CONTENTS

Foreword

		Page
Section 1	Intent of Handbook	1
Section 2	Members of the Board of Education	1
Section 3	Administrative Staff	1
Section 4	Teachers, Counselors, and Staff	2
Section 5	Support Staff	3
Section 6	School Calendar	4

Article 1 – Philosophy, Goals, Objectives

		Page
Section 1	Mission Statement	5
Section 2	Belief Statement and Goals	5
Section 3	Mutual Respect	6
Section 4	Complaint Procedures	6

Article 2 - School Day

		Page
Section 1	Daily Schedule	7
Section 2	Morning/After School Procedures	7
Section 3	Severe Weather and School Cancellations	8
Section 4	Closed Campus	9
Section 5	School Guidelines	9
Section 6	Lunch and Recess	10
Section 7	Bus Procedures	11

Article 3 – Use of Building, Grounds and Equipment

		Page
Section 1	Identification Badges	13
Section 2	Smoke-Free Environment	13
Section 3	Care of School Property	13
Section 4	Searches on School Grounds	13
Section 5	Asbestos	14
Section 6	Video Surveillance	14
Section 7	Use of Telephone	14
Section 8	Bicycles	14
Section 9	Student Valuables	14
Section 10	Lost and Found	14
Section 11	Accidents	14
Section 12	Insurance	14
Section 13	Copyright and Fair Use Policy	14
Section 14	Media Center	15
Section 15	Technology/Cell Phone Policy	15
Section 16	Internet Safety Policy	16
Section 17	Computer Acceptable Use Program	17

Article 4 – Attendance

		Page
Section 1	Attendance Policy	21
Section 2	Attendance and Absences	21
Section 3	Tardiness	23
Section 4	Attendance is Required to Participate in Activities	23
Section 5	Make-Up Work	23
Section 6	Recognition of Attendance	23

Article 5 – Academics

		Page
Section 1	Grading System	24
Section 2	Report Cards and Progress Reports	24
Section 3	Promotion, Retention	24
Section 4	Interim Reports	24

Section 5	Parent-Teacher Conferences	25
Section 6	Nebraska State Assessment (NSCAS) Requirements	25
Section 7	Student Records	25
Section 8	Homework	25
Section 9	Curriculum Field Trips	26
Section 10	Non-Curriculum Related Field Trips/Celebrations	26

Article 6 - Support Services

		Page
Section 1	Special Education Identification and Placement Procedures	27
Section 2	Special Services Programs	29
Section 3	Guidance Services	30
Section 4	Health Services	30
Section 5	Parent Web Access	33

Article 7 - Drugs, Alcohol and Tobacco

		Page
Section 1	Drug-Free Schools	34

Article 8 - Student Rights, Conduct, Rules and Regulations

		Page
Section 1	Core Beliefs for Student Discipline	37
Section 2	Student Conduct and Discipline Policies	37
Section 3	General Standards of Behavior	42
Section 4	Reporting Student Law Violations	50
Section 5	Due Process Procedures	50

Article 9 - Extra-Curricular Activities - Rights, Conduct, Rules and Regulations

		Page
Section 1	Extra-Curricular Programs	54
Section 2	Activity Philosophy	54
Section 3	Activity Code of Conduct	54
Section 4	Team Selection and Playing Time	60
Section 5	Student Fees Policy	60

Article 10 - State and Federal Programs

		Page
Section 1	Notice of Nondiscrimination	65
Section 2	Designation of Coordinator(s)	65
Section 3	Anti-discrimination & Harassment Policy	65
Section 4	Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973	66
Section 5	Notification of Rights Under FERPA	67
Section 6	Notice Concerning Disclosure of Student Recruiting Information	68
Section 7	Notice Concerning Staff Qualifications	68
Section 8	Student Privacy Protection Policy	69
Section 9	Parental Involvement Policies	71
Section 10	Transportation Notification	74
Section 11	Homeless Students Policy	74
Section 12	Multicultural Policy	86
Section 13	Breakfast and Lunch Programs	88

Forms and Appendices

		Page
Section 1	Handbook and Activity Release Form	79
Appendix A	Pet Release Form	80

FORWARD

Section 1 INTENT OF HANDBOOK

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

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

Section 2 MEMBERS OF THE BOARD OF EDUCATION

Name	Contact Information
Chase Kratochvil, President	chase.kratochvi@apseagles.org
Cassie Flesner, Vice President	cassie.flesner@apseagles.org
Steve Slykhuis	steve.slykhuis@apseagles.org
Shannon Willmott	shannon.willmott@apseagles.org
Brian Laaker	brian.laaker@apseagles.org
Jason Arp	Jason.arp@apseagles.org

Section 3 ADMINISTRATIVE STAFF

Name	Position
Dr. Dawn Lewis	Superintendent
Dr. Jacqueline Morgan	Elementary Principal
Aaron Pfingsten	Secondary Principal
James Shada	Assistant Principal/Activities Director

Section 5

SUPPORT STAFF

Position	Name
Superintendent Secretary	Jennifer Arp
Bookkeeper	Jennifer Arp
Elementary Administrative Assistant	Cindy Martens
Para-professionals	Jocelyn Gerrish Chris Burns Sabrena Lozo Judi Eckhart Pam Hamre Tracie Quinn Amanda Timm Nikki Yager Lori Lang Amanda Villwok Britta Layman Sarah Schmitt Kathryn Dawson Julie Miller Sue Wolfe Summer Little Kali Adkisson Vicki Kern
Nurse	Shirley Holck
Building and Grounds Supervisor	Lawrence Reed
Custodians	Silvia Arias Rita Bonilla Claudia Escamilla Vicki Freeman
Food Service Manager	Jeni Morrero
Food Service Assistant Manager	Karen Toebben
Food Service	Lorena Adams Mary Hunter Mary Linder Adrienne Larsen

2025-2026

Arlington Public Schools

CALENDAR

www.apseagles.org
Phone: 402-478-4173

July '25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August '25						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September '25						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October '25						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November '25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December '25						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

First Day
Early Dismiss
No Students-Staff Only
No School

Aug 06	New Teacher Orientation
Aug 7-11	Inservice Days for Teachers
Aug 12	Students Begin; 1:30 Dismissal
Total Days 17 Staff, 14 Student	

Sept 1	Labor Day-No School
Sept 22	No School, Teacher Inservice
Total Days 21 Staff, 20 Student	

Oct 22-23	Parent Teacher Conferences
Oct 23	No School, Teacher Inservice
Oct 24	No School Fall Break (comp)
Total Days 23 Staff, 21 Student	

Nov 26-28	No School, Thanksgiving Break
Total Days 17 Staff, 17 Student	

Dec 1	No School, Teacher Inservice
Dec 18-19	Finals Schedule, 1:30 Dismissal
Dec 22-31	No School, Holiday Break
Total Days 15 Staff, 14 Student	
End of S1 93 Staff, 86 Student	

Jan 1-2	No School, Holiday Break
Jan 05	No School, Teacher Inservice
Jan 6	Students Return
Jan 19	No School MLKJ Day, Teacher Inservice
Total Days 20 Staff, 18 Student	

Feb 11-12	Parent Teacher Conferences
Feb 12	No School, Teacher Inservice
Feb 13	No School
Total Days 19 Staff, 18 Student	

March 5-6	No School, Spring Break
Total Days 20 Staff, 20 Student	

April 3-6	No School, Easter Break
Total Days 20 Staff, 20 Student	

May 07	Arlo Track Invite HS, 1:30 Dismissal
May 08	No School for students, Arlo JH Track Invite
May 17	Graduation
May 18-19*	Finals Schedule; 1:30 Dismissal
May 20(22)	Teacher Inservice
Total Days 14 Staff, 12 Student	
End of S2 93 Staff, 88 Student	

ALL FRIDAYS WILL BE REGULAR 8:05 START

January '26						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February '26						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March '26						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April '26						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '26						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June '26						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

*Last Student Day subject to snow days, first possible will be May 19, Last possible will be May 21

ARTICLE 1 – PHILOSOPHY, GOALS, & OBJECTIVES

Section 1 MISSION STATEMENT

The mission of Arlington Public Schools is to empower all students to develop skills for life-long learning and responsible decision making in order to contribute to a global society.

Section 2 BELIEF STATEMENT AND GOALS

We believe that:

1. Education is a responsibility shared among students, parents, educators, and the community.
2. Respect for self and other individuals, groups, and cultures is essential.
3. Critical thinking is an essential life skill.
4. Students are stakeholders in their own learning.
5. All learners are unique; therefore, we will provide diverse instructional strategies and multiple opportunities to learn.

The central purpose of the Arlington Public Schools is to develop students who can demonstrate the knowledge, skills and competencies necessary to become productive and contributing members of our democratic society.

Although all children will not learn all things equally well, we recognize that all children should have an equal opportunity in the pursuit of educational qualifications for the world ahead. Recognizing the uniqueness of each student, the Arlington Public Schools will attempt to balance the curriculum to provide for the varied interests and talents of all students. The school accepts the premise that the center of the school curriculum is the child and that the instructional program should be designed to fit each and every child's unique needs.

The education of children is a comprehensive program that must be undertaken in cooperation with other services and institutions within society and the local community. The Arlington Public Schools will seek to establish and maintain strong ties with parents, patrons, the business community and other community institutions.

The following opportunity and means shall be provided whereby this philosophy may be realized.

- (a) Each student may search for the truth, find the truth, and incorporate this truth into his or her values, ambitions, and aspirations.
- (b) Each student may develop an attitude of personal worth and self-esteem and by so doing, may experience degrees of success and achievement within the bounds of his or her individual abilities and limitations.
- (c) Each student may learn to identify and cope with current trends in society.
- (d) Each student may experience an intellectual, a technical and a social environment that enhances the possibilities for group interaction conducive to peaceful coexistence in the school, community, state, nation, and the world.
- (e) Each teacher may use his or her individual capabilities in establishing constructive attitudes toward students, administrative heads, and the community.
- (f) Each teacher may use the resources necessary for attaining the highest measure of success in his or her particular field.
- (g) The administration may promote and preserve the establishment of every possibility for better education.
- (h) The administration may serve as a channel of communication between the teachers and the school and the community.
- (i) The community may be given an integral part in the implementation and accomplishment of the objectives of the school.

The community may demonstrate this responsibility to the school by expressing to the administration its beliefs and desires concerning the educational programs and practices of the school. It shall be the responsibility of the administrative staff periodically to prepare formal statements defining and implementing the basic purposes of the schools as stated above. These statements shall be the basis for determining the content of the curriculum, the methods of instruction, and the means for evaluating the effectiveness of both.

Key Values of the Arlington Public Schools

1. Our schools belong to our community and exist to provide service to our community.
2. Our central mission is to provide quality academic education for our students.
3. Our chief asset is our people.

Section 3 MUTUAL RESPECT

The Arlington Public Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of the student will not be tolerated.

Section 4 COMPLAINT PROCEDURES:

The proper procedures for a parent or student to make complaints or raise concerns about school staff or the school programs or activities are set forth below. Other procedures exist to address discrimination or harassment, the bullying of students, and to challenge disciplinary actions, and such other procedures should be used to address those types of concerns.

1. Complaint procedure:

1. Establish contact with the student's teacher first. Discuss the matter and search for possible solutions together. The principal may be included in the discussion during this step.
2. Appeal to the principal if the matter is not resolved at Step 1.
3. Appeal to the Superintendent if the matter is still unresolved at Step 2.
4. Appeal to the Board of Education if the matter is still unresolved at Step 3. Written appeal should be made within five (5) days of the Superintendent's decision.

2. Conditions Applicable to All Levels of Complaint Procedure:

All information to be considered at each appeal step should be placed in writing in order to be most effective. Appeal decisions shall be expedited as quickly as possible. A decision at any level should be rendered within ten (10) calendar days, unless a legal hearing is requested or required.

ARTICLE 2 – SCHOOL DAY

Section 1 DAILY SCHEDULE

Regular School Day

7:30-8:00 am	Breakfast
7:45 am	Students permitted in the building
8:05 am	School Day begins
10:58 am	K-3 Lunch (times staggered)
12:20 pm	4-6 Lunch

Students are not to be in the building before 7:45am unless they have a before school class or activity or they are eating breakfast beginning at 7:30am. Prior arrangement should be made if there is a need to be in the building before this time. Students are to leave the building at the close of the school day unless they are under direct supervision of staff. Those students involved in extracurricular activities are to report directly to the sponsor of the activity at the close of the school day. The tardy bell for first period will ring at 8:05.

Section 2 MORNING/AFTER SCHOOL PROCEDURES

Following school procedures will ensure that each student and family begins their day in a safe and positive way.

Drop Off Procedures

Parents should enter the Elementary Parking lot from either Bell Street or 11th Street. Please pull up along the curb in a single file line (no double parking) to drop off students. When leaving, please be extremely cautious and courteous of other vehicles exiting the parking lot. Students cannot be dropped off on Bell Street.

Pickup Procedures

Because of traffic congestion during pickup times, we are asking that parents do not enter the parking lot off of Bell Street. The process should begin on the corner of Dodge and 11th Streets moving north toward the elementary parking lot. No double parking will be allowed. **All students must be picked up in the elementary parking lot.** Students will not be allowed to load vehicles on 11th Street, Bell Street, or in the high school parking lot.

Visitor Parking Spaces

There are two visitor parking spaces on the east side of the handicap zones. These parking spots are not to be used for long term parking or for picking up students when school is dismissed. If parents are attending a field trip, please refrain from using these spots.

Breakfast

Breakfast is served from 7:30-8:00 a.m. in the cafeteria. Students should exit the building when done eating and report to designated waiting areas within the building. **Students may not go to classroom areas before 8:05 a.m.** Students entering the breakfast room should place backpacks, jackets, and coats along the north end of the gym before getting their breakfast.

Entering The Building

Students will be asked to wait in assigned areas within the school when arriving at school in the morning. Adult supervision will begin at 7:45 a.m. **Students should not arrive at school before this time as no supervision is available.** Students will be allowed to enter their classrooms at 8:05am. Students are not allowed in the building and classrooms prior to this time as teachers are preparing for the day.

Dismissal

Students who walk or ride will be dismissed at 3:15 p.m./3:20 p.m./3:25 p.m. on a normal school day and at 1:15 p.m./1:20 p.m./1:25 p.m. on early dismissal days. These students are to exit the classroom area and the building to avoid congestion and management problems on school property. Students should not wait outside classrooms for siblings or friends. If students are waiting for a sibling or friend they need to wait in a designated area, approved by the office.

Students who ride the bus will be dismissed at 3:30 p.m. on a normal school day and at 1:30 p.m. on early dismissal days. These students should immediately report to the bus loop to load busses.

Playground

School personnel are not available to supervise the playground before or after school. Due to risk of injury, no students are allowed on the playground from 6:00 a.m. to 8:05 a.m. or 3:20 to 4:00 p.m. on school days.

Section 3 SEVERE WEATHER AND SCHOOL CANCELLATIONS

School Closing Information

The Superintendent of schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by [local radio](#) and [television stations](#). Parents will also receive a phone message from Eagle Alert indicating a late start or school closing.

Decision to Close Schools

A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media when schools will be closed.** In some instances, schools will be open, but certain services may be cancelled (bus transportation, kindergarten, student activities). Announcements about other Nebraska school closings are included in [local radio](#) and television broadcasts. Students and parents will want to pay special attention to which public school district is being closed.

After School Starts

Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given to parents. If school is closed during the day the notice will be broadcast by the media and **parents should have a plan in place to accommodate these circumstances.**

Parental Decisions

Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not to Do

Parents should not attempt to come to school during a tornado warning. **School officials are not permitted to release students from the school building during a tornado warning.** Tornado safety procedures are practiced regularly by students and staff members. Also, parents are urged not to call radio and television stations and school buildings during severe weather. Every effort will be made to provide accurate and timely information through the media.

Emergency Conditions

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

Severe Weather

Five short rings on the bells and/or an intercom announcement will signal a severe weather drill. Students should report to the designated area quickly and quietly. These designated areas are posted near the door of your room. When the severe threat level has decreased, school officials will issue an all-clear statement. Upon hearing this, students and staff should report directly to their classrooms.

Section 4 CLOSED CAMPUS

Closed Campus Policy

Providing a safe and orderly campus environment is important. Therefore, **all students are required to stay on campus upon arrival.** Students must check out through the office if it is necessary to leave campus for doctor or dental appointments or for reasons of illness.

Section 5 SCHOOL GUIDELINES

Emergency Contact Information

Please take time to provide the school with the most updated contact information. In the event of an emergency a school representative will contact you via phone. Please also include at least two additional emergency contacts in case a parent/guardian cannot be reached.

Bicycles, Skateboards, and other Modes of Transportation

Children may ride their bicycles, skateboards, and any other form of transportation to and from school. While on school grounds they must dismount their bicycle and walk along side of it or carry it. Students must walk their bicycles along designated sidewalk areas and should never enter into vehicle drop off/pick up routes. Bicycle racks are located by the Elementary entrance. It is not permissible to bring any transportation items inside the school. These items must be either stored or chained to the bike rack or left at home.

Food and Drink

Drinks and snacks will not be allowed in classrooms, computer labs, etc., with the exception of water. Students with medical conditions that require food may be exempt from this rule, however, prearrangements must be made with the school prior to having food and drink in the classrooms.

Birthdays/Celebrations

A child may treat their homeroom classmates on their birthday with a simple treat. Please check with your child's teacher to ensure any dietary restrictions that may exist (i.e., food allergies, medical restrictions, etc.). Invitations to birthday parties should be kept outside of school. All food brought into the school for birthdays/celebrations must be store bought, unopened, and include an ingredient label on the package. However, some course curriculums may include projects that involve Student or Parent prepared foods made at home. In order to ensure student health and safety, please consult school administration for approval. All foods will be consumed in a food approved area of the campus.

Fire Drills

Fire drills will be conducted regularly. A fire alarm indicates a fire drill. Upon hearing the fire drill signal, move quietly and quickly out of the building by the fire exit route posted near the door of your room. After the "all clear" is given, students may re-enter the building and proceed directly to their classrooms.

Field Trips

Parents are encouraged to accompany their students on field trips. Listed below are guidelines to follow if you choose to attend a field trip and assist with supervision of children.

- You will be may be required to ride the bus to and from the event
- Sit with students to help supervise
- Younger siblings are prohibited from attending field trips
- Pay your own way in

If you choose not to supervise but want to go on the field trip to be with your child please abide by the following guidelines. Please Note: Capacity limits at the field trip location may prohibit the attendance of non-supervising adults.

- You will be required to drive yourself
- The school busses will not be able to wait
- Your child has to stay with their assigned group at the event
- You can take your child after the event, as long as you have visited with your child's teacher and signed them out

No parent will be allowed to take another child with them after an event without the written consent from the other child's parent. Phone call authorization will not be accepted under any circumstances.

Visiting During School Hours

Visits to school provide parents with first-hand knowledge of the school program and demonstrates to a child that his/her parents are truly interested in what he/she is doing while at school. Arlington Elementary encourages its families to visit during the school day. If you are planning a visit, please abide by the following guidelines to ensure limited disruption to the learning environment.

- Please call your child's teacher a *minimum* of one day in advance to schedule a classroom visit. If the teacher is unaware of the visit, the visitor may be asked to come back at a later time that is pre-arranged with the teacher.
- Children who do not attend and/or are too young to attend Arlington Elementary are not permitted into classrooms during regular hours of instruction
- A visit should last approximately thirty minutes in one instructional area.
- Please avoid visiting during the first few days (two weeks for kindergarten) of school.
- If visiting for lunch, please wait for the student(s) in the lunch room or office, not by their classroom, as this may be disruptive to the learning environment.

All visitors **MUST** sign in at the office and be acknowledged by office staff as to where they are going to be visiting.

Please note that students who attend other school districts may **not** attend Arlington Elementary when he or she is on vacation or visiting in town. We do not have the authority to assume responsibility for them.

Personal Items Brought from Home

The school is not responsible for any broken, stolen or damaged items which are brought from home.

Children may bring small items such as gifts or special possessions to show and share with their teachers and classmates if directed by the instructor. Such items are to remain in the child's homeroom area during the day.

Please refer to Article 8, Section 3 – General Standards of Behavior for information on the use of Electronic Devices on school property.

Pets

Any student who wishes to bring a pet to school for any reason needs to fill out the Pet Request Form found in Appendix A. Please have this form turned in to the office 1 week prior to the date of the visit.

Section 6 LUNCH AND RECESS

Students enter the lunchroom with their teacher at approximately:

Kdg	10:55 a.m.
1st	11:00 a.m.
2nd	11:05 a.m.
3rd	11:10 a.m.
4th	12:20 p.m.
5 th /6 th	12:25 p.m.

For more information about the Federal Lunch program please refer to Article 10, Section 13 of this handbook.

Recess

All students are expected to have recess 3-5 times a week. A minimum of fifteen minutes per day is designated per grade level for recess activities. During inclement weather, students will have recess indoors.

Playground supervisor's responsibilities as found in the Arlington Elementary School Faculty Handbook -

1. Prevent fighting or injuries from happening; circulate in your area and stop behavior which may lead to fighting or an injury.
2. Encourage children to share equipment and to play together. Try to encourage all children to take part in some activity.
3. Listen to concerns and try to resolve disputes among children.
4. Watch all children; don't become directly involved with any child or group. All children need to be supervised.
5. Don't get together with other supervisors and visit.
6. If a child becomes injured, bring the child to the nurse's office.

Weather

It is a priority to go outside for recess every day at school. Students need to be dressed appropriately for the weather that day. Adults will make reasonable decisions in regards to outdoor or indoor recess due to inclement weather. If the temperature outside is below 10 degrees, with wind chill, students will have recess inside. During winter months when snow is covering the ground, students must wear hats, gloves, boots, and snow pants to play directly in the snow. Students without the required apparel will not be allowed to play in the snow.

Recess Items from Home

Students should not bring toys, video games, balls, etc. to use at recess. This can lead to stolen or lost items as well as disagreements during recess time. Adequate recess equipment will be provided for each grade. The school is not responsible for stolen or damaged goods brought from home.

Section 7 BUS PROCEDURES

Bus Conduct Code

The transporting of students to school and home each day safely is our paramount concern. A successful school bus operation requires the combined efforts of the administration, bus drivers, students, and parents. We have identified bus conduct expectations, which will help bring about the safe transportation of bus riding students.

- Be Respectful
 - Use Quiet Voices
 - Stay Seated
 - Eating and drinking is at the discretion of the bus driver.
 - Silence when crossing railroad tracks
1. Boarding and Leaving the Bus
 - a. Cross the road at least twelve feet in front of the bus, but only after checking to be sure no traffic is approaching and /or receiving a signal from the driver.
 - b. Help look after the safety and comfort of small children.
 - c. Riders are not permitted to leave the bus at other than regular stops unless proper authorization has been given in advance.
 - d. For students who are not regular bus riders, the school must receive a phone call or a written note from the parent before their child will be permitted to ride the bus.
 - e. When possible, the bus will pick up students at regular stops. If, due to weather or road conditions, the bus is unable to reach the stop of a resident, it will stop for, pick up, and deliver at the closest, most convenient, and safest spot as determined by the driver.
 - f. While waiting for the bus, students must conduct themselves in an orderly manner, forming a line off the traveled portion of the road.
 2. Procedures for Disciplinary Actions
 - a. The bus is an extension of the classroom with similar rules of behavior. If students choose not to follow the rules, appropriate discipline will be administered.
 - b. It is important to note that the driver's goal is to change the behavior of a student violating bus rules using the least restrictive means possible. However, the driver may at any time refer a student to the building principal for disciplinary action. Disciplinary action may include suspension or expulsion of a student's riding privilege. These disciplinary actions are reserved for extreme or repeated infractions. In the case of suspension or exclusion of the student from riding privileges, the parents will be responsible to provide transportation for the term of the disciplinary action.
 - c. In all cases, suspension or expulsion will be an administrative decision by the building principal.

If your child rides the bus, it is important to remember that this is an extension of the classroom and the driver will treat his/her behavior as teachers do. The building principals will be contacted for incidents which require more severe discipline.

Parents of students who are suspended long term (6 or more days) or excluded for the semester may request, in writing to the superintendent, that a hearing be held with the administration.

ARTICLE 3 - USE OF BUILDING, GROUNDS AND EQUIPMENT

SECTION 1 IDENTIFICATION BADGES

All visitors must report to the office upon entering the building. Visitors and all staff members will be required to wear ID badges while on school premises. Visitor badges are to be returned to the office at the completion of your visit. Parents are welcome at all times. Please sign in/out at the office upon entering/exiting the school. Office personnel must provide authorization to area being visited.

Section 2 SMOKE-FREE ENVIRONMENT

Arlington Public Schools declares all of our school's buildings and game facilities to be smoke-free. We would appreciate your help in meeting the goal of a smoke-free and tobacco-free environment for our children. When you attend school events, including athletic events, please remember that our facilities are smoke-free and tobacco-free and abide by our District's policy.

Section 3 CARE OF SCHOOL PROPERTY

1. Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
2. Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.

Fines are determined on books according to the following criteria:

Lost Book:	Replacement cost
Missing one or both covers:	Same as lost book
Loose Cover:	TBD – based on expense to repair
Missing Page:	50 cents per page (up to replacement cost)
Torn Page:	20 cents per page (up to replacement cost)
Marks that cannot be erased:	20 cents per mark (up to replacement cost)

Section 4 SEARCHES ON SCHOOL GROUNDS

Student cubbies, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, because school property is subject to search at any time by school officials. Searches of cubbies, desks, computers and other such property may be conducted at the discretion of the administration.

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

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search must be conducted in a reasonable manner under the circumstances.
2. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon shall be confiscated and delivered to law enforcement officials as soon as possible.
Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process (that is, "nuisance items") may be removed from student possession.

Section 5 ASBESTOS

All asbestos in the Arlington Public Schools building is either non-friable or has been encapsulated. We will continue to budget for testing and proper treatment of asbestos containing materials, including removal if necessary. If you have any questions, please contact the Arlington Public Schools' superintendent.

Section 6 VIDEO SURVEILLANCE

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules, or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 7 USE OF TELEPHONE

Students normally should have no need to use the school phone on a daily basis. It is each student's responsibility to come to school each day with all items that they need to participate in classes. Messages will be relayed to students as the need arises. In emergency situations, students should visit with their teacher to seek permission to make a call. The office phone is not to be used for non-emergency personal matters (i.e., asking if a friend can come over).

Section 8 BICYCLES

Bicycles must be parked in the racks provided at the elementary building. All bicycles should be equipped with locks. The school is not responsible for damage or theft of parts while bicycles are on school property.

Section 9 STUDENT VALUABLES

Arlington Public Schools is **NOT** responsible for the personal property of students. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary safe-keeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

Section 10 LOST AND FOUND

Students who find lost articles are asked to take them to the Lost and Found, located in the elementary gym, where the articles can be claimed by the owner. If articles are lost at school, report that loss to office personnel. Lost and found items will be donated to charitable organizations at the end of every quarter.

Section 11 ACCIDENTS

Every accident in the school building, on the school grounds, or at any event sponsored by the school must be reported immediately to administration. The individual staff member involved should complete an accident report immediately.

Section 12 INSURANCE

The district encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The district does not make recommendations, nor handle the premiums or claims for any insurance company, agent or carrier. Information about student insurance providers will be available in the school office or on school bulletin boards.

Section 13 COPYRIGHT AND FAIR USE POLICY

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

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research"

is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted “fair use,” rather than an infringement of the copyright:

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

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

Section 14 MEDIA CENTER

The Media Center is open from 7:50 A.M. to 3:50 P.M. on student days and by arrangement. The Media Center is a place for quiet study, reading, and research. Books are checked out for one week. Lost books will be assessed at the replacement cost of the material and are non-negotiable. Students must have passes to enter or leave the media center.

Section 15 TECHNOLOGY

School computers are to be used for school purposes only. Any student accessing the network must have the proper paperwork (Acceptable Use Policy) on file with the district. This policy provides more specific details governing acceptable use. The use of the internet and/or email is also reserved for school purposes. Students may not bring any computer applications, including games, to school for any reason. District workstations may not be altered without direct teacher permission. Any vandalism (renaming, trashing, or moving files, illegal copying, etc.), intentional copyright violations or attempted access to unauthorized data will result in disciplinary action, which may include restitution. Students are directed to limit printing to only information that is directly tied to school purposes. Multiple copies of material should be done at provided copy machines at student expense. Students will be charged for printed material (\$.10/page) that does not meet these specifications.

Cell Phone Expectations

Student use of cell phones is not permitted during the school day in accordance with district Policy 6113. Cell phones are required to be locked up in a student’s designated hallway locker, classroom cubby, or stored off campus during the school day. Cell phones are required to be out of sight and not in use from the tardy bell in the morning until the bell that ends the school day which is typically from 8:05-3:30.

Parents who need to communicate with their child(ren) during the school day must call the school at 402-478-4121 and we will either get a message to your child(ren) or we will retrieve them from class to talk with you. If a student needs to make a call, the student must come to the office and request permission to make the call. Such calls should only be made in emergency situations in a designated area with permission granted by office personnel.

Students in violation of these expectations will have the following consequences applied:

1. First Offense - The cell phone will be confiscated by an Arlington Public Schools staff member. The cell phone will be brought to the main office and the student will be able to pick up the cell phone at the end of the school day. That student’s parent/guardian will be contacted.
2. Second Offense - The cell phone will be confiscated by an Arlington Public Schools staff member. The cell phone will be brought to the main office and the student’s parent or guardian will be able to pick up the cell phone following a meeting with an administrator.
3. Third Offense - The cell phone will be confiscated by an Arlington Public Schools staff member. The cell phone will be brought to the main office and the student’s parent or guardian will be able to pick up the cell phone following a meeting with an administrator. The student will be required to check in the cell phone to the main office each school day for the remainder of the semester.
4. Continued Offenses - Students who continuously refuse to comply with the cell phone policy will be issued consequences as deemed appropriate by school administration in accordance with the student handbook.

NOTE: If a student who is in violation of the cell phone expectations refuses to hand over their cell phone, they will go directly to the third offense consequences of the cell phone expectations and will receive a minimum of a one day in-school suspension for refusal to comply with a reasonable request.

Apple/Smart Watches

If a student is using an Apple watch or any other type of device that works like a cell phone or has the capability to connect with a cell phone to use as a communication tool, the same rules and consequences apply as having a cell phone. Apple watches and other types of devices that operate as a cell phone or have the capability to connect to cell phones for communication need to be on silent mode and not connected to any cell phone during the school day.

Section 16 INTERNET SAFETY POLICY

It is the policy of Arlington Public Schools to comply Legislative bill LB 512, the Education Omnibus bill. LB 512 included the Nebraska Student Online Personal Protection Act ("SOPPA"). The SOPPA imposes requirements to maintain the online privacy of students. Just as Policy 6800 confirms the district's intent to comply with other privacy laws, Policy 6800 now references the SOPPA.

Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Access to Inappropriate Material. To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the district's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

1. Supervision and Monitoring. It shall be the responsibility of all members of the district staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.
2. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response.
3. Parental Consent. The district shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.
4. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.

Section 17 COMPUTER ACCEPTABLE USE POLICY

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the district or made available by the district. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the district shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this, Policy.

The technology resources are not a public forum. The district reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the district's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.

4. Unacceptable Uses.

The following are unacceptable uses of the technology resources:

- a. **Personal Gain:** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
- b. **Personal Matters:** Technology resources shall not be used, and no person shall authorize its use, for personal matters unless the User has entered into a lease agreement or other similar agreement with the School District that makes such use permissible under law.

Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the district is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the district: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the district's mission.

This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

- c. **Campaigning:** Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- d. **Technology-Related Limitations:** Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation,
 1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
 2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
 3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.

4. Users shall not engage in “hacking” to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
 5. Users shall not copy, change, or transfer any software without permission from the network administrators.
 6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer’s memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 7. Users shall not engage in any form of vandalism of the technology resources.
 8. Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.
- e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
1. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
 2. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
 3. to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the district is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
 4. to engage in or promote violations of student conduct rules.
 5. to engage in illegal activity, such as gambling.
 6. in a manner contrary to copyright laws.
 7. in a manner contrary to software licenses.

5. Disclaimer. The technology resources are supplied on an “as is, as available” basis. The district does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The district is not responsible for the integrity of information accessed, or software downloaded from the Internet.

6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the district may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and ensure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the district’s computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent’s designees.

8. Sanctions. Violation of the policies and procedures concerning the use of the district technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Legal Reference: Children's Internet Protection Act, 47 USC § 254

Children's Online Privacy Protection Act, 15 USC § 6501

FCC Order adopted August 10, 2011

47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)

Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act)

Date of Adoption April 9, 2012

Arlington Public Schools
Addition to Student Code of Conduct

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

In order to make sure that all members of Arlington Public School community understand and agree to these rules of conduct, Arlington Public Schools asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Arlington Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Arlington Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Arlington Public Schools, any of its employees, or any institution providing network access to Arlington Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Student's Signature _____ Date: _____

Parent's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

ARTICLE 4 – ATTENDANCE

Section 1 ATTENDANCE POLICY

Regular and punctual student attendance is required. The Board's policies require such attendance, the administration is responsible for developing further attendance rules and regulations, and students and parents are responsible for developing behaviors which will result in regular and punctual student attendance.

Attendance Procedures

School is a full-time job; therefore, students are expected to be in attendance for all classes throughout the school year. Students who are absent from school lose out on valuable explanation of materials, interaction with their teachers and peers, and often perform at a level below their potential. The achievement of an outstanding attendance record should be a goal of every student.

Cooperation between the school officials and parents is critical in ensuring that students are in school. The parents must determine the validity of their child's absences from school and take the responsibility to notify the school when he or she is not in attendance. The school will document and inform parents in situations where absences are becoming detrimental to student achievement. *State law requires that students not miss more than 10 days each semester (20 total days), which we strictly follow.*

Reporting of Absences

The school keeps period attendance. Students that arrive at school after 8:05 shall be recorded as tardy. An absence for any portion of a period may count as a full period absence. To constitute an excused absence a parent/guardian should call the office at 478-4121 before 9:00 a.m. on the day of the absence. Students are still limited to ten days per semester regardless if they are excused or not. Individual students that exceed 10 absences per semester will be required to set up an attendance plan with parents and administration in order to limit further attendance occurrences. If this plan isn't followed, the student will be reported to the Washington County Attorney for excessive absenteeism. Guardians are expected to call each day that the student is absent from school unless other arrangements have been made with the secretary. Failure to follow these guidelines could result in the student being considered unexcused/truant.

All absences shall count towards the ten-day limit per semester (except those incurred for school-sponsored activities). It is the responsibility of the guardian and /or student to keep track of their total absences. The school will attempt to provide assistance by sending absentee notices to guardians at certain intervals during the year.

Late Arrivals/Early Dismissals

Any time a student arrives late to school, he or she must sign in at the office. If the student is leaving prior to regular dismissal time the parent or guardian must sign them out at the office.

School Sponsored Absences

Students who are going to miss class for school-sponsored field trips or activities must contact instructors prior to the activity and follow their directives.

Disciplinary Absence

To receive credit for work missed due to a disciplinary suspension, the student is responsible for requesting assignments for make-up work and completing the make-up work on his/her own initiative, and on his/her own time either before or after school, by the due date. The teacher, based on the content being studied and the length of student absence, will determine the date when make-up work is due.

2. ATTENDANCE AND ABSENCES

Absences From School - Definitions.

An absence from school will be reported as: (a) an excused absence or (b) an unexcused absence.

It is the student's responsibility to arrange for all make-up work following an excused absence as soon as they return to school. We emphasize this strongly. It is your responsibility to ask for, to do and to hand in on time all make-up work. A teacher does not have to remind you of make-up work. Failing grades will be given on that which is not done or on that which is not handed in on time. After a student has been absent for three days due to illness the office will assist in

obtaining assignments. Students who plan to miss school due to a scheduled school activity or a parent requested prearranged absence must request assignments and make arrangements to complete part or all of the work prior to the absence.

Excused Absence

Absences should be cleared through the principal's office in advance whenever possible. All absences, except for illness and/or death in the family, require advance approval. An absence for any of the following reasons will be excused, provided the required procedures have been followed. When applicable, documentation pertaining to the absence will be required:

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

The principal has the discretion to deny approval for the latter two reasons, depending on circumstances such as the student's number of other absences, the student's academic status, the tests or other projects which may be missed, and in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

Unexcused Absence

An absence which is not excused will be recorded as unexcused. If a student's absence is unexcused the student will be required to make-up the work. If a student fails to make up the required coursework, he or she may be required to complete the work outside of school hours as determined by school administration.

Truancy

Truancy is a major violation. A student who engages in unexcused absences may be considered truant as per state law, Neb.Rev.Stat. § 79-201. Truancy is a violation of school rules. The consequence of such action may include suspension from classes and the student may be required to make up double the time missed. Students who leave the school premises without permission during the school day will be considered truant.

First Truancy: The guardian will be notified in writing or by phone and the student will receive disciplinary action including but not limited to detentions, after hour's sessions and additional work assignments depending upon the time missed.

Second Truancy: The student will receive disciplinary action up to and including after-hours sessions. Upon the second truancy a conference must be held with the guardian.

Reporting and Responding to Truant Behavior. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child age 6 to 18 to attend school regularly without lawful reason, shall within three days report such violation to the Superintendent. The Superintendent shall immediately cause an investigation into any such report to be made. The Superintendent shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the Superintendent believes that any child is unlawfully absent from school. 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 remediate the child's truant behavior. Such services shall include, as appropriate, the services listed under the "Excessive Absenteeism" and "Reporting Habitual Truancy" policies.

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:

1. One or more meetings shall be held between a school attendance officer, school social worker, or other person designated by the school administration and the parent/guardian and the student to report and attempt to solve the truancy problem. If the parent/guardian refuses to participate in such meeting, the principal shall place in the student's attendance records documentation of such refusal.
2. Educational counseling to determine whether curriculum changes, including but not limited to, enrolling the child in an alternative education program that meets the specific educational and behavioral needs of the child.
3. Educational evaluation, which may include a psychological evaluation, to assist in determining the specific condition, if any, contributing to the truancy problem, supplemented by specific efforts by the school to help remedy any condition diagnosed.
4. Investigation of the truancy problem by the school social worker, or if such school does not have a school social worker, another person designated by the administration to identify conditions which may be contributing to the truancy problem. If services for the child and his or her family are determined to be needed, the person performing the investigation shall meet with the parent/guardian and the child to discuss any referral to appropriate community agencies for economic services, family or individual counseling, or other services required to remedy the conditions that are contributing to the truancy problem.

Reporting Habitual Truancy. Students who accumulate twenty (20) absences per year shall be deemed to be habitually truant. If the student continues to be or becomes habitually truant, the principal shall serve a written notice to the person violating Neb.Rev.Stat. § 79-201, (i.e., the person who has legal or active charge or control of the student) warning him or her to comply with the provisions of that statute. If within one week after the time such notice is given such person is still violating the school attendance laws or policies, the principal shall file a report with the county attorney of the county in which such person resides.

Section 3 TARDINESS

Tardiness is a violation of school policy. Parents are asked to ensure their students begin their day on a positive note by being to school on time.

Students will be recorded as tardy after 8:05a.m. As a student reaches the following number of tardies in a quarter, the following action will be taken:

1-4 tardies – verbal warning to student will be given

5 tardies – a letter will be sent to parents and a parent phone call will be made

8+ tardies – administration will set up a conference with parents and missed time may have to be made up before or after school hour

Section 4 ATTENDANCE IS REQUIRED TO PARTICIPATE IN ACTIVITIES

Students must attend school for a normal school day prior to participating in or attending an activity. This includes all school sponsored activities. School administration retains the right to grant participation should exceptional circumstances occur.

Section 5 MAKE-UP WORK

Make-up work may be assigned for each day missed regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required. The time each student is allowed to complete assignments will be determined by mutual agreement between the student and teacher.

Section 6 RECOGNITION OF ATTENDANCE

Students having perfect attendance will be recognized by the principal on a yearly basis. These students will receive a perfect attendance certificate at the end of each year. Perfect attendance is defined as being in school from 8:05a.m. – 3:20 p.m. each day. Any student who misses 5 or less periods for the entire year will be awarded with perfect attendance.

ARTICLE 5 - ACADEMICS

Section 1 GRADING SYSTEM

K-2 Grading Scale. K-2 grade teachers are to use the grading scale set forth below:

Beginning – B – Overall student performance reflects unsatisfactory performance on standards/skills and insufficient understanding of content at grade level. A student scoring Beginning level inconsistently utilizes a variety of skills and strategies to comprehend content.

Progressing – P – Overall student performance reflects satisfactory performance on standards/skills and sufficient understanding of content at grade level. A student scoring at the Progressing level generally utilizes a variety of skills and strategies to comprehend content.

Meets Proficiency – M – Overall student performance reflects high academic performance on standards/skills and thorough understanding of the content at grade level. A student scoring in the Meets Proficiency level thoroughly utilizes a variety of strategies to comprehend content.

3-6 Grading Scale. 3-6 grade teachers are to use only the grading scale set forth below. Any deviation from the approved grade scales must be approved by the building principal.

Percentage	Letter Grade
100-98	A+
97-96	A
95-93	A-
92-91	B+
90-88	B
87-85	B-
84-82	C+
81-79	C
78-76	C-
75-74	D+
73-72	D
71-70	D-
69 & Below	F

Section 2 REPORT CARDS AND PROGRESS REPORTS

Report cards are issued at the end of each quarter. In grades K-2, progress marks are used to designate a student's progress [based on state standards](#). In grades 3-6, letter grades are used to designate a student's progress. Progress reports are sent home with each student at approximately halfway through each quarter.

Section 3 PROMOTION, RETENTION

The professional staff at Arlington Public Schools will place students at the grade level best suited to them academically, socially and emotionally.

Students will typically progress annually from grade to grade. A student may be retained at a grade level when it is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program.

Section 4 INTERIM REPORTS

Various supplemental reports may be sent to parents throughout the school year concerning student's performance. These reports may describe student work of an exceptional nature or work which needs improving. These reports will be sent as the teacher determines.

Included in the academic improvement report may be a request from the teacher for parents to contact the teacher by phone to discuss the student's academic progress. Teachers may arrange with the parents for days when the student can meet with the teacher outside the regular class period until the student returns to satisfactory academic standing.

Section 5 PARENT-TEACHER CONFERENCES

Parent-teacher conferences will be held twice per year. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with one or more teachers as needed.

Section 6 NEBRASKA STATE ASSESSMENT REQUIREMENTS

All students in grades 3-6 will be required to take Nebraska state accountability assessments. Students will test from late January to early May. Refer to the chart below for the grade level when each test is given.

<i>Grade</i>	<i>Reading</i>	<i>Math</i>	<i>Science</i>
Grade 3	X	X	
Grade 4	X	X	
Grade 5	X	X	X
Grade 6	X	X	

Section 7 STUDENT RECORDS

Information, which is pertinent to the development of a meaningful educational program for a child, is maintained in the permanent record. These records are housed in the administrative files of the school. Information in the files is available only to school staff members on a need-to-know basis and a parent or guardian. It will be released to another school only upon written request of an official of the school to which the child has transferred.

Section 8 HOMEWORK

Homework is an effective tool for promoting learning and fostering retention. Depending on the child's teacher and his or her grade level, your student will have varying degrees of homework. Homework can include, but is not limited to the following tasks.

- **Drill and Practice:** In its simplest form, homework enables children to practice skills in order to master and retain learning. Drill and practice assignments may be generated by the classroom teacher. Some examples include: math worksheets, flash cards, vocabulary words, and spelling assignments.
- **Daily Home Study:** The purpose of daily home study is to help students develop consistent study habits and to link parents to the learning environment. The practice of basic skills provides a foundation for more complex tasks. Some examples include: parent/child reading, 15-30 minutes of independent reading, math facts, and writing (diary, letters, journals, etc.).
- **Extension:** These are usually long-range assignments that require students to integrate many skills in the process of completing a final product. Examples include: book reports, research projects, speech preparation, art projects, and author study.

The amount of homework may vary depending upon the student's ability to work efficiently during independent work times. If your child is consistently spending excessive amounts of time completing homework each night, please contact your child's teacher to discuss the situation.

Arlington Elementary believes that teachers, parents, and students all share in the responsibility of homework. Below are descriptions of each stakeholder's responsibilities.

Teacher Responsibility:

1. Decide what is appropriate and how often.
2. Assign work that meets the individual needs of the student.

Parent Responsibility:

1. Provide a proper time and environment for study.
2. Be involved and give support and encouragement to your child.
3. Contact teacher or school if you are experiencing homework frustrations.

Student Responsibility:

1. Take the homework home.
2. Complete the homework.
3. Return it on time.

Accountability:

The consequences of not completing homework may include staying in at recess or missing a special classroom activity time. The most serious consequence is lost learning.

Extended Absences/Vacation Homework Expectations

In order to prepare homework assignments, teachers should be notified ahead of time of upcoming extended absences. Parents should give teachers at least five school days to prepare assignments. Teachers will then prepare assignments accordingly to the amount of time absent.

Section 9 CURRICULUM FIELD TRIPS

Curriculum related excursions outside the school building are provided to enhance the academic programs of the school. Parents will be given advance notice of these outings, an itinerary of the planned trip, and a permission slip to sign and return to the school. Attendance at these field trips holds the same expectation as attendance at school. Students may not be kept back from curriculum related field trips except for reasons of extreme behavior. Withholding students from a curriculum related field trip must be cleared with teacher, parent, and building principal.

Section 10 NON-CURRICULUM RELATED FIELD TRIPS/CELEBRATIONS

Non-curriculum related excursions from school grounds will be kept to a minimum. On such occasion when an opportunity is presented, students may be withheld due to lack of responsibility in the areas of academics, behavior, etc. The decision to exclude a student from such an activity will be cleared with teacher, parent, and building principal.

ARTICLE 6 - SUPPORT SERVICES

Section 1 SPECIAL EDUCATION IDENTIFICATION AND PLACEMENT PROCEDURES

What Does Special Education Mean?

Special education means educational experiences, curriculum and services, including transportation, through the use of staff, facilities, equipment and classrooms which have been adapted to provide special instruction for students with disabilities. In addition, special education provides the support services necessary for evaluation, placement and instruction for students with disabilities. These services are free to parents, unless they elect to place their child in a program other than one approved by the school district.

How are Students with Disabilities Identified?

The first step is for parents to provide written permission to have their child evaluated. The request for permission will include a description of the action to be taken and a description of each evaluation procedure. Written statements showing the results of the evaluation and the reasons for placement in a special education program must be kept on file. Within 30 days after a student has been verified as having a disability, a conference will be held with parents. Advance notice will be given. At the conference, an Individual Education Program (IEP) will be developed.

Students Who May Benefit

A student verified as having autism, behavior disorder, hearing impairment, mental handicap, orthopedic impairment, other health impairment, specific learning disability, speech language impairment, traumatic brain injury, or visual handicap may be placed in regular education with support services or may benefit from a special education classroom or service.

Independent Evaluation

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at public expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

Reevaluation

Students identified for special education will be reevaluated at least every three years by the IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, are needed. The school district shall obtain parental consent prior to conducting any reevaluation of a student with a disability.

Individual Education Program (IEP)

Each student with a disability must have a written IEP prepared by the staff in cooperation with parents specifying programs and services which will be provided by the schools. If necessary, the district will arrange for interpreters or other assistants to help parents in preparing and understanding the IEP. Once in place, the program is reviewed on a regular basis with the parent.

An IEP is developed in a conference setting. Parents will be notified of the persons who will be in attendance. The IEP conference shall include at least the following:

1. A representative of the school district;
2. An individual who can interpret the instructional implications of evaluation results;
3. One or both parents;
4. The child (when appropriate);
5. At least one regular education teacher if the child is, or may be participating in the regular education environment;
6. At least one special education teacher;
7. A representative of the nonpublic school if the child is attending a nonpublic school;
8. A representative of a service agency if the child is receiving services from an approved service agency; and
9. Other individuals, at the discretion of the parent or school district.

It is permissible for parents to bring other persons to the IEP meeting, but it is a good idea to inform the school before the scheduled meeting. The school district will provide parents with a copy of the IEP.

Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). The school district must assure that students with disabilities are educated with students who do not have disabilities, to the maximum extent possible. Students are entitled to have supplementary aids and services to help them in a regular educational setting. Students with disabilities may be placed in special classes, separate schools or other situations outside the regular educational environment when the nature of the child's needs require specialized educational techniques which are not available in current settings. Determination of a student's educational placement will be made by a team of persons who knows the student and who understands the tests and procedures that assess the student's learning abilities. Team members know the available programs and services which might help the student. Parents are asked for written consent to determine whether or not they approve the educational placement recommended for their child. If the parent does not speak English or is hearing impaired, an interpreter may be requested. Written notice shall be given to parents a reasonable time before the school district: 1. Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or 2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

Alternative Programs

Parents have a right to know about available private and public programs, other than those offered by the schools. The school district staff will provide information about those programs on request. If parents place the student in one of those programs, however, the school district is not required to pay for the student's education.

Transportation of Students Receiving Special Education

The district special education staff will make arrangements for transportation for eligible students to the extent such is required by the student's IEP. Students assigned to special education programs requiring attendance at schools outside their regular attendance area will be transported. Special conditions may warrant that special education students receive transportation to their assigned schools. If parents are dissatisfied with a transportation decision, they may contact the Superintendent for a review.

Access to Student Records

Parents have the right to inspect and review any education records relating to their child which are collected, maintained or used by the school district in providing educational services.

Nonpublic School Students

Students in state-approved nonpublic schools may participate in special education programs in the same manner as public-school students.

Parental Review of Programs

Parents who want to review their child's placement for any reason should request an IEP team meeting. If parents are not satisfied with the results of the conference, they may appeal to the Nebraska Department of Education for a formal hearing to be conducted by a state hearing officer. Parents dissatisfied by the findings and decisions made in a state level hearing have the right to bring civil action.

Plans and Budget

With the exception of personally identifiable student records, district special education plans and budgets are available for public inspection.

This is a summary of the Arlington Public Schools district plan for special education students. Anyone interested in obtaining a copy of the complete district policy or a copy of the Nebraska Department of Education Rule 51 (complaint procedures) or Rule 55 (appeal procedures) may contact the Superintendent at the Arlington Public Schools District Offices.

Section 2 SPECIAL SERVICE PROGRAMS

Title I

Students who have difficulties in this area, according to federal guidelines, are entitled to special help. On a regular basis they meet with a certified teacher who offers assistance in the subject where difficulties occur. Please refer to Article 10, Section 9 for detailed information regarding the Title I Parent Involvement Policy.

Student Assistance Team

Students who are experiencing difficulties regarding behavior, academics, or social skills can be referred to this team consisting of teachers, parents, the counselor, and the staff member making the referral. The team then develops strategies to help the student be more successful. These strategies include classroom procedures, tutoring, referral to the counselor, or a recommendation for testing by the school psychologist. The team then monitors the student's progress on a regular basis.

Section 504

This portion of the Rehabilitation Act of 1973 provides an avenue for parents and students to seek assistance for disabilities which do not fall under other categories. The school is responsible for meeting the needs of all students and if a parent feels this is not being done, the parent can ask for a 504 review. The disability may be behavioral, physical, or academic and the problem is handled by staff in the regular educational setting.

Accommodation Plans

Students who do not meet the qualifications to receive special education services or services under Section 504 may be placed on an Accommodation Plan. This plan is an agreement between parents and school personnel to provide necessary accommodations to regular curriculum to meet the needs of the student.

High Ability Learners

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

Learners with high ability shall be identified in the academic areas of mathematics, science, social studies, and language arts. Identification of learners in grades 3-11 with high ability in the specified academic areas shall be based on the criteria listed below. Students shall meet one of the following criteria to be identified as a learner with high ability. Students are identified by the Identification Committee made up of teachers, administrators, and counselors. Students must meet 2 out of the 4 following criteria to be considered as a High Ability Learner.

1. Scores of 179 or higher on the NSCAS assessment.
2. Scores in the 93% on the Measure of Academic Progress (MAP) standardized test
3. Scores of 120 or higher on the Cognitive Ability Test
4. Teacher referral

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

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

Preschool

Arlington Public Schools provides a preschool program for children with verified disabilities that live within the attendance zone of Arlington Public Schools. The class consists of students verified with disabilities as well as students that are selected to serve as peer models. Peer model enrollment is limited based on the number of students verified with disabilities. Families that wish to have their students enrolled as peer models must apply for enrollment into the preschool program. A parent meeting is held two weeks prior to applications being available. A description of the program is given and questions

are answered for parents interested in filling out an application. Preschool applications are for families who live in the Arlington Public School district.

Students eligible for kindergarten according to the Nebraska Law are not eligible to participate in the Preschool Program.

Tuition each year is determined upon the needs of the program. Tuition is due the first of each month, with the exception of the August payment. The August and September payments are both due by September 1st. If a family is two or more month's delinquent on their account, your child's preschool opportunities can be revoked. Please note that monthly invoices will not be provided.

The preschool program consists of two sessions (morning and afternoon). Children the age of 4 that wish to serve as peer model will be given preference. Peer models are picked based upon a random drawing in a grouping of 4-year-olds first, and 3-year-olds, second. If any 3-year-olds are in the program for 1 year and parents wish to have them enrolled for the following year, their position is automatically renewed.

Section 3 GUIDANCE SERVICES

The Arlington Public Schools employs guidance counselor(s) for the purpose of implementing and facilitating a comprehensive guidance program as directed by the state of Nebraska which includes; assisting with the district's testing program, scheduling, and student data exploration. Weekly guidance lessons support the socio-emotional needs of the student body. The guidance program also allows for students to discuss problems as well as resolve conflicts. If a child wishes to see a counselor, he or she may stop by the counselor's office and make arrangements for an appointment.

Section 4 HEALTH SERVICES

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100°F, vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves. Please include emergency daytime phone numbers on your child's enrollment card so that you can be reached if your child becomes ill or injured while at school. Please also inform your school health office staff of health-related information you feel is important for your student's success in the classroom and/or safety at school.

Guidelines for Administering Medication

Whenever possible your child should be provided medications by you outside of school hours. In the event it is necessary that the child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. A consent form is available at the school health office.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. All medications also require a physician's authorization to be given at school. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). Please limit the amount of medication provided to the school to a two-week supply.

For additional information regarding medication administration refer to Arlington Public Schools Policy 6910.

School Health Screening

Children in Preschool and Kindergarten through fourth grade, as well as children in seventh and ninth grade are screened for vision, hearing, dental defects, height and weight. Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the school nurse may also be screened. Parents are notified of any health concerns as they are identified. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office where their child attends at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

Physical Examination

Evidence of a physical examination by a qualified physician is required within six months prior to the entrance of the child into any Early Childhood Special Education classes, kindergarten and the seventh grade, or in the case of transfer from out of state to any other grade. A parent or guardian who objects may submit a written statement of refusal for his or her child. The statement will be kept in the student's file. Waiver forms are available in the school health office.

Immunizations

Immunizations against the following diseases are required for every child:

- measles
- mumps
- rubella
- Varicella (Chicken Pox)
- poliomyelitis
- diphtheria
- pertussis
- tetanus

All students in all grades will be required to present evidence of:

- 3 doses of DTP, DTaP, DT, or Td vaccine
- 3 doses of Polio vaccine
- 2 doses of MMR vaccine given on or after 12 months of age and separated by one month or more.

In addition to these requirements, the following groups also are required to present evidence of three doses of Hepatitis B vaccine and a DTP or equivalent given on or after the fourth birthday:

- kindergarten or beginning grade
- seventh grade
- all out-of-state transfer students to any grade

Any 2–5-year-olds enrolled in a school-based program not licensed as a child care provider (i.e., Head Start and Early Childhood Special Education) will be required to present evidence of:

- 4 doses of DTaP, DTP, or DT vaccine,
- 3 doses of Polio vaccine,
- 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age,
 - *Hib not required after child reaches 5 yrs. of age
- 3 doses of pediatric Hepatitis B vaccine,
- 1 dose of MMR or MMRV given on or after 12 months of age,
- 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted.
- 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age.
 - *Pneumococcal not required after child reaches 5 yrs. of age

Students must show proof of immunization upon enrollment in Arlington Public Schools. Any student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations may complete a waiver statement which is available in school health offices.

Students with a signed waiver statement may be excluded from school in the event of a disease outbreak.

Guidelines for Head Lice

The following guidelines are in place to: better control a nuisance condition; reduce absenteeism due to head lice; and involve parents as partners with the school in control efforts:

1. Children will be sent home from school for live head lice. In the event the child has TWO cases of live lice in a semester, he or she will be sent home until free of both live lice and nits (eggs).

2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice*.
3. A child who is sent home from school for head lice should miss no more than two school days.
4. A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
5. A child who returns to class with nits (eggs) will be checked again in 7-10 days.
6. Families are encouraged to report head lice to the school health office.
7. Individual buildings will perform classroom-wide or school-wide head checks as needed in order to control the condition at school.

*Nit removal will be emphasized for effective management of the condition. For more information call the nurse at your child's school.

Physical Restrictions

Any restrictions on a student's participation because of illness or injury in physical education or other classes which requires physical activity should be communicated to the instructor, preferably in writing. If a student has been restricted from activities, written notice will be required before they may begin to participate in activities.

Pregnant and Parenting Students

Arlington Public Schools recognizes that pregnant and parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. Further, the district will educate pregnant and parenting students and will provide reasonable accommodations to support and encourage all pregnant and parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

Attendance and Leave of Absences

Pregnant and parenting students will be permitted to attend to their own health care, their child's medical care, or other pregnancy- or parenting- related appointments with the benefit of having any such absences or tardiness excused. A student will be permitted to take a leave of absence for pregnancy, childbirth, and any other pre- and post-natal related medical needs, along with recovery therefrom for the duration that is deemed medically necessary by the student's licensed health care provider. At the conclusion of the leave of absence, a student will be immediately enrolled in the district at the same grade and status as when the leave began. Pregnant and parenting students shall be allowed to participate in all activities including extracurricular activities throughout the student's pregnancy and thereafter unless the district deems such participation poses a substantial risk of injury to the student or to others. A pregnant and parenting student may be asked to obtain certification from the student's licensed healthcare provider regarding the student's safe participation in an extracurricular activity when such certification is required of students for other conditions which require the attention of a licensed healthcare provider.

Any absences accumulated due to pregnancy or pregnancy-related conditions, or care for an ill child, should not count towards any district policies in effect under compulsory attendance requirements. Pregnant and parenting students with excused absences or tardiness shall be treated like all other students with excused absences or tardiness for any other medical reasons.

Pregnant and parenting students will be provided with assignments, classwork and any additional support needed to ensure that the student can keep up with class requirements when absent for pregnancy or parenting-related absences.

Alternative Means to Complete Course Work

The district will provide at least one alternate method, in addition to traditional classroom instruction, to keep pregnant and parenting students in school. Such accommodation(s) may include accessing coursework on-line, home-based independent study, or at-home tutoring. Alternative methods of instruction or other alternative program for pregnant and parenting students are voluntary for the student who may elect whether to engage in an alternative method of instruction or the traditional methods of instruction available to their peers. Pregnant and parenting students shall be allowed to attend their regular classrooms and complete regular coursework.

Lactation

The district will provide reasonable time and space to accommodate lactating students to express breast milk or breastfeed during the school day. Such accommodations will be in a location, other than a bathroom or closet, that is private, clean, has an electrical outlet, a chair and is reasonably accessible. Students shall also be provided a food safe refrigerator to store breast milk safely.

Child Care

If in-school child care is not provided, a list of qualified licensed child care providers will be provided upon request to pregnant or parenting students. Such list will be updated annually and include providers that participate in the quality rating

and improvement system and meet all of the quality rating criteria for at least a step three rating pursuant to the Step Up to Quality Child Care Act. Nothing in this policy is intended to prohibit or limit any referral for a student or a student's child to an early head start program or any other available community resources.

Privacy and Confidentiality

Pregnant and parenting students have the right to have their health and personal information kept confidential in accordance with law. School staff will make every effort to keep personal information and health records confidential and in compliance with Nebraska and federal law.

Information about students' pregnancies and related conditions will not appear in their cumulative records and will not be used when they are being considered for educational or job opportunities, awards or scholarships.

Other Accommodations

Pregnant and parenting students may request additional reasonable accommodations to ensure continued participation and enrollment in school. Accommodation requests will be evaluated on a case-by-case basis. Such accommodations may include but are not limited to: additional frequency allowed for bathroom breaks, additional time allowed in between class periods, a larger desk or additional work space, and adjustments to requirements for physical education as needed. Students seeking additional reasonable accommodation should make such requests to the building principal.

Bullying and Harassment

Pregnant and parenting students have the same rights as other students to be free from discrimination, bullying, and harassment. Such school policies are incorporated herein and apply to all students.

Policy Dissemination

This policy will be available at the beginning of each school year on the district's website and will be incorporated into the student handbook.

Section 5 PARENT WEB ACCESS

Authorized parent(s) and/or guardian(s) have access to various items of their child's school records via the web. Some of the available items are: Attendance records, Discipline/Behavior records, Assignments, Report Card Grades, Student Class Schedule, Student Progress and Transcripts. Each school within a district will have the ability to determine what is displayed for their school, both modules and fields. Only modules available for that school will display.

Users will create a **user name and password then they complete enrollment paperwork**. A single **username** may have access to multiple children or a single child. There may be multiple users with access to the same child.

To log in to **Powerschool** as an authorized user or to apply for authorization, follow the steps below:

1. Open your browser.
2. At the address line, type www.apseagles.org
3. Go to the Parents & Students tab.
4. Click on **Powerschool login**

For users that already have a User ID and Password setup with the district, follow the steps below:

1. Enter your **Username**
2. Enter your **Password**.
3. Click **Sign In**.

If you **do not** have a **Username** and **Password**, **contact the building secretary to get one setup**.

ARTICLE 7 – DRUGS, ALCOHOL, AND TOBACCO

Section 1 DRUG-FREE SCHOOLS

The district implements regulations and practices which will ensure compliance with the Federal Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The district's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects.

Education and Prevention:

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

Drug and Alcohol Use and Prevention.

By this handbook, each student of the district is hereby provided a copy of the standards of conduct for student behavior in the district which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities.

Drug and Alcohol Education and Prevention Program of the District Pursuant to The Safe and Drug-Free Schools and Communities Laws and Regulations.

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

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

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs.

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

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

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

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

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

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

It shall further be the policy of the district that violation of any of the above prohibited acts will result in disciplinary sanction being taken within the bounds of applicable law, up to and including short term suspension, long term suspension, expulsion, and referral to appropriate authorities for criminal prosecution.

Drugs and Alcohol Prohibited - Standards of Conduct for Students and Employed Staff:

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

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

The possession, selling, dispensing, use or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes on school grounds or during and educational function, or event off school grounds, is prohibited.

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

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

Authorized Use:

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

Disciplinary Sanctions:

1. Violation of this policy may result in suspension or expulsion. Prohibited substances will be confiscated and could be turned over to law enforcement authorities. The student may be referred for counseling or treatment. Parents or legal guardian will be notified.
2. If the student is observed to be violating this policy, the student will be escorted to the Principal/Superintendent's office immediately, or if not feasible, the Principal/ Superintendent will be notified. The student's parents or legal guardian will be requested to pick up the student. If it appears there is imminent danger to other students, school personnel, or students involved, the Principal/Superintendent, or such other personnel as authorized by the Principal/Superintendent, may have the student removed by authorized medical or law enforcement personnel.
3. Parents and students shall be given a copy of the standards of conduct and disciplinary sanctions required and shall be notified that compliance with the standards of conduct is mandatory.

Intervention:

The Arlington Public School District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational climate or activity, the school then has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff. The school will issue a statement to all students and employed staff that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The school shall make available to students and employed staff information about any drug and alcohol counseling, and rehabilitation and re-entry programs, which are available to students.

Administration:

The administration is authorized to adopt such administrative rules, regulations or practices necessary to properly implement this policy. Such regulations, rules or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

Safe and Drug-Free Schools-- Parental Notice

NOTICE TO PARENTS: Pursuant to the provisions of the Every Student Succeeds Act, if upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the School District of such objection in writing. Upon the receipt of such notice the student will be withdrawn from the program or activity to which parental objection has been made.

ARTICLE 8 - STUDENT RIGHTS, CONDUCT, RULES AND REGULATIONS

Section 1 CORE BELIEFS FOR STUDENT DISCIPLINE

Core Beliefs That Guide Enforcement of School Rules and Expectations

Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequences.

Our school staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the even we operate in ways that appear to be inconsistent with these core beliefs.

Core Beliefs of the Arlington Elementary School

The following list of core beliefs outlines for the professional actions and attitudes of all staff members in this school:

- We believe that every attempt should be made to maintain the dignity of both the adult and the student.
- We believe that students should be guided and expected to solve the problems they create without making problems for anyone else.
- We believe that students should be given the opportunity to make decisions and live with the results, whether the consequences are good or bad.
- We believe that students should have the opportunity to tell their side of the story (due process hearing) when consequences appear to be unfair.
- We believe that it is best if a student does most of the thinking.

Section 2 STUDENT CONDUCT AND DISCIPLINE POLICIES

The common goal of students, parents, faculty and administration of Arlington Public Schools is to maintain a school atmosphere which is conducive to learning. In order to achieve this, Arlington Public Schools will continue to review and distribute a set of reasonable and fair rules and policies. VIOLATIONS OF THE ARLINGTON PUBLIC SCHOOL'S RULES AND POLICIES WILL RESULT IN DISCIPLINARY ACTION.

Part I: Forms of School Discipline

SANCTIONS

The principal or their designees are delegated full authority and are authorized to take all action appropriate or necessary to implement student disciplinary sanctions in the Arlington Public Schools. Actions taken include, but are not limited to, the following:

- OFFICE DETENTIONS: Detentions must be served on the day that they are given or they may begin on the following day if transportation needs to be arranged (this includes the bus students.) Detentions are not scheduled around student work schedules. Students are to report to the designated detention room by the 3:35 bell and leave the building upon dismissal. Students who have not reported by the bell will not be admitted and treated as if they skipped their detention. **Detentions run from 3:25 - 4:00.** Students **must bring something to study or to read.** No talking, eating, or sleeping is allowed in detention. Students may not get up out of their seats unless granted permission by the supervisor. Failure to follow these guidelines will result in removal and further disciplinary action. Skipping a detention will result in double detentions to begin the day following the skipped detention (not given the one-day leeway in this instance.) Failure to serve this time will result in further disciplinary intervention, up to suspension from school.
- IN-SCHOOL SUSPENSION: Students so placed are in affect being given another opportunity to succeed in school. They will work on regular school assignments in a designated area from 8:05 a.m. until 3:30 p.m.
- AFTER HOURS SESSION: After Hours Sessions are slots of time outside of the school day (evenings and/or Saturday mornings) assigned to students. The typical After Hour Session will last three hours or more. This is an alternative

to in-school suspension and short-term out-of-school suspension. In these sessions students may be required to complete an instructional segment. When this is completed, they may work on activities related to academic classes. If all schoolwork is completed students will be allowed to read “appropriate” books (DEAR books). Magazines will not be allowed unless they are being used to support research for academic projects. Students must come prepared with enough work to fill the assigned time. All of the rules of in-school suspension apply. Students who fail to report on the assigned date and at the assigned time will receive two days out of school suspension.

- ACTIVITY SUSPENSION: A student may be denied participation in or attendance at school sponsored activities for a period of time.
- LOSS OF PRIVILEGES: A student may be denied access to a privilege previously granted them such as computer usage, parking lot usage, pass privileges, lunch room privileges, and others.
- SHORT-TERM SUSPENSION - A suspension for any portion of a school day up to and not exceeding FIVE consecutive school days. Students will have the opportunity to complete work missed while suspended.
- LONG-TERM SUSPENSION - A suspension that exceed five school days but less than twenty school days.
- EXCLUSION - any student may be excluded from school under the following circumstances: if the student has a dangerous communicable disease transmittable through normal school contacts and poses an eminent threat to the health and safety of the school community; if the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.
- EXPULSION - A denial from attendance in all schools for an indefinite period of time. An expulsion also may include a denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the school district.
- MANDATORY REASSIGNMENT - The involuntary transfer of a student to another school in connection with any disciplinary action.

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.

Part II: Student Conduct

- 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 and 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.

Section 3 GENERAL STANDARDS OF BEHAVIOR

- 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 and accessories must not promote racial, violent, or socially offensive images, symbols, or language.
 - h. Students must wear shoes.
 - i. Visible body piercing (other than ears), body art, or body alterations that are disruptive to the learning environment or pose a safety risk.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, tribal 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):
 - (1) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor. Use of artificial intelligence to write papers or portions of papers is prohibited and considered cheating as well. A specific example of this would be the use of ChatGPT or similar service to write a paper.
 - (2) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.
 - (3) Assistance from Others: 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 rewritten by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.
 - (4) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.
 - (5) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

- (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 standard, 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. Harassment and Bullying:

- (a) Policy Statement: It is the policy of Arlington Public Schools that "bullying" type behavior is not to be permitted. **Bullying** will be defined as the intentional harmful behavior initiated by one or more students and

directed toward another student. Bullying exists when a student with more social and/or physical power deliberately dominates and harasses another who has less power. Bullying is unjustified and typically repeated. Bullying can take the form of physical, verbal, emotional, sexual, or racial.

- (b) **Cyberbullying:** **Cyberbullying** is a form of indirect or social bullying that uses technological communications to humiliate, harass, embarrass, tease, intimidate, threaten, or slander one or more students. Cyber bullies use instant messages, text messages, e-mail, chat rooms, cell phones, and personal websites or blogs. Cyber bullying is the act of being cruel to others by sending or posting harmful material or compromising photographs online or through a cell phone.
- (c) **Responding to Bullying Behavior:** These guidelines are established to respond specifically to bullying behavior. Students and parents are advised that other response measures are also in place and set forth in Article 10 of this handbook for behavior which is discriminatory or harassing on unlawful grounds (e.g., sexual harassment, harassment of students with disabilities, race harassment, etc.).
- (1) **Step One:** The first-time school personnel become aware of a possible harassment or bullying situation; the accused student will be informed that such a complaint has been filed. At that time a warning will be given regarding this kind of behavior. The consequences for this kind of behavior in the future will be clearly outlined for the student. If, in the school's opinion, the first occurrence of harassment behavior is severe, the school may move immediately to any of the four steps in the harassment policy. In other words, the policy may or may not be used sequentially. Moreover, at any stage the student may be disciplined under the student code by actions which may include expulsion, in the event the conduct is also a violation of other provisions of the student code.
 - (2) **Step Two:** The second time school personnel become aware of a harassment incident; the student's parents will be notified. A conference will be requested at that time. If it is determined that the student has harassed another student, consequences will be assigned. A student may stay on the second step as long as school authorities feel the consequences are effectively correcting the harassment behaviors. If it is determined that there is no basis for the harassment accusation, no consequences will be assigned. If the school determines that a student is intentionally making a false accusation against another student, an appropriate response will be made.
 - (3) **Step Three:** If the school authorities determine that the student continues to harass another student or the student fails to agree to not harass in the future, the school may assign the student to the Harassment Program level set forth below which the school authorities determine to be appropriate.
 - (4) **Step Four:** If a student fails to respond positively to the corrective measures of the Harassment Program, the student will be suspended from school for a minimum of five school days, up to expulsion. School authorities will determine the action necessary to insure a safe learning environment for all students.
- (d) **Harassment and Bullying Program--Levels:**
- (1) **Purpose:** All students have the right to attend Arlington Public Schools free from verbal and physical harassment and bullying. The purpose of the Harassment and Bullying Program is to protect students and staff from those who fail or refuse to comply with school guidelines regarding the treatment of others.

All forms of bullying will be treated in a way to protect the victim and to provide a safe and secure environment in which to learn. The bullying program has been created to separate bullies from victims. Although the bullying program is set up with this purpose, bullying situations are all unique so variances of this program will match the specific needs of the individual situation.

(a) **Level I:** The guidelines for a Level I placement are listed below.

- The length of the assignment will be for a minimum of two weeks.
- The student will arrive at school no sooner than 8:10 a.m. and will immediately report to the office.
- The student will eat on campus at an assigned table.
- The student will report to an assigned room at the end of the day, and will remain until 3:45 p.m. or until the scheduled departure of the bus if the student rides the bus. This will allow all other students to leave the school grounds in safety.

(b) Level II: The guidelines for this level are listed below.

- The length of the assignment will be for a minimum of two weeks.
- The student will arrive at school no sooner than 8:10 a.m. and will immediately report to the office.
- The student will eat on campus at an assigned table.
- The student will report to an assigned room at the end of the day, and will remain until 3:45 p.m. or until the scheduled departure of the bus if the student rides the bus.
- The student will remain in class at the end of each period. The student will be under direct teacher supervision during passing time. The teacher will dismiss the student at the end of the passing period. The student will then have three minutes to get to his/her next class.

(c) Level III: This is a long-term assignment. The guidelines are listed below.

- All items listed in Level II will be used, except the length of the assignment will be no less than six weeks, and may remain in effect until the end of the school year and continue into the next, if determined to be appropriate.
- The length of the assignment will be no less than six weeks, and may remain in effect until the end of the school year.

4. Electronic Devices

a. Philosophy and Purpose. 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. Although Arlington Public Schools encourages the use of individual student devices, it is important that while at school regardless of the device, students are expected to adhere to school policy regarding the use of technology. Additionally, Arlington Public School is not responsible for lost or stolen 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 permitted to possess and use electronic devices before school hours, at lunch time, during passing periods, 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.

- (2) 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).
- (3) 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 send or encourage another to send a "sexting" message shall be subject to disciplinary action. Students who receive a "sexting" message are to report the matter to a school administrator and then follow the protocol outlined by administration or law enforcement agency. 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.

- (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.
5. Assault and Fighting: A student shall not intentionally cause or attempt to cause physical injury or intentionally behave in such a way as could reasonably cause physical injury to any person. Any student involved in fighting or promoting fighting shall be subject to disciplinary action. Assault or fighting will be defined as a verbal or physical altercation causing a disruption to the educational process. Fighting may constitute a crime and legal authorities may be notified. Students will be suspended for fighting and may be expelled for assault (except that the principal may waive the suspension if the principal at his/her discretion determines that a student was acting solely in self-defense).
6. Trespassing: Students are not to enter or remain on any school district property without proper authorization. Violators will be subject to disciplinary action, suspension, and/or expulsion and possible ticketing from law enforcement. Students on school property while on suspension and/or expulsion are subject to additional disciplinary action and arrest for criminal trespass.
7. Tobacco: Possession or use of tobacco, tobacco products, **E-cigarettes**, or look-alike tobacco products, in any form (including smokeless tobacco products) by students is prohibited on school property or premises or at any school activities. (For more details, see article 7)
- 1st offense- 2 day in school suspension
 - 2nd offense-2 day out of school suspension
 - 3rd offense-5 day out of school suspension with possible recommendation for expulsion
8. Alcohol/Drugs: Possession, use, or distribution of alcohol, drugs, look-alike drugs, look-alike alcoholic beverages, behavior-affecting, substances and/or drug paraphernalia
- 1st offense-5-10 day out of school suspension
 - 2nd offense and additional offenses-10 day out of school suspension to expulsion
 - Type of drug, intention to distribute, and other factors will determine severity of disciplinary action. Any drug offense could result in expulsion. (For more details, see Article 7)
9. Theft: The school does not take responsibility for items stolen or lost at school. Do not bring valuables to school. Theft of school property or another student's property will result in suspension.
10. Bus/Van Transportation: Riding school transportation, including bus, van, or automobile will be considered an extension of the school day; therefore, all rules governing student conduct will apply to students riding school transportation. The driver is a school official and has the authority to control students. Students are expected to be respectful of the rules that are established by the drivers and to be courteous and cooperative passengers. Violation of transportation rules result in loss of the riding privileges and/or school consequences. Absolutely no eating or drinking on the bus unless previously approved by the driver. Repeated violation of school bus/van rules will lead to loss of bus privileges.
11. Substitute Teacher: Substitute teachers are to be treated as guests in the school. In order for class to move on as close to normal as possible, students are expected to be on their best behavior. The regular classroom teacher and/or administrators may **double** consequences when negative behavior occurs with a substitute teacher.

- 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, and detentions or further action may be taken.
 3. 3rd Offense: Student will be considered to be insubordinate for failure to follow administrative directive. Actions may include detentions and/or suspensions.

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.

STUDENT CONDUCT RULES ON SCHOOL BUS:

Students are expected to discipline themselves and comply with the instructions of the bus operator. The bus driver will be in full charge of the bus and the passengers. Disturbances that might distract the driver can endanger the safety of the passengers; therefore, misconduct on buses will not be tolerated and can result in loss of riding privileges. Please call school office with questions or concerns:

Elementary: (402) 478-4121 MS/HS: (402) 478-4171 District: (402) 478-4173

RULES OF CONDUCT

Riding the bus/van is a privilege not a right. The following are standard district-wide regulations to be enforced on all vehicles.

1. Students should always be at the bus stop at least 5 minutes before the bus is scheduled to be there. Students should remain well back from the roadway (or pick-up point) while awaiting the arrival of the bus and not move to board the bus until it is stopped and the door opens.
2. Students will be picked up or dropped off at designated stops unless prior arrangements have been made with parents/guardians.
3. No extra rider without authorization or prior approval.
4. Student will enter and exit the bus in an orderly fashion and go directly to a seat.
5. Students should remain seated, not standing or leaning over the seat in front of or behind them.

6. Students will keep their hands, arms and heads inside of the bus. Bus driver approval is required for operation of windows. In addition, legs and arms should be kept within the seating area – not in the aisle.
7. Students should assist in keeping the bus clean and sanitary on the inside. Use trash cans in the front and back of the buses for trash.
8. Bus riders are expected to be courteous and obedient toward the bus driver and other school employees.
9. Throwing any object while on the vehicle is prohibited.
10. Smoking and/or the use of any tobacco product and possession of alcoholic beverages or drugs in a student transportation vehicle is prohibited at all times.
11. Students must be respectful of bus property and the property of other passengers.
12. Hitting, shoving, fighting, etc. are prohibited.
13. Students should not eat or drink on the bus/van. Individual drivers may waive this regulation for particular situations.
14. Students should adhere to the seating chart given them by the driver.

Section 4 REPORTING STUDENT LAW VIOLATIONS

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.

Section 5 DUE PROCESS PROCEDURES

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

1. The principal shall prepare a written summary of the alleged violation and the evidence supporting the alleged violation with the Superintendent or his or her designee.
2. If the Principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers, and a notice of intent to discipline the student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent or his or her designee, the student may be suspended by the Principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the Superintendent.

3. The principal or his or her designee shall serve by registered or certified mail or by personal service the student and the student's parents or guardian with a written notice within two school days of the date of the decision to recommend long-term suspension or expulsion. Said notice shall include the following
 - a. The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension or expulsion including a summary of the evidence to be presented against the student as submitted by the principal or assistant Principal.
 - b. The penalties to which the student may be subjected and the penalty which the principal, or his or her designee has recommended in the charge.
 - c. A statement explaining the student's right to a hearing upon request on the specified charges.
 - d. A description of the hearing procedures provided by these policies along with procedures for appealing any decision rendered at the hearing.
 - e. A statement that the administrative representative, legal counsel for school, the student, the student's parents, or the student's representative or guardian shall have the right to examine the student's academic and disciplinary records and any affidavits to be used at the hearing concerning the alleged misconduct, and the right to know the identity of the witnesses to appear at the hearing and the substance of their testimony.
 - f. A form or a request for hearing to be signed by such parties and delivered to the principal or his or her designee in person or by registered or certified mail.
4. Nothing in this policy shall preclude the student, student's parents, guardian or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.
5. In the event that the principal has not received a request for hearing within five school days following receipt of the written notice, the punishment recommended in the charge by the principal, or his or her designee shall automatically go into effect.
6. If a hearing is requested more than five school days following the actual receipt of the written notice, but not more than thirty calendar days after actual receipt, the student shall be entitled to a hearing but the punishment imposed may continue in effect pending final determination.
7. If a request for hearing is not received within thirty calendar days following the mailing or delivery of the written notice, the student shall not be entitled to a hearing.
8. In the event that a hearing is required to be provided, the Superintendent shall appoint a hearing officer.

Hearing Procedure:

1. Hearing Officer. The hearing officer shall be any person designated by the Superintendent. The hearing officer shall be an individual who has had no involvement in the charge, will not be a witness at the hearing and who has not brought the charges against the student. It shall be the duty of the hearing officer to remain impartial throughout all deliberations. The hearing officer shall be available prior to any hearing held pursuant to this policy to answer any questions the administrative representative, the student, the student's parents, or guardian, may have regarding the nature and conduct of the hearing.
2. Administrative Representative. The principal may appoint an administrative representative to present the facts and evidence. Such administrative representative may be an attorney or may be represented by an attorney, but any such attorney shall not advise the hearing officer or parties who may review the proceedings as their counsel.
3. Notice of Hearing. If a hearing is requested within five school days of receipt of the notice, the hearing officer shall, within two school days after being appointed, give written notice to the administrative representative, and the student, the student's parents or guardian of the time and place for the hearing. The hearing shall be scheduled within a period of five school days after it is requested. No hearing shall be held upon less than two school days' actual notice to the administrative representative, and the student, the student's parents, or guardian, except with the consent of all of the parties.

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

to the student, the student's parents or guardian. Upon receipt of such written notice by the student and/or parents and guardian, the determination of the Superintendent shall take immediate effect.

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

ARTICLE 9 - EXTRA-CURRICULAR ACTIVITIES - RIGHTS, CONDUCT, RULES AND REGULATIONS

1. EXTRA-CURRICULAR PROGRAMS

Extra-curricular programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. The Arlington Public Schools will adhere to the rules and regulations set forth in Title IX guidelines on sex discrimination as well as other pertinent rules and regulations.

2. ACTIVITY PHILOSOPHY

Activities are considered an integral part of the school's program of education which provides experiences that will help boys and girls physically, mentally and emotionally. The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. We believe that participation in activities, both as a player and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, to the team, to the student body, to the community and to the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better people and citizens.

Safety

The district's philosophy is also to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, and to exercise common-sense. In addition, the district requires that activity team members travel to and from out-of-town events as a unit. Any exceptions to this rule must be approved by both the parents and the coach/sponsor and should be done in writing prior to the departure to the event. The note should be given to the principal. Only those people involved with the activity will be allowed to travel in the school vehicle.

Concussions

In compliance with the Nebraska concussion law LB260, athletes presenting signs, or symptoms of a concussion will be (a) be removed from competition, and (b) may not return to participation until evaluated by an appropriate licensed health care professional, and (c) must provide written and signed clearance from both the parents and licensed health care professional in order to return to play.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

3. ACTIVITY CODE OF CONDUCT

This activity code of conduct is supplemental to the Arlington Public Schools student code of conduct which is in Article 8 of this handbook and any action taken hereunder may be in addition to any action under the student code of conduct said policy.

Grounds for Extracurricular Discipline

The grounds for suspension from practices, participation in interscholastic competition, or other participation in extra-curricular activities and competitions are set forth below. In becoming familiar with the conduct rules for extracurricular activities, participants need to remember that they are not only representing themselves, but also, their school and community in all of their actions. Special conduct rules exist for the reasons that:

Participants in Activities Assume Responsibility for Leadership and are Representatives of Our School: Participants in extra-curricular activities assume a leadership role. The student body, the community and other communities judge our school on the students' conduct and attitudes, and how they contribute to our school spirit and community image. The students' performance and devotion to high ideals make their school and community proud.

Activities are a Privilege: Extra-curricular activities have an important place in the educational program of the Arlington Public Schools. It is a privilege for the students who choose to participate. Students who participate and are accepted into the program are expected to demonstrate cooperation, patience, pride, character, self-respect, self-discipline, teamwork, sportsmanship, and respect for authority. It is the belief that accepting responsibility for one's actions are a part of that philosophy.

The conduct rules apply to conduct of the student, regardless of whether the conduct occurs on and off school grounds. (If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct). The conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

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, or similar conduct in a manner that constitutes a substantial interference with school purposes.
3. Sexual assault or attempting to sexually assault any person.
4. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property.
5. Causing or attempting to cause personal injury to a school employee, to a school volunteer, to any student, or to any other person.
6. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.
7. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon.
8. Engaging in the selling, using, possessing or dispensing of alcoholic beverages, tobacco, E-Cigs, narcotics, drugs, controlled substance, inhalant or being under the influence of any of the above; or possession of drug paraphernalia. (Note: The term "under the influence" for school purposes has a less strict meaning than it does under criminal law. For school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant. In addition, "possession" of alcohol or drugs will be considered to have occurred for purposes of school rules if the student is in such close proximity to alcohol or drug (for example, a student being in a car where alcohol is in the back seat and no adults are present in the car) or to others who are consuming alcohol or drugs (for example, being at a student party at which other students are drinking) that school officials may reasonably determine that the student was in "possession" of the items as well).
9. Engaging in 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 alcoholic beverages, narcotics, drugs, controlled substance or inhalant.
10. Truancy or failure to attend assigned classes or assigned activities.
11. Tardiness to school, assigned classes or assigned activities.
12. 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, national origin, or religion.
13. Public indecency.
14. Repeated violation of any of the rules adopted by the school district or the school.
15. Engaging in any unlawful activity as determined by the United States or the State of Nebraska.

16. Dressing in a manner wherein such dress is dangerous to the student's health and safety or to the health and safety of others or is distracting or indecent to the extent that it interferes with the learning and educational process.
17. Willfully violating the behavioral expectations for those students riding the Arlington Public Schools' buses.
18. The knowing and intentional possession, use, or transmission of a firearm or other dangerous weapon in a place where such items are prohibited.
19. 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.
20. Failure to report for the activity at the beginning of each season; reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
21. Failure to participate in regularly scheduled classes on the day of an athletic/activity event.
22. Failure to attend all scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach. Every reasonable effort should be made to notify the coach or supervisor prior to all missed practices or meetings.
23. All other reasonable rules or regulations adopted by the coach or supervisor of an extra-curricular activity shall be followed, provided that participants shall be advised by the coach or supervisor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
24. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

Drug and Alcohol Violations:

A. GENERAL CONDUCT

Any conduct harmful to the image of the Arlington Activities Program merits immediate discipline from the coach/sponsor and activities director. Examples of poor conduct include, but are not limited to, skipping practice, poor citizenship, poor sportsmanship, illegal acts, violent behavior and other such conduct. Sanctions for poor conduct will be determined by the coach/sponsor/Activities Director and approved by the building principal. Some conduct may be serious enough to merit suspension, forfeiture of varsity letter and award nomination eligibility as well as dismissal from the team.

B. TOBACCO

Any student determined to be engaged in the possession or use of tobacco, tobacco products, **E – Cigarettes**, or look-alike tobacco products.

- First offense: Two-week suspension from participating in all co-curricular activities, events, and/or contests. This can be reduced to a one-week suspension if a tobacco evaluation of the student is completed and verified by school officials at the student's expense. Student would still attend practices and meetings.
- Second offense: Five-week suspension from participation in all co-curricular activities, events, and/or contests. This can be reduced to a three-week suspension if a tobacco evaluation of the student is completed and verified by school officials at the student's expense. Student would still attend practices and meetings.
- Third offense: Suspension from participating in all co-curricular activities, events, and/or contests for the remainder of the school year.

C. DRUGS AND ALCOHOL

Any student determined to be engaged in the possession, use, or distribution of alcohol, drugs, look-alike drugs, look-alike alcoholic beverages, behavior-affecting substances and/or drug paraphernalia. (In this instance possession will be more liberally interpreted to include attendance at gatherings in which others are engaged in the unlawful possession, use, or distribution of alcohol, drugs, look-alike drugs, look-alike alcoholic beverages, behavior-affecting substances and/or drug paraphernalia and/or proximity to others engaged in the unlawful possession, use, or distribution of alcohol, drugs, look-alike drugs, look-alike alcoholic beverages, behavior-affecting substances and/or drug paraphernalia (example being in a vehicle.) A student will be found in violation of this part of the code if reports by legal authorities verify a violation, if a student self-reports a violation, and/or if school district employee witnesses and reports a

violation. Parents and participants will sign a release of information from law enforcement and county court prior to being allowed to participate in Arlington Public Schools' co-curricular activities.

- First Offense:
 1. Five-week suspension from participating in all co-curricular activities, events, and/or contests.
 2. Three-week suspension from participating in all co-curricular activities, events, and/or contests for a student that can provide proof of non-consumption through valid test(s) administered by a law enforcement official at the scene.
- **Self-Report (1st Offense Only):** Anyone that self-reports will receive a two-week reduction in their suspension period for being honest and taking responsibility for their actions. The self-report must happen in a timely manner in which the student reports prior to the administration starting their formal investigation.
- Second Offense: A second violation of our Activity Code is considered serious and results in a suspension from participating in all co-curricular activities, events, and/or contests **for the remainder of the school year.**

POLICY ENFORCEMENT

Consequences and/or sanctions will be administered as soon as the activities director, principal, or other designee has determined that an activity code violation has occurred. If an alleged violation of the activity code of conduct occurs the procedures for handling the situation are the same as those governing a short-term suspension, which can be found in handbook information sent to parents/guardians at the beginning of the year. The student shall have the right to appeal the decision of the Activities Director to the Violations Board. The Violations Board shall consist of the sponsor/head coach, one other head coach/sponsor, and a district administrator or a designee of any one or more. If the student or his/her parents request a hearing before the Violations Board, the hearing will be conducted in an informal conference setting as soon as possible. No further hearing will be provided. After hearing all sides, the violations board will render a final decision within 5 school days.

Should a question arise regarding a rule or regulation of the Nebraska School Activities Association and the need arises for an individual to know the due process procedures of the NSAA, they may be found in the NSAA yearbook which can be obtained from the Superintendent, Junior-Senior High Principal or the Activities Director.

Procedures for Extracurricular Discipline

Students may be suspended by the Principal or the Principal's designee from practices or participation in interscholastic competition or participation in extra-curricular activities for violation of rules and standards of behavior adopted by the Arlington Public Schools Board of Education or the administrative staff of the school.

The following procedures will be followed with regard to suspension:

1. The school official(s) considering the suspension will make a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with school purpose.
2. Prior to commencement of the suspension, the student is to 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 school has, and be given the opportunity to explain the student's version of the facts.
3. If the student is not readily available to meet with the school official for this purpose before the suspension is to begin, then the suspension may be imposed at that time so long as the opportunity for the student to hear the charges and evidence and for the student to tell his or her side of the story occurs as soon as reasonably practicable. An effort to schedule a meeting for this purpose should be made by the student and the student's parent or guardian as well. Given the fact that extracurricular activity suspension actions at times need to be taken outside the regular school day, a telephone conference may be used to give the student the opportunity to provide the student's position.
4. Within two school days or such additional time as is reasonably necessary following the suspension, the Principal or Principal's designee will send a written statement to the student and the student's parents, or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reason for the action taken and the right to a hearing upon request on the specified charges.

5. An opportunity will be afforded the student, parents, or guardian of the student, at their request, to confer on an informal basis with regard with the school official who has imposed the suspension and to give that school official any further information in the student's defense.
6. If the student or student's parents or guardian are not satisfied with the determination of the school official, an informal hearing may be requested before the Superintendent. A form to request such a hearing must be signed by the parent or guardian will either be provided with the initial notice letter or be made available in the principal's office. This request must be received by the building principal within five days of receiving the initial written notice of suspension.
7. If a hearing is requested, it shall be held within ten calendar days of the request. The Superintendent will notify the participants of the time and place of the hearing within five days of receiving the request. There will be no stay of the penalty imposed pending an appeal.
8. Upon conclusion of the hearing, a written decision will be rendered within five school days. The written decision will be mailed or otherwise delivered to the participant, parents or guardian. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the hearing itself) shall be kept by the school.

Nothing contained in this regulation shall prevent the participant, parents, guardian or representative from discussing and settling the matter with the appropriate school personnel at any stage.

Attendance and Academics:

Student participants are expected to apply themselves academically by following these expectations:

1. Attend school regularly and show evidence of sincere effort towards scholastic achievement.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests he/she should contact the coach or sponsor in advance.
3. Attendance, for the entire day, is required to be eligible for the contest that day. Arrangements in advance for extenuating circumstances, such as doctor/dentist appointments, funerals or other activities, can be made with the building Principal or Activities Director in writing. Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.
4. Attendance, for the three periods prior to practice time, is required to be eligible to practice that day. Arrangements in advance for extenuating circumstances, such as doctor/dentist appointments, funerals or other activities, can be made with the building Principal or Activities Director in writing. Every attempt should be made to be in attendance. Sleeping in will not be considered an extenuating circumstance, nor will going home ill and then returning for practice that day.
5. Appearance: Participants will dress appropriately for the activity in which they are involved and will at all times maintain a neat, clean and well-groomed appearance.

Equipment:

Each participant at Arlington Junior/Senior High School is responsible for all equipment issued to him/her. He/she is to make sure all equipment is secured at school or at home. The participant will pay either replacement cost or a cost determined by the coach and/or sponsor and the activities director if he/she should lose or damage school equipment.

Activity Absences:

Any time a participant will miss part or all of his/her classes due to an "activity absence" they are responsible for meeting with all of their teachers prior to their departure and making arrangements for assignments to be handed in and material that will be missed.

Scholar Athlete Awards:

Students who earn a varsity letter in their sport plus achieve Honor Roll (with distinction) or Honor Roll status for a quarter or semester, in which their sport is in season, will be honored as a scholar athlete.

School Dances:

Our dances are sponsored for the benefit of Arlington students. The dances are for ninth through twelfth graders ONLY unless

otherwise stated. Prom is only for juniors and seniors unless they invite a freshman or sophomore as their date. Out-of-school dates MUST be accompanied by an Arlington student and must be at least a ninth grader. All out-of-school dates must be signed up in the office on the last school day before the dance and must be approved by the administration. **No guests over the age of 20 will be admitted.** Any student leaving the dance for any reason before the dance is over will not be readmitted. No student will be allowed to enter the dance after ½ hour after dance start time without prior approval.

Prohibited Substances:

Alcoholic beverages, illegal drugs, E- Cigs and tobacco are prohibited. Anyone using these or showing the effects of use will not be allowed admission or, if discovered after admission, be removed from the dance. Their parents will be contacted.

Students and their dates may be required to submit to a breathalyzer prior to gaining entrance. Those who choose not to submit to a breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student's date is under the influence of alcohol or drugs.

Section 4 "TEAM SELECTION" AND "PLAYING TIME"

"Team selection" and "playing time" decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purposes of the activities program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

1. School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner which reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.
2. Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of this criteria include the student's: (1) talent or skill, (2) desire to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

Section 5 STUDENT FEES POLICY

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

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

The district does provide activities, programs, and services to children which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the district's efforts to provide such activities, programs, and services. Such student and parent contributions have included: students coming to school with the basic clothing and personal supplies to be successful in the classroom (clothing, shoes, pencils, pens, paper, notebooks, calculators, and the like), students bringing their own or paying the reasonable cost of specialized equipment or supplies for the personal preference or personal retained benefit of students (for example, band equipment, locker deposit or rental fees, shop class materials where the student keeps the product, and college tuition or fees for college credit for advanced placement courses or correspondence courses), students providing their own specialized clothing and equipment to be prepared for the extracurricular activities in which they choose to participate (sporting apparel, including shoes, undergarments, and the like), and assisting with special programs, such as field trips, summer school, school dances and plays. The district's general policy is to continue to encourage and to require, to the extent permitted by law, such student and parent contributions to enhance the educational program provided by the district.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The district does so by setting forth the following guidelines and policies. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

1. Guidelines for clothing required for specified courses and activities

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

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

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

3. Personal or consumable items

Students have the responsibility to furnish any personal or consumable items for participation in the courses and activities provided by the district. This includes the responsibility to furnish minor personal or consumable items including, but not limited to, pencils, paper, pens, erasers, and notebooks. Equipment or supplies of a specialized nature for certain courses (for example, protractors and math calculators) may be available to students by the district, but students may also be encouraged to purchase their own such equipment or supplies for their own use after school hours or for use during the school day due to the limited number of District items available to the students.

While the District will provide students with the use of facilities, equipment, materials, and supplies, including books, the students are responsible for the careful and appropriate use of such property. Students and their parents or guardian will be held responsible for damages to school property caused or aided by the student and will also be held responsible for the replacement cost of school property which is placed in the care of and lost by the student.

4. Materials required for course projects

Students have the responsibility to furnish or pay the reasonable cost of any materials required for course projects where, upon completion, the project becomes the property of the student. Such materials are subject to the district's fee waiver policy (Section 12).

Students must furnish musical instruments for participation in optional music courses that are not extracurricular activities. Use of a musical instrument without charge is available under the district's fee waiver policy (Section 12); however, the district is not required to provide for the use of a particular type of musical instrument for any student.

5. Extracurricular Activities-Specialized equipment or attire

Extracurricular activities mean student activities or organizations which are supervised or administered by the district, which do not count toward graduation or advancement between grade, and in which participation is not otherwise required by the district.

The district will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The district is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted for the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g., choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouthpieces, and the like) are the responsibility of the student participant.

Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire.

For music courses that are extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

6. Extracurricular Activities-Fees for participation

The district does not generally charge fees for participation in extracurricular activities. Admission fees are charged for extracurricular activities and events.

7. Post-secondary education costs

Students are responsible for post-secondary education costs. The phrase "post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution. For a course in which students receive both high school and post-secondary education credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a post-secondary educational institution.

8. Transportation costs

Students are responsible for fees established for transportation services provided by the district as and to the extent permitted by federal and state laws and regulations.

9. Copies of student files or records

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

10. Participation in before-and-after-school or pre-kindergarten services

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

11. Participation in summer school or night school

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

12. Breakfast and lunch programs

Students shall be responsible for items which students purchase from the district's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations.

Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the district or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like.

Students may be required to bring money or food for field trip lunches and similar activities.

13. Waiver Policy

The district's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular, (2) admission fees and transportation charges for student spectators attending extracurricular activities, (3) materials for course projects, and (4) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Materials for course projects to be provided to free or reduced-price lunch eligible students shall be required to be approved by the administration, which shall apply a standard based on providing materials which are equitable to those purchased by comparable students.

While the District will provide students with the use of facilities, equipment, materials and supplies, including books, the students are responsible for the careful and appropriate use of such property. Students and their parents or

guardian will be held responsible for damages to school property caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student. Where students are provided school property of a significant value which may easily be unintentionally damaged, the instructor should give the parent advance notice of the student being given responsibility for the item and the parent may then direct that the student not be given the item.

14. Distribution of Policy

The Superintendent or the Superintendent's designee shall publish the district's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook.) The Student Handbook or the equivalent shall be provided to students of the district at no cost.

15. Student Fee Fund

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

CERTIFICATION

The Arlington school board holds a yearly public hearing at June meeting of the school board to discuss the proposed student fee policy. Such public hearing followed review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the upcoming school year. The foregoing student fee policy was adopted after such public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings laws.

Appendix "1" to 2017-2018 Student Fees Policy of Arlington Public Schools

Additional Specification of Required Materials and Fees

Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) <u>or</u> Specific Material Required
Physical Education classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art classes and special projects or events	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged.
Music-Optional band Courses	Musical instruments	Musical instruments and accessories (Reeds, valve oil, drum sticks, lyres, flip folders, slide grease, reed guards, cleaning swabs, mouthpiece brushes, pad savers, ligatures, and a "gig bag", etc.) Limited instruments available for use by any student.
Music -Optional Blue Notes Honor Choir	Coordinating group attire	Blue notes shirts and dark pants
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists
Field Trips	Transportation and admission costs of field trips	None-costs of school sponsored, class-related field trips will be paid for by the school. Parents may be encouraged but not required to pay for field trip costs of up to \$5.00 per student for each field trip to defray costs. (With administrative approval, the requested donation may be up to \$100.00 for special field trips). Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-reduced lunch eligible students.
Summer school courses	Classes offered during the summer, or at night, if any	\$25 to \$200 per class.

Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge).	Ten cents (.10) per page when charges apply.
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ARTICLE 10 - STATE AND FEDERAL PROGRAMS

Section 1 NOTICE OF NONDISCRIMINATION

In accordance with the Nebraska Equal Opportunity in Education Act, Neb. Rev. Stat. § 79-2,115 to § 79-2,124 Students, parents, employees, volunteers, school patrons, applicants for student admission or employment, sources of referral of applicants for admission and employment, professional organizations holding collective bargaining or professional agreements with the Arlington Public Schools, and all others who interact with Arlington Public Schools are hereby notified that the Arlington Public Schools does not discriminate on the basis of race, color, national origin, sex, age, marital status, religion, or disability in the admission, access to its facilities or programs, treatment, or employment in its programs or activities.

Section 2 DESIGNATION OF COORDINATOR(S)

Any person having inquiries concerning this district's compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is: Arlington Public Schools, 705 N 9th, Arlington, NE 68002, (402) 478-4171.

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

Section 3 ANTI-DISCRIMINATION & HARASSMENT POLICY

Elimination of Discrimination

The Arlington Public Schools hereby gives this statement of compliance and intent to comply with all state and federal laws prohibiting discrimination or harassment and requiring accommodations. This school district intends to take necessary measures to assure compliance with such laws against any prohibited form of discrimination or harassment or which require accommodations.

Preventing Harassment and Discrimination of Students

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

For purposes of this policy, discrimination or harassment based on a person's race, color, religion, national origin, sex, disability or age is prohibited. The following are general definitions of what might constitute prohibited harassment.

In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, religion, disability or national origin constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

Age harassment (40 years of age and higher) has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.

Sexual harassment is defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

Submission to such conduct is either an explicit or implicit term and condition of employment or of participation and enjoyment of the school's programs and activities;

Submission to or rejection of such conduct is used or threatened as a basis for employment related decisions, such as promotion, performance, evaluation, pay adjustment, discipline, work assignment, etc., or school program or activity decisions, such as admission, credits, grades, school assignments or playing time.

The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

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

Complaint and Grievance Procedures:

Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or classroom teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision. In the case of a student, the principal would be the next or alternative person to contact.

If the employee or student's complaint is not resolved to his or her satisfaction within five (5) to ten (10) calendar days, or if the discrimination or harassment continues, or if as a student you feel you need immediate help for any reason, please report your complaint to the Superintendent of Arlington Public Schools. If a satisfactory arrangement cannot be obtained through the Superintendent of Arlington Public Schools, the complaint may be processed to the Board of Education.

The supervisor, teacher or the Superintendent of Arlington Public Schools will thoroughly investigate all complaints. These situations will be treated with the utmost confidence, consistent with resolution of the problem. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, and disciplinary action up to expulsion against a harassing student, may be taken. Under no circumstances will any threats or retaliation be permitted to be made against an employee or student for alleging in good faith a violation of this policy.

Section 4 NOTICE TO PARENTS OF RIGHTS AFFORDED BY SECTION 504 OF THE REHABILITATION ACT OF 1973

The following is a description of the rights granted by federal law to qualifying students with disabilities. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent).
11. File a local grievance.

Section 5 NOTIFICATION OF RIGHTS UNDER FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.
Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
Parents or eligible students who wish to ask the school to amend a record should write the school principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility and effectively provide the function or service for which they are responsible. Contractors, consultants and volunteers are permitted to have access to education records where they are performing a function or service that would otherwise be done by a school employee. Their access is limited to education records in which they have a legitimate educational interest; which means records needed to effectively provide the function or service for which they are responsible. The district forwards education records (may include academic, health and discipline records) to schools that have

requested the records and in which the student seeks or intends to enroll, or where the student has already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5920

[NOTE: In addition, a school may want to include its directory information public notice, as required by §99.37 of the regulations, which its annual notification of rights under FERPA.]

NOTICE CONCERNING DIRECTORY INFORMATION

The district may disclose directory information. The types of personally identifiable information that the district has designated as directory information are as follows: student's name, address, telephone listing, electronic mail address, photograph, date of and place of birth, major fields of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and most recent previous educational agency or institution attended. A parent or eligible student has the right to refuse to let the district designate any or all of those types of information about the student as directory information. The period of time within which a parent or eligible student has to notify the district in writing that he or she does not want any or all of those types of information about the student designated as directory information are as follows: two weeks from the time this information is first received. The district may disclose information about former students without meeting the conditions in this section.

ADDITIONAL NOTICE CONCERNING DIRECTORY INFORMATION

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

Notice Concerning Designation of Law Enforcement Unit:

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

Section 6 NOTICE CONCERNING DISCLOSURE OF STUDENT RECRUITING INFORMATION

The Every Student Succeeds Act requires Arlington Public Schools to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that Arlington Public Schools not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. Arlington Public Schools will comply with any such request.

Section 7 NOTICE CONCERNING STAFF QUALIFICATIONS

The Every Student Succeeds Act gives parents/guardians the right to get information about the professional qualifications of their child's classroom teachers. Upon request, Arlington Public Schools will give parents/guardians the following information about their child's classroom teacher:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or other provisional status through which the State qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher. You may also get information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree. We will also, upon request, tell parents/guardians whether their child is being provided services by a paraprofessional and, if so, the qualifications of the paraprofessional. The request for information should be made to an administrator in your child's school building. The information will be provided to you in a timely manner. Finally, [Insert Name of School] will give timely notice to you if your child has been assigned, or has been taught for four or more consecutive weeks by a teacher who does not meet the requirements of the Act.

Section 8 STUDENT PRIVACY PROTECTION POLICY

It is the policy of Arlington Public Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. The district's policies in this regard include the following:

Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parent's request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the district) before the survey is administered or distributed by the school to the parent's child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed Definition of Surveys of Matters Deemed to be Sensitive), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the district will also follow the procedures set forth in the section entitled: Notification of and Right to Opt-Out of Specific Events.

Right of Parents to Inspect Instructional Materials: Parents shall have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term "instructional materials" for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and place as will not interfere with the educator's intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the district will follow the procedures set forth in the section entitled: "Notification of and Right to Opt-Out of Specific Events."

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the district is to not engage in the collection, disclosure, or use of personal information collected from students for the

purpose of marketing or for selling that information. The district will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. Personal information for purposes of this policy means individually identifiable information about a student including: (1) a student or parent's first and last name, (2) home address, (3) telephone number, and (4) social security number. The term personal information, for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the district is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy: The District shall provide parents with reasonable notice of the adoption or continued use of this policy and other policies related to student privacy. Such notice shall be given to parents of students enrolled in the district at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The District shall directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the district is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).

Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,

Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act).

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities.

In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be “sensitive” for purposes of this policy:

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student’s parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Mental Health Assessment or Service: The District shall obtain informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under the Every Student Succeeds Act (“ESSA”). Before obtaining the consent, the district shall provide the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.

Section 9 PARENTAL INVOLVEMENT POLICIES

A. General - Parental/Community Involvement in Schools:

Arlington Public Schools welcomes parental involvement in the education of their children. We recognize that parental involvement increases student success. It is Arlington Public Schools’ policy to foster and facilitate, to the extent appropriate and in their primary language, parental information about, and involvement in, the education of their children. Policies and regulations are established to protect the emotional, physical and social well-being of all students.

1. Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.
2. Parents are encouraged to support the implementation of district policies and regulations.
3. Parents are encouraged to monitor their student’s progress by reviewing quarterly report cards and attending parent-teacher conferences.
4. Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
5. Parents are provided access to records of students according to law and school policy.
6. Parents are encouraged to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents’ continued attendance at such activities will be based on the students’ wellbeing.
7. Testing occurs in this school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
8. Parents submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be accompanied by a written explanation for the request. A plan for an acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parent request.
9. Participation in surveys of students occurs in this district when determined appropriate by district staff for educational purposes. Parents will be notified prior to the administration of surveys in accordance with district policy. Timely written parental requests to remove students from such surveys will be granted in accordance with district policy and law. In some cases, parental permission must be given before the survey is administered.

10. Parents are invited to express their concerns, share their ideas and advocate for their children's education with board members, administrators and staff.
11. School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

B. Title I Parental Involvement Policy:

This Title I Parental Involvement Policy is established in compliance with the Every Student Succeeds Act. Arlington Public Schools has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

It is the policy of Arlington Public Schools to implement programs, activities, and procedures for the involvement of parents in Title I programs consistent with the Title I laws. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Expectations for Parental Involvement: It is the expectation of [Insert Name of School] that parents of participating children will have opportunities available for parental involvement in the programs, activities, and procedures of the District's Title I program. The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in this parental involvement policy. The district intends to meet this expectation through the following activities:

1. Involving parents in the joint development of the District's Title I plan and the processes of school review and school improvement.
2. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Building the schools' and parents' capacity for strong parental involvement.
4. Coordinating and integrating parental involvement strategies under Title I with parental involvement strategies under other programs.
5. Conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents in Title I programs, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies of the District.
6. Involving parents in the activities of the schools served under Title I.

Policy Involvement: Each school served under the Title I program shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under the Title I program and to explain the requirements of the Title I program.
2. Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the district may assist parental involvement in such meetings by offering transportation, child care, or home visits.
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
4. Provide parents of participating children: (1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and (3) if

requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

5. If the District operates a school wide program under Title I and such plan is not satisfactory to the parents of participating children, submit any parental comments on the plan when the school makes the plan available to the district.

Shared Responsibilities for High Student Academic Achievement: As a component of the District's parental involvement policy, each school served under the Title I program shall jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall: (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: (i) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (ii) frequent reports to parents on their children's progress; and (iii) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement: To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District: (1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

Accessibility: In carrying out the parental involvement activities for this Title I Parental Involvement policy, the district shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I in a format and, to the extent practicable, in a language such parents understand.

Use, Distribution, and Updating of this Policy: This Title I Parental Involvement Policy shall be incorporated into the District's Title I plan, shall be distributed to parents of participating children, shall be made available to the local community, and shall be updated periodically to meet the changing needs of the parents and the school.

Section 10 TRANSPORTATION NOTIFICATION

Parents or guardians of option students who qualify for free lunches shall be eligible for transportation reimbursement as described in state law 79-611 in situations where the distance from the residence to the schoolhouse exceeds three miles. Please contact the district office for additional information.

Section 11 HOMELESS STUDENTS POLICY

This School District will comply with the federal and state law related to homeless students and in accordance with district policy 5418

A "homeless child" for purposes of this Policy is a child who lacks a fixed, regular, and adequate nighttime residence, as defined by applicable federal and state law related to homeless students. An "unaccompanied youth" is a child who is not in the physical custody of a parent or guardian.

1. Homeless Coordinator: The District's designated Homeless Coordinator is the Superintendent. The Homeless Coordinator may delegate the specified duties as the Homeless Coordinator determines to be appropriate. The Homeless Coordinator shall serve as the school liaison for homeless children and youth.
 - a. Responsibilities. The responsibilities of the Homeless Coordinator are to assist with identification, enrollment, and placement of homeless children and to provide staff development activities to all school personnel regarding the educational rights and needs of homeless children and youth. The Homeless Coordinator shall ensure that:
 - i. homeless children are identified by school personnel;
 - ii. homeless children enroll in, and have a full and equal opportunity to succeed in school;
 - iii. homeless children and their families receive educational service for which they are eligible and referrals to health, dental, and mental health services and other appropriate services;
 - iv. the parents or guardians of homeless children are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
 - v. public notice of the educational rights of homeless children is disseminated where such children receive services under the federal homeless children laws, such as schools, family shelters, and soup kitchens;
 - vi. enrollment disputes are mediated in accordance with law; and
 - vii. the parents or guardians of homeless children, and any unaccompanied youth, are fully informed of transportation services available under law.
 - b. Coordination. The Homeless Coordinator shall coordinate with State coordinators and community and school personnel responsible for the provisions of education and related services to homeless children. Coordination activities with area shelters and other homeless service providers are to be established by the Homeless Coordinator.
 - c. Financial. The Homeless Coordinator shall ensure that financial records are maintained to show expenditures are for authorized activities. Title I, Part A homeless set-aside funds are also to be used for services for homeless children. Materials and equipment purchased with grant funds are properly identified and inventoried.
 - d. Program Activities. The Homeless Coordinator shall design program activities to meet the greatest need as determined by the district and homeless service providers.
 - e. Documentation. The Homeless Coordinator shall document the number of homeless children and youth receiving services.

- f. Student Records. The Homeless Coordinator shall ensure that any record ordinarily kept related to students, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, are to be maintained so that the records of a homeless child are available, in a timely fashion, when the child enters a new school or school district and, in a manner, consistent with the Federal Education Rights and Privacy Act.
 - g. Notice. The district shall annually inform school personnel, service providers, advocates working with homeless families, parents and guardians of homeless children and youths, and homeless children and youths of the duties of the Homeless Coordinator, and shall annually provide to NDE the identity of the District's Homeless Coordinator.
2. Enrollment and Placement of Homeless Children: The enrollment and placement of homeless children shall be in compliance with federal and state law.
- a. Enrollment. A homeless child shall be immediately enrolled even if the child is unable to produce records normally required for enrollment. Lack of previous school records, immunization and medical records, birth certificate, or other documentation from the previous school will not delay the enrollment of a homeless child or youth. Guardianship issues, uniform or dress code requirements, and residency requirements will not be obstacles to delay or deny enrollment. The district may nonetheless require the parent or guardian of the homeless child to submit contact information.
 - b. Obtaining Records. The district shall immediately contact the school last attended by the homeless child to obtain relevant academic and other records. If the homeless child needs to obtain immunizations or medical records, the district shall immediately refer the parent or guardian of the homeless child to the Homeless Coordinator, who shall assist in obtaining necessary immunizations or medical records.
 - c. Placement. Placement decisions for a homeless child shall be made according to the district's determination of the child's best interests.
 - i. The placement shall be at either:
 - 1. The child's "school of origin," which is the school that the child attended when permanently housed or the school in which the child was last enrolled; or
 - 2. The school of the attendance area in which the child is actually living.
 - ii. If placed in the school of origin, the placement shall continue for the duration of the child's homelessness. If the child becomes permanently housed (no longer homeless) during the school year, the placement in the school of origin will be continued for the remainder of that school year.
 - iii. To the extent feasible the placement shall be in the school of origin except when such is contrary to the wishes of the homeless child's parent or legal guardian. If the placement is not in the school of origin or a school requested by the homeless child's parent or legal guardian, the district shall provide a written explanation of the placement decision and a statement of appeal rights to the parent or guardian.
 - iv. If the homeless child is an unaccompanied youth, the Homeless Coordinator shall assist in the placement decision, consider the views of the unaccompanied youth, and provide the unaccompanied youth with notice of the right to appeal.
 - v. The grade placement for the homeless child will be the appropriate grade level as determined by the building principal or designee using the same procedures that are used for placing non-homeless children attending that school.
3. Educational Services and Stigmatization or Segregation: It is the district's policy that homeless children not be stigmatized or segregated on the basis of their status as homeless. Homeless children will be provided the same free, appropriate public education as other students. Homeless students will be provided services comparable to services offered to other students in the school in which the homeless child has been placed, including the following: transportation services, educational services for which the student meets the eligibility criteria, such as services provided under Title I, educational programs for children with disabilities, and educational programs for students with limited English proficiency, programs in vocational and technical education, programs for gifted and talented students, and school nutrition programs.
4. Transportation: Transportation will be provided to homeless students to the extent required by law.

- a. Comparable Service. Transportation will be provided to a homeless student comparable to that provided to students who are not homeless.
 - b. School of Origin. When the homeless student attends the school of origin, transportation will be provided to and from the school of origin upon request of the parent or guardian of the homeless child, or upon request of the Homeless Coordinator in the case of an unaccompanied youth. If the homeless child relocates out of the district but continues to be enrolled in this School District based on it being the school of origin, this School District will negotiate with the school district in which the child is residing to develop a method to apportion the responsibility and costs for providing the child with transportation to and from the school of origin. If agreement is not reached, the responsibility and cost for transportation shall be shared equally.
 - c. Eliminate Barriers. Transportation will be provided when necessary to eliminate barriers to school enrollment and the retention of students experiencing homelessness.
5. Dispute Resolution Process. The process to resolve disputes concerning the enrollment or placement of a child or youth experiencing homelessness is as follows:
- a. The child and the parent, guardian or other person having legal or actual charge or control of the child shall be referred to the Homeless Coordinator. The Homeless Coordinator shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute within not less than thirty (30) calendar days. The dispute resolution process is as follows:
 - i. The child or parent/guardian will notify the Homeless Coordinator. The District's Dispute Resolution Form shall be used if such is available.
 - ii. When it is determined that additional information would be helpful, the Homeless Coordinator will schedule a meeting within 10 days, or such time as practicable, at which the child and parent/guardian will be given the opportunity to provide information in support of their position.
 - iii. The Homeless Coordinator will contact school officials and others as determined appropriate to obtain information to corroborate the information provided in support of the positions of the child and parent/guardian and the district.
 - iv. The Homeless Coordinator will provide a written response and explanation of a decision regarding the dispute within 30 calendar days after receiving the dispute statement.
 - v. The written response and explanation of the decision will include a notice of the right to appeal using the appeal process provided for in the Nebraska Department of Education Rule 19.
 - b. . In the case of an unaccompanied youth, the district liaison will ensure that the youth is enrolled immediately in the school in which enrollment is sought pending resolution of the dispute;
 - c. The district will ensure the immediate enrollment of the child in the school in which enrollment is sought pending resolution of the dispute; and
 - d. The district's written response will include a notice of the right to appeal as provided in Nebraska Department of Education Rule 19, Section 005.03.
6. Right to Appeal.
- a. Any parent, guardian or other person having legal or actual charge or control of a homeless child or youth or an unaccompanied youth that is dissatisfied with the decision of the district after the dispute resolution process may file a written appeal with the Nebraska Commissioner of Education within thirty (30) calendar days of receipt of the decision. Refer to NDE, Rule 19, Section 005.03 for further details.
 - b. A party may appeal the decision of the Commissioner or designee by filing a Petition with the State Board of Education within thirty (30) calendar days of the receipt of the decision. Refer to NDE, Rule 19, Section 005.03C for further details.

Section 12 MULTICULTURAL POLICY

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

The philosophy of the multicultural education program is that students will have improved ability to function as productive members of society when provided with:

- an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races;
- the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races.

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

- Multicultural education shall be included in goals established for educational programs;
- Multicultural education shall be included in the district curriculum guides, frameworks, or standards;
- The process for selecting appropriate instructional materials shall include assuring that the instructional materials at all grade levels include studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races;
- Staff development shall be provided on the district's multicultural education policy. The staff development shall include professional development for administrators, teachers, and support staff which is congruent with the district and program goals;
- Periodic assessment of the multicultural education program shall be conducted by the Superintendent. Teachers and other staff upon request shall have the responsibility to provide the administration with reports on: 1) the instructional materials used and programs or methods implemented with their students which are supportive of the multicultural education program philosophy and mission, b) programs or materials to be implemented in the future or which teachers or other staff feel should be implemented to further advance such philosophy and mission, and c) with their professional assessment on the successes of or deficiencies in achieving the multicultural education program philosophy and mission. The Superintendent shall provide an annual status report on the assessment to the Board of Education.

Section 13 BREAKFAST AND LUNCH PROGRAMS

SCHOOL LUNCH

The Arlington Public Schools has agreed to participate in the National School Lunch Program and accepts responsibility for providing free and reduced-price meals to eligible children in the schools under its jurisdiction.

A minimum balance of \$6.00 is recommended. If at the end of the school year a positive balance is in the account, the balance will be held over for the following school year providing there are children enrolled for the upcoming year. Families who have school lunch accounts that are negative will be notified in writing, by telephone or in person in a timely manner.

Meal Charge Policy

The district's policy on charged meals is:

- If a student has no funds available to pay for a meal, the student will be provided and charged for up to five meals. Thereafter, if a student has no funds available to pay for a meal, the student is provided a 'courtesy meal,' such as a plain sandwich and milk at no cost.
- Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases. School staff may prohibit any students from charging a la carte or extra items if they do not have cash in hand or their account has a negative balance.
- If a student repeatedly lacks funds to purchase a meal, has not brought a meal from home, and is not enrolled in a free meal program, the district will use its resources and contacts to protect the health and safety of the student. Failure or refusal of parents or guardians to provide meals for students may require mandatory reporting to child protection agencies as required by law.

APS agrees in the operation of child nutrition programs, that in accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination against its customers, employees and applicants for employment on the basis of race, color, national origin, age, disability, sex, gender identity, religion, reprisal and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment, or in any program or activity conducted or funded by the Department. (Not all prohibited basis will apply to all programs and/or employment activities.

Nondiscrimination Statement

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

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

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

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Dear Parents,

Welcome to Arlington Elementary School. The faculty and staff are excited about the opening of the upcoming school year and the opportunities that are available for all students.

This handbook is designed to inform students and parents about the academic program, activities and student services available at this school. It also includes information about the building procedures and student conduct rules that are important in contributing to a positive building climate.

Please review this handbook with your son or daughter. We advise that you review the material presented in this handbook to familiarize yourself with the operation of the school. At the bottom of this page, you will find a release form. It is requested that the following form be jointly signed (by each Arlington Elementary attending student and parent/guardian) and [submitted digitally](#). This will assure the school that all parties have studied and understand the procedures, regulations and policies contained within the student/guardian handbook.

I am looking forward to a productive school year; please don't hesitate to call me at the elementary office (478-4121) with any comments or concerns.

Sincerely,
Jacqueline Morgan
Elementary Principal

HANDBOOK RECEIPT

In accordance with Nebraska State Law, Section 79-4, 176 par. (3) which states in part: "Rules and standards which form the basis for discipline shall be distributed to students and parents at the beginning of each school year or at the time of enrollment..."

I have read a copy of the Arlington Elementary School Student/Guardian Handbook as provided in this handout or via the school website.

_____		_____	
Parent/Guardian Signature		Date	
_____		_____	
Student Signature	Grade	Student Signature	Grade
_____		_____	
Student Signature	Grade	Student Signature	Grade

ACTIVITY/DISPLAY RELEASE

It is requested that the following form be signed by a parent/guardian and returned by the student to the elementary office as soon as possible. This form provides the following releases: 1) The student to attend and be transported to any school sponsored activity and/or event for which they are participating. Examples may include but are not limited to field trips, performances, competitions, or sporting events. It is understood that the student will be allowed to go and miss regularly scheduled classes as long as they are upholding their obligations.

2) The student(s) picture to be used in campus and district publications. This includes such things as sports posters, District Report Card, Web page, etc.... 3) The students' school work. This includes Art work, classroom work, etc....

I hereby release my son/daughter to attend and be transported to school sponsored activities and/or events, and for their picture/ schoolwork to be displayed.

_____		_____	
Parent/Guardian Signature	Date	Student being released	Grade

Student being released

Grade

Student being released

Grade

APPENDIX A

PET REQUEST FORM FOR SHOW AND TELL ACTIVITIES

PARENT/STUDENT INFORMATION

Name of Student: _____ Grade _____ Class Teacher _____

Name of Parent/Guardian _____

Address _____
(Street) (City) (Zip)

Home Phone Number _____ Work Phone Number _____

PET INFORMATION

Type of Pet (Dog, Cat, Bird, etc.) _____ Name of Pet _____

If the Pet is a Dog, Identify the Breed _____

Name of the individual responsible for bringing the pet to school _____

PARENT CONSENT/LIABILITY

This document must be completed and signed by the parent/guardian of any student 1 week prior to permission being granted to bring a pet to school for show and tell activities. It is the responsibility of the individual signing this form to assure school district officials that the pet identified above has (1) been properly vaccinated as required by law (2) parent/guardian assumes full responsibility for any person or property damage which might result from action taken by the above-named pet during its visit to the school.

Signature of Parent/Guardian

Date

Signature of Building Principal

Date/Time approved for Pet's Visit

If the visit is denied, the parent will be contacted by the principal by writing or by telephone.

For the July Board Meeting Handbook Updates

(wording updates are in italics taken straight from the handbooks)

=====

MS/HS Student-Parent Handbook Updates

Updated dates throughout

Updated table of contents

p. 1-3 Updated board members and new staff

p. 4 Updated district calendar

p. 7 Updated bell schedule to match Friday

p. 7 Updated order of classes for finals

p. 9 Added wording about food delivery services (door dash)

p. 9 Added kickstart guidelines

p. 35 Updated parent web access with PowerSchool specific language

p. 35 Updated GRIP wording

p. 48 Updated Electronic Devices section to match Board Policy 6113 and clarify

cell phone expectations

Door Dash

Also, we will not accept deliveries from food delivery services (ie: Door Dash) for student lunches.

KickStart

Arlington is committed to providing time in a student's schedule to work on KickStart class work. KickStart guidelines minimally include: students must bring their KickStart materials to work on for the entire period, students may not go to another classroom to work, students may not talk without permission, students are not allowed to sleep, teachers will not write passes for students on the ineligible list under any circumstances except to see the school nurse (they must go through the office first). Personal electronic devices including cell phones may not be used in KickStart.

Electronic devices (cell phones)

In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices. Although Arlington Public Schools encourages the use of individual student devices, it is important that while at school regardless of the device, students are expected to adhere to school policy regarding the use of technology. Additionally, Arlington Public School is not responsible for lost or stolen devices.

Beginning with the 2025-26 school year and in accordance with District Policy No. 6113, cell phones and other electronic devices are required to be out of sight and not in use from the tardy bell in the morning until the dismissal bell in the afternoon; typically 8:05-3:30. Students will be allowed to use cell phones and other electronic devices during their assigned lunch period only. Students may use cell phones and other electronic devices on school sidewalks and in the common areas of the school before and after school so long as they do not create a distraction or a disruption and comply with all other policies and handbook provisions.

Parents who need to communicate with their child(ren) during the school day must call the school at 402-478-4171 and we will either get a message to your child(ren) or we will retrieve them from class to talk with you. If a student needs to make a call, the student must come to the office and request permission to make the call. Such calls should only be made in emergency situations in a designated area with permission granted by office personnel.

If a student is using a smartwatch or any other device that works like a cell phone or has the capability to connect with a cell phone to use as a communication tool, the same expectations and consequences apply. Smart watches and other devices that work like a cell phone or have the capability to connect to cell phones need to be "off" or on "silent" and should not be connected to any cell phone during the school day.

a. 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, laptop computers, smart watches, 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.*

b. Possession and Use of Electronic Devices.

(1) *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.*

(2) *Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate*

and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a laptop computer for a class presentation).

(3) 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).

c. 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 or live streaming others (photographs, videotaping, sound recording, etc.) without direct administrative approval and consent of the person(s) being recorded or live streamed, other than recording or live streaming 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 no sooner than the end of the school day the device was confiscated.

(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, 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 no sooner than the end of the school day the device was confiscated.

(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 and a conference between the student, 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 no sooner than the end of the school day the device was confiscated. The student will be required to check in the device to the main office each school day by 8:05 for the remainder of the semester. The student may collect the device at the end of the school day after 3:30 for the remainder of the semester.

(iv) **Continued Violations:** Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences will be issued as deemed appropriate by school administration in accordance with the student handbook and district policy.

(3) Penalties for Prohibited Use of Electronic Devices: Students who send or encourage another to send a "sexting" message shall be subject to disciplinary action. Students who receive a "sexting" message are to report the matter to a school administrator and then follow the protocol outlined by administration or law enforcement agency. 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.

(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.

d. 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.

=====

Staff Handbook Updates

Updated dates throughout

Updated table of contents

p. 6-8 Updated staff

p. 9 Updated district calendar

p. 10 Updated bell schedule to match Friday

p. 10 Updated order of classes for finals

p. 25 Updated Study Hall and KickStart Guidelines

Study Hall Supervision

The purpose of study hall is to provide time for students to complete their assigned class work. The following study hall rules are to be used by all staff members.

- 1. Develop and use a seating chart and walk around periodically to check on students.*
- 2. Allow no talking without permission.*
- 3. Allow no sleeping.*
- 4. No toys, cards, games, video games, food or liquids, (other than water) etc.*
- 5. See that students sit in their chairs in an appropriate manner.*
- 6. Students are not allowed to checkout to other classrooms without a pass from the specific teacher.*
- 7. Carefully monitor the use of the tables and chairs. Report any problems with graffiti or other misuse of the equipment to the office.*

Study hall supervisors will not write passes for students on the ineligible list under any circumstances except to see the school nurse. Study hall supervisors must walk around the room to monitor student behavior/actions.

MCC KickStart Supervision

The purpose of KickStart is to provide time for students to complete their MCC KickStart assigned class work. The following rules are to be used by all staff members.

- 1. Develop and use a seating chart and walk around periodically to check on students.*
- 2. Require students to work on KickStart materials only.*
- 3. Allow no talking without permission.*
- 4. Allow no sleeping.*
- 5. No toys, cards, games, video games, food or liquids, (other than water) etc.*
- 6. See that students sit in their chairs in an appropriate manner.*
- 7. Students are not allowed to checkout to other classrooms during KickStart.*
- 8. Carefully monitor the use of the tables and chairs. Report any problems with graffiti or other misuse of the equipment to the office.*

**ARLINGTON
MIDDLE SCHOOL
HIGH SCHOOL
STUDENT/GUARDIAN**

HANDBOOK

2025-2026

“The mission of Arlington Public Schools is to empower all students to develop skills for life-long learning and responsible decision making in order to contribute to a global society.”



2025-2026 PARENT-STUDENT HANDBOOK GRADES 7-12

TABLE OF CONTENTS

Foreword

		Page
Section 1	Intent of Handbook	1
Section 2	Members of the Board of Education	1
Section 3	Administrative Staff	1
Section 4	Teachers and Staff	2
Section 5	Support Staff	3
Section 6	School Calendar	4

Article 1 – Philosophy, Goals, Objectives

Section 1	School Mission Statement	5
Section 2	Belief Statement and Goals	5
Section 3	Mutual Respect	6
Section 4	Multicultural Policy	6
Section 5	Complaint Procedures	6

Article 2 - School Day

Section 1	Daily Schedule	7
Section 2	Severe Weather and School Cancellations	8
Section 3	Planners	8
Section 4	Closed Campus	9
Section 5	School Guidelines	9

Article 3 – Use of Building, Grounds and Equipment

		Page
Section 1	Entering and Leaving the Building	10
Section 2	Identification Badges	10
Section 3	Smoke-Free Environment	10
Section 4	Care of School Property	10
Section 5	Lockers	10
Section 6	Searches of Lockers and Other Types of Searches	11
Section 7	Video Surveillance	11
Section 8	Use of Telephone	11
Section 9	Bicycles	11

Section 10	Student Valuables	11
Section 11	Lost and Found	12
Section 12	Accidents	12
Section 13	Laboratory Safety Glasses	12
Section 14	Insurance	12
Section 15	Bulletins and Announcements	12
Section 16	Copyright and Fair Use Policy	12
Section 17	Media Center	13
Section 18	Technology / Computer Usage	13
Section 19	Internet Safety Policy	13
Section 20	Recording Others	14
Section 21	Computer Acceptable Use Program	14

Article 4 – Attendance

		Page
Section 1	Attendance Policy	18
Section 2	Attendance Recovery Program (ACRP)	19
Section 3	Attendance and Absences	19
Section 4	Tardiness	22
Section 5	Leaving School	22
Section 6	Attendance is Required to Participate in Activities	22
Section 7	Make-up Work	23

Article 5 – Scholastic Achievement

		Page
Section 1	Graduation Requirements	24
Section 2	Grading System	25
Section 3	Cumulative GPA	26
Section 4	Academic Eligibility	26
Section 5	Progress Reports	26
Section 6	Promotion, Retention	26
Section 7	Schedule Changes	27
Section 8	Interim Reports	27
Section 9	Report Cards	27
Section 10	Parent-Teacher Conferences	27
Section 11	Student Recognition	27
Section 12	State Testing Requirements	28

Article 6 - Support Services

		Page
Section 1	Special Education Identification and Placement Procedures	29
Section 2	Guidance Services	31
Section 3	Health Services	31
Section 4	Advisor/Advisee	35
Section 5	Parent Web Access	35
Section 6	Additional Academic Resources	35

Article 7 - Drugs, Alcohol and Tobacco

		Page
Section 1	Drug-Free Schools	37

Article 8 - Student Rights, Conduct, Rules and Regulations

		Page
Section 1	Student Conduct and Discipline Policies	40
Section 2	General Standards of Behavior	45
Section 3	Reporting Student Law Violations	54
Section 4	Due Process Procedures	55

Article 9 - Extra-Curricular Activities - Rights, Conduct, Rules and Regulations

		Page
Section 1	Extra-Curricular Programs	59
Section 2	Activity Philosophy	59
Section 3	Activity Code of Conduct	59
Section 4	Team Selection and Playing Time	64
Section 5	Academic Grade Standard for Activities Participation	64
Section 6	Student Fees Policy	65

Article 10 - State and Federal Programs

		Page
Section 1	Notice of Nondiscrimination	77
Section 2	Designation of Coordinator(s)	77
Section 3	Anti-discrimination & Harassment Policy	77
Section 4	Notice to Parents of Rights Afforded by Section 504 of the Rehabilitation Act of 1973	82
Section 5	Notification of Rights Under FERPA	83
Section 6	Notice Concerning Disclosure of Student Information to Military Recruiters	84
Section 7	Notice Concerning Staff Qualifications	84
Section 8	Student Privacy Protection Policy	85
Section 9	Parental Involvement Policies	87
Section 10	Transportation Notification	90
Section 11	Homeless Students Policy	90
Section 12	Multicultural Policy	92
Section 13	Breakfast and Lunch Programs	93

Appendix

	Handbook Signature Form	95
	Activity and Picture Release Form	96
	Computer and Network Use Form	97

Foreword

Section 1 INTENT OF HANDBOOK

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

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

Section 2 MEMBERS OF THE BOARD OF EDUCATION

Name	Contact Information
Chase Kratochvil, President	Chase.kratochvil@apseagles.org
Cassie Flesner, Vice President	Cassie.flesner@apseagles.org
Shanon Willmott	Shanon.willmott@apseagles.org
Brian Laaker	Brian.laaker@apseagles.org
Jason Arp	Jason.arp@apseagles.org
Steve Slykhuis	Steve.slykhuis@apseagles.org

Section 3 ADMINISTRATIVE STAFF

Name	Position
Dr. Dawn Lewis	Superintendent
Aaron Pfingsten	Secondary Principal
James Shada	Assistant Principal/Activities Director
Jacqueline Morgan	Elementary Principal
Sarah Sharp	SPED Director
Tashia Wolf	Curriculum Director

Section 4 TEACHERS AND COUNSELORS STAFF

Name	Department
Kali Agler	Agriculture
Erin Schaapveld	Art
Jacob Haight	Business/Computer
Shawna Koger	Business/Computers
Scott Parson	Computers/Multimedia
Doug Hart	Family and Consumer Science
Chris Flesner	Industrial Technology
Allison Mastny	Instrumental Music
Gavin Larson	JAG
Cailyn Ross	Language Arts
Megan Porras	Language Arts
Troy Schlueter	Language Arts
Kortney Daws	Language Arts
Janelle Lorsch	Library/Media Specialist
Michaela Curran	Mathematics
Shawna Tierney	Mathematics
Blaine Hilgenkamp	Mathematics
Dawn Klein	Mathematics/HAL
Luke Hoelsing	Physical Education
Jake Polk	Physical Education
Holly Toft	School Counselor
Lindsey Schlosser	Science
Nichole Kern	Science
Cassandra Rolland	Science
Helen Regier	Social Studies
Jeff Hallstrom	Social Studies
Kyle Buckingham	Social Studies
Anna Combs	Spanish
Ben Dobson	Special Education
Connor Eureka	Special Education

Sara Detjens	Special Education
Kaisha Hilgenkamp	Speech Pathologist
Dan Larson	Technology Coordinator
Barina Buresh-Crosland	Vocal Music
Gabrielle Morin	Vocal Music

Section 5 SUPPORT STAFF

Name	Position
Sara O'Connell	Administrative Assistant
Shelly Miller	Administrative Assistant
Lawrence Reed	Maintenance Director
Claudia Escamilla Najera	Custodian
Amada Najera Jurado	Custodian
Randy Meier	Custodian
Silvia Arias	Custodian
Ana Axulen Natareno	Custodian
Zoila Alvarado Mejia	Custodian
Jennifer Marrero	Food Service Manager
Adrienne Larsen	Food Service
(new)	Food Service
Karen Toebben	Food Service
Lorena Adams	Food Service
(new)	Food Service
Mary Hunter	Food Service
Shirley Holck	Nurse
(new)	Paraprofessional
April Lucas	Paraprofessional
Braden Rump	Paraprofessional
Jennifer Arp	Business Manager

2025-2026

Arlington Public Schools

CALENDAR

www.apspages.org
Phone: 402-478-4173

July '25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August '25						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September '25						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October '25						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November '25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December '25						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

First Day
Early Dismiss
No Students-Staff Only
No School

January '26						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February '26						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March '26						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April '26						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '26						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June '26						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

*Last Student Day subject to snow days, first possible will be May 19, Last possible will be May 21

Aug 06 New Teacher Orientation
 Aug 7-11 Inservice Days for Teachers
 Aug 12 Students Begin; 1:30 Dismissal
Total Days 17 Staff, 14 Student

Sept 1 Labor Day-No School
 Sept 22 No School, Teacher Inservice
Total Days 21 Staff, 20 Student

Oct 22-23 Parent Teacher Conferences
 Oct 23 No School, Teacher Inservice
 Oct 24 No School Fall Break (comp)
Total Days 23 Staff, 21 Student

Nov 26-28 No School, Thanksgiving Break
Total Days 17 Staff, 17 Student

Dec 1 No School, Teacher Inservice
 Dec 18-19 Finals Schedule, 1:30 Dismissal
 Dec 22-31 No School, Holiday Break
Total Days 15 Staff, 14 Student
End of S1 93 Staff, 86 Student

Jan 1-2 No School, Holiday Break
 Jan 05 No School, Teacher Inservice
 Jan 6 Students Return
 Jan 19 No School MLKJ Day, Teacher Inservice
Total Days 20 Staff, 18 Student

Feb 11-12 Parent Teacher Conferences
 Feb 12 No School, Teacher Inservice
 Feb 13 No School
Total Days 19 Staff, 18 Student

March 5-6 No School, Spring Break
Total Days 20 Staff, 20 Student

April 3-6 No School, Easter Break
Total Days 20 Staff, 20 Student

May 07 Arlo Track Invite HS, 1:30 Dismissal
 May 08 No School for students, Arlo JH Track Invite
 May 17 Graduation
 May 18-19* Finals Schedule; 1:30 Dismissal
 May 20(22) Teacher Inservice
Total Days 14 Staff, 12 Student
End of S2 93 Staff, 88 Student

ALL FRIDAYS WILL BE REGULAR 8:05 START

Article 1 – Philosophy, Goals, Objectives

Section 1 MISSION STATEMENT

The mission of Arlington Public Schools is to empower all students to develop skills for life-long learning and responsible decision making in order to contribute to a global society.

Section 2 BELIEF STATEMENT AND GOALS

We believe that:

1. Education is a responsibility shared among students, parents, educators, and the community.
2. Respect for self and other individuals, groups, and cultures is essential.
3. Critical thinking is an essential life skill.
4. Students are stakeholders in their own learning.
5. All learners are unique; therefore, we will provide diverse instructional strategies and multiple opportunities to learn.

The central purpose of the Arlington Public Schools is to develop students who can demonstrate the knowledge, skills and competencies necessary to become productive and contributing members of our democratic society.

Although all children will not learn all things equally well, we recognize that all children should have an equal opportunity in the pursuit of educational qualifications for the world ahead. Recognizing the uniqueness of each student, the Arlington Public Schools will attempt to balance the curriculum to provide for the varied interests and talents of all students. The school accepts the premise that the center of the school curriculum is the child and that the instructional program should be designed to fit each and every child's unique needs.

The education of children is a comprehensive program that must be undertaken in cooperation with other services and institutions within society and the local community. The Arlington Public Schools will seek to establish and maintain strong ties with parents, patrons, the business community and other community institutions.

The following opportunity and means shall be provided whereby this philosophy may be realized.

- (a) Each student may search for the truth, find the truth, and incorporate this truth into his or her values, ambitions, and aspirations.
- (b) Each student may develop an attitude of personal worth and self-esteem and by so doing, may experience degrees of success and achievement within the bounds of his or her individual abilities and limitations.
- (c) Each student may learn to identify and cope with current trends in society.
- (d) Each student may experience an intellectual, a technical and a social environment that enhances the possibilities for group interaction conducive to peaceful coexistence in the school, community, state, nation, and the world.
- (e) Each teacher may use his or her individual capabilities in establishing constructive attitudes toward students, administrative heads, and the community.
- (f) Each teacher may use the resources necessary for attaining the highest measure of success in his or her particular field.
- (g) The administration may promote and preserve the establishment of every possibility for better education.
- (h) The administration may serve as a channel of communication between the teachers and the school and the community.
- (i) The community may be given an integral part in the implementation and accomplishment of the objectives of the school.

The community may demonstrate this responsibility to the school by expressing to the administration its beliefs and desires concerning the educational programs and practices of the school. It shall be the responsibility of the administrative staff periodically to prepare formal statements defining and implementing the basic purposes of the

schools as stated above. These statements shall be the basis for determining the content of the curriculum, the methods of instruction, and the means for evaluating the effectiveness of both.

KEY VALUES OF ARLINGTON PUBLIC SCHOOLS

1. Our schools belong to our community and exist to provide service to our community.
2. Our central mission is to provide quality academic education for our students.
3. Our chief asset is our people.

Section 3 MUTUAL RESPECT

Arlington Public Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of the student will not be tolerated.

Section 4 MULTICULTURAL EDUCATION

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

Section 5 COMPLAINT PROCEDURES

The proper procedures for a parent or student to make complaints or raise concerns about school staff or the school programs or activities are set forth below. Other procedures exist to address discrimination or harassment, the bullying of students, and to challenge disciplinary actions, and such other procedures should be used to address those types of concerns.

1. Complaint procedure:
 - Step 1. Have a scheduled conference with the staff person and the **student involved** in the complaint.
 - Step 2. Appeal to the Principal if the matter is not resolved at Step 1.
 - Step 3. Appeal to the Superintendent if the matter is still unresolved at Step 2.
 - Step 4. Appeal to the Board of Education if the matter is still unresolved at Step 3. Written appeal should be made within five (5) days of the Superintendent's decision.
2. Conditions Applicable to All Levels of Complaint Procedure:

All information to be considered at each appeal step should be placed in writing in order to be most effective. Appeal decisions shall be expedited as quickly as possible. A decision at any level should be rendered within ten (10) calendar days, unless a legal hearing is requested or required.

Article 2 – School Day

Section 1 **DAILY SCHEDULE**

GENERAL SCHOOL INFORMATION

SCHOOL DAY:

Arlington High School is on a nine-period day. Students are not to be in the building before 7:30 a.m. unless they have a before school class or activity. Prior arrangement should be made if there is a need to be in the building before this time. Students are to leave the building at the close of the school day unless they are under direct supervision of staff. Those students involved in extracurricular activities are to report directly to the sponsor of the activity at the close of the school day. The tardy bell for first period will ring at 8:05.

Schedules

HS/MS Bell Schedule

Normal Schedule	
1	8:05-8:52
2	8:55-9:42
3	9:45-10:32
4	10:35-11:22
5/TA	11:25-11:40
6/Lunch	11:40-1:00
7	1:03-1:50
8	1:53-2:40
9	2:43-3:30

HS Lunch	11:40 – 12:10	MS 6th Per	11:43 -- 12:30
HS 6th Per	12:13 -- 1:00	MS Lunch	12:30 – 1:00

FINAL TESTING SCHEDULE SEMESTER ONE

FINAL TESTING SCHEDULE SEMESTER TWO

(BOTH SEMESTER TESTING DAYS ARE 1:30P.M. DISMISSALS)

Day one

Period 1	8:05-9:15
Period 2	9:18-10:28
Advisor Break	10:31-11:01
Period 3	11:04-12:14
Period 4	12:17-1:30

Day two

Period 6	8:05-9:15
Period 7	9:18-10:28
Advisor Break	10:31-11:01
Period 8	11:04-12:14
Period 9	12:17-1:30

Day one

Period 1	8:05-9:15
Period 2	9:18-10:28
Advisor Break	10:31-11:01
Period 3	11:04-12:14
Period 4	12:17-1:30

Day two

Period 6	8:05-9:15
Period 7	9:18-10:28
Advisor Break	10:31-11:01
Period 8	11:04-12:14
Period 9	12:17-1:30

Section 2 SEVERE WEATHER AND SCHOOL CANCELLATIONS

SCHOOL CLOSING INFORMATION

The Superintendent of schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent's staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio on KFAB and KHUB. Parents will also receive a phone message from Eagle Alert indicating a late start or school closing.

Decision to Close Schools. A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, **an announcement will be made to the news media when schools will be closed.** In some instances, schools will be open, but certain services may be cancelled (bus transportation, kindergarten, student activities). Announcements about other Nebraska school closings are included in Lincoln radio and television broadcasts. Students and parents will want to pay special attention to which public school district is being closed.

After School Starts. Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given to parents. If school is closed during the day, the notice will be broadcast by the media and **parents should have a plan to accommodate these circumstances.**

Parental Decisions. **Parents may decide to keep their children at home in inclement weather because of personal circumstances.** Students absent because of severe weather when school is in session will be marked absent. The absence will be treated like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

What Not To Do. Parents should not attempt to come to school during a tornado warning. **School officials are not permitted to release students from the school building during a tornado warning.** Tornado safety procedures are practiced regularly by students and staff members. Also, parents are urged not to call radio and television stations and school buildings during severe weather. Every effort will be made to provide accurate and timely information through the media.

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

SEVERE WEATHER

Arlington Public Schools follows Standard Response Protocol. Staff and students are trained and practice these protocols during the school year.

Section 3 PLANNERS

STUDENT PLANNERS

All students will be given (free of charge) a student planner that contains the most referenced items of the Arlington Junior/Senior High Student/Guardian Handbook. This planner will also be the means by which students will be given passes. Students are not to tear pages out of the planner nor are they to remove the cover. If a student loses or defaces their planner there will be a \$5.00 charge to purchase a replacement planner.

PASS PRIVILEGES

Students must possess an appropriate planner to obtain a pass. Students are limited to **three passes** a day. They need to organize and plan appropriately.

Section 4 CLOSED CAMPUS

CLOSED CAMPUS POLICY

Providing a safe and orderly campus environment is important. Therefore, **all students are required to stay on campus upon arrival.** Students must check out through office if it is necessary to leave campus for doctor or dental appointments or for reasons of illness. Also, we will not accept deliveries from food delivery services (ie: Door Dash) for student lunches.

Section 5 SCHOOL GUIDELINES

STUDENT VEHICLES AND PARKING LOT

All vehicles driven to school should be parked in designated student areas. Student parking is designated as the lot south of the high school building and across by the football field. Cars which are inappropriately parked are subject to warnings, fines, and loss of privileges. All state and local traffic regulations should be observed on school property. Careless or reckless driving will be reported to the County Sheriff and can result in fines and/or court action as well as suspension from school. Parking guidelines apply to all school events including: after school practices, meetings, contests, etc.

Students should not loiter in the parking lot. The school parking lots and grounds are to be used only when school and/or school activities/events are taking place. Students are to observe all posted signs and should understand that failure to observe these signs could result in tickets and/or fines.

FOOD AND DRINK

Drinks and snacks will not be allowed in classrooms, computer labs etc..., with exception to water. Food and liquids will however be allowed in the hallways. If food and drink become a problem at any point during the school year they may be banned from lockers as well.

STUDY HALL GUIDELINES

The purpose of study halls is to provide time for students to complete their assigned class work. Students must bring enough material to work on for the entire period. Students may not talk without permission. Sleeping is not allowed. Students must have a pre-signed pass to go to another classroom to work. Students in study hall who are on the ineligible list will be restricted from going to the library unless they have a pre-signed pass from a teacher. Study hall supervisors will not write passes for students on the ineligible list under any circumstances except to see the school nurse (they must go through the office first). Personal electronic devices including cell phones may not be used in study hall.

KICKSTART GUIDELINES

Arlington is committed to providing time in a student's schedule to work on KickStart class work. KickStart guidelines minimally include: students must bring their KickStart materials to work on for the entire period, students may not go to another classroom to work, students may not talk without permission, students are not allowed to sleep, teachers will not write passes for students on the ineligible list under any circumstances except to see the school nurse (they must go through the office first). Personal electronic devices including cell phones may not be used in KickStart.

FIRE DRILLS

Fire drills will be conducted regularly. An electric horn indicates a fire drill. Upon hearing the fire drill signal, move quietly and quickly out of the building by the fire exit route posted near the door of your room. After the "all clear" is given, students may re-enter the building and proceed directly to their classrooms.

Article 3 - Use of Building, Grounds and Equipment

Section 1 ENTERING AND LEAVING THE BUILDING

Beginning of School: Students should not be on school grounds prior to 7:30 a.m. unless they are in an activity and are sponsored by a staff member. Students are to stay in the hall and are not to go to any other part of the building without permission.

During the School Day: Students are to remain on campus unless excused in accordance with school policies. Upon return to school during the day students are to sign in at the high school office.

End of School: Our regular school day ends at 3:30 p.m. Make-up work, special help, assignment after school, club meetings, and other school activities begin at 3:35 p.m. It is important that students who are involved in any of these activities report to the designated area on time. All other students must clear the building as soon as possible.

Section 2 IDENTIFICATION BADGES

All visitors must report to the office upon entering the building. Visitors and all staff members will be required to wear ID badges while on school premises. Visitor badges are to be returned to the office at the completion of your visit. Parents are welcome at all times. Please sign in/out at the office upon entering/exiting the school. Visitations during the first week of school and the last week of school will require extraordinary reasons or permission from administrators. Visitors will not be allowed to go to lunch with or go to classes with an Arlington student.

Section 3 SMOKE-FREE ENVIRONMENT

Arlington Public Schools declares all of our school's buildings and game facilities to be smoke-free. We would appreciate your help in meeting the goal of a smoke-free, tobacco-free, and vape free environment for our children. When you attend school events, including athletic events, please remember that our facilities are smoke-free, tobacco-free, and vape free and abide by our District's policy.

Section 4 CARE OF SCHOOL PROPERTY

1. Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
2. Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.

Fines are determined on books according to the following criteria:

Lost/Ruined Book:	Replacement cost
Missing one or both covers:	Same as lost book
Loose Cover:	TBD – based on expense to repair
Missing Page:	50 cents per page (up to replacement cost)
Torn Page:	20 cents per page (up to replacement cost)
Marks that cannot be erased:	20 cents per mark (up to replacement cost)

School-issued items that are stolen or damaged from unlocked lockers are the responsibility of the student to whom they were issued. Students must pay all fines before they can receive school publications and final grades.

Section 5 LOCKERS

Each student will be assigned a locker. Students must use their own lockers and are not to share lockers with other

students except as assigned by school officials. We recommend that the locker be kept locked with the combination lock provided and that your combination remain confidential. There is no way to assure no one but you get into your locker if you give others your combination. An unlocked locker or one that has lost its confidentiality is not secure and items may be stolen with no recourse available. Students are expected to keep all books, etc., in their assigned locker. Students are also responsible for the cleanliness inside their locker and the door of their locker. Students may be assessed a fine for damage to lockers. Students are not allowed to attach items to the exterior of the lockers without prior permission from a teacher or administrator.

Section 6 SEARCHES OF LOCKERS AND OTHER TYPES OF SEARCHES

Student lockers, desks, computer equipment, and other such property are owned by the school. The school exercises exclusive control over school property. Students should not expect privacy regarding usage of or items placed in or on school property, including student vehicles parked on school property, because school property is subject to search at any time by school officials. Periodic, random searches of lockers, desks, computers and other such property may be conducted at the discretion of the administration.

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

1. School officials may conduct a search if there is a reasonable basis to believe that the search will uncover evidence of a crime or a school rule violation. The search must be conducted in a reasonable manner under the circumstances.
2. Illegal items or other items reasonably determined to be a threat to the safety of others or a threat to educational purposes may be taken and kept by school officials. Any firearm or other weapon shall be confiscated and delivered to law enforcement officials as soon as possible.
3. Items which have been or are reasonably expected to be used to disrupt or interfere with the educational process (that is, "nuisance items") may be removed from student possession.

Section 7 VIDEO SURVEILLANCE

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

Section 8 USE OF TELEPHONE

Use of the office phone will only be allowed in an emergency or when a student is ill. There is a courtesy phone available for student use. The courtesy phone is NOT to be used during class time. **Use of the phone is not an excuse to be tardy to class.**

Section 9 BICYCLES

Bicycles must be parked in the racks provided at the elementary building. All bicycles should be equipped with locks. The school is not responsible for damage or theft of parts while bicycles are on school property.

Section 10 STUDENT VALUABLES

Arlington Public Schools is **NOT** responsible for the personal property of students. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary and safe-keeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

Section 11 LOST AND FOUND

Students who find lost articles are asked to take them to the office, where the articles can be claimed by the owner. If articles are lost at school, report that loss to office personnel. Lost and found items will be disposed of periodically if they go unclaimed.

Section 12 ACCIDENTS

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to administration. The individual staff member involved should complete an accident report immediately.

Section 13 LABORATORY SAFETY GLASSES

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Section 14 INSURANCE

Under Nebraska law the District may not use school funds to provide general student accident or athletic insurance. The District requires that all student participants in athletic programs have injury and accident insurance and encourages all students who are in classes with risk of personal injury or accident to have insurance coverage. The district does not make recommendations, nor handle the premiums or claims for any insurance company, agent or carrier. Information about student insurance providers will be available in the school office or on school bulletin boards.

Section 15 BULLETINS AND ANNOUNCEMENTS

Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters are not to be attached to any painted wall surfaces without approval from the administration. Place posters on marble, glass, metal, brick and wood. **The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.**

Daily Announcements will be available each morning.

Section 16 COPYRIGHT AND FAIR USE POLICY

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

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

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

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

Section 17 MEDIA CENTER

The High School Media Center is open from 7:45 A.M. to 3:50 P.M. on student days and by arrangement. The Media Center is a place for quiet study, reading, and research. Books are checked out for 21 days, magazines and reference materials are checked out for 1 day. Fines for overdue materials will be assessed at the rate of 5¢ per day with a maximum of \$2.00 per item. Students may negotiate overdue fines with the Library Media Specialist. Lost books or magazines will be assessed at the replacement cost of the material and are non-negotiable. Students must have passes to enter or leave the media center. General regulations are available upon request.

Section 18 TECHNOLOGY/COMPUTER USAGE

School computers are to be used for school purposes only. Any student accessing the network must have the proper paperwork (Acceptable Use Policy) on file with the district. This policy provides more specific details governing acceptable use. The use of the internet and/or email is also reserved for school purposes. Students may not bring any computer applications, including games, to school for any reason. District workstations may not be altered without direct teacher permission. Any vandalism (renaming, trashing, or moving files, illegal copying, etc.), intentional copyright violations or attempted access to unauthorized data will result in disciplinary action, which may include restitution. Students are directed to limit printing to only information that is directly tied to school purposes. Multiple copies of material should be done at provided copy machines at student expense. Students will be charged for printed material (\$.10/page) that does not meet these specifications.

Section 19 INTERNET SAFETY POLICY

It is the policy of Arlington Public Schools to comply with the Children’s Internet Protection Act (CIPA) and Children’s Online Privacy Protection Act (COPPA). With respect to the District’s computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called “hacking,” and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors’ access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. “Inappropriate material” for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
2. Access to Inappropriate Material. To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.
3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District’s online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent's designees.
5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.
7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.
8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

Section 20 RECORDING OF OTHERS

To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted or (2) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including staff, students and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Section 21 COMPUTER ACCEPTABLE USE POLICY

This computer acceptable use policy is supplemental to the District's Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related technology equipment, all forms of e-mail and electronic communications, and the internet.
2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes,

meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.

4. Unacceptable Uses.

The following is a non-exhaustive list of unacceptable uses of technology resources:

- a. **Personal Gain:** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
- b. **Personal Matters:** Technology resources shall not be used, and no person shall authorize its use, for personal matters unless the User has entered into a lease agreement or other similar agreement with the School District that makes such use permissible under law.

Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

- c. **Campaigning:** Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- d. **Technology-Related Limitations:** Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation:
 1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
 2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
 3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
 4. Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
 5. Users shall not copy, change, or transfer any software without permission from the network administrators.
 6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 7. Users shall not engage in any form of vandalism of the technology resources.
 8. Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.

- e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
 1. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
 2. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.
 3. to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
 4. to engage in or promote violations of student conduct rules.
 5. to engage in illegal activity, such as gambling.
 6. in a manner contrary to copyright laws.
 7. in a manner contrary to software licenses.

5. Disclaimer. The technology resources are supplied on an “as is, as available” basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.

6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District’s computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent’s designees.

8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may

be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Legal Reference: Children’s Internet Protection Act, 47 USC § 254
Children’s Online Privacy Protection Act, 15 U.S.C. § 6501
FCC Order adopted August 10, 2011
47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)
Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act) LB 512
(2017).

Article 4 – Attendance

Section 1 ATTENDANCE POLICY

Regular and punctual student attendance is required. The Board's policies require such attendance, the administration is responsible for developing further attendance rules and regulations, and students and parents are responsible for developing behaviors which will result in regular and punctual student attendance. There is more on this in Article 2 of this publication.

ATTENDANCE PROCEDURES

School is a full-time job; therefore, students are expected to be in attendance for all classes throughout the school year. Students who are absent from school lose out on valuable explanations of material, interaction with their teachers and peers, and often perform at a level below their potential. The achievement of an outstanding attendance record should be a goal of every student.

Cooperation between the school officials and parents is critical in insuring that students are in school. The parents must determine the validity of their child's absences from school and take the responsibility to notify the school when he or she is not in attendance. The school will document and inform parents in situations where absences are becoming detrimental to student achievement. State law requires that students not miss more than 20 days each year (10 days per semester is a guide), which we strictly follow.

REPORTING OF ABSENCES

The school keeps period attendance. Arrival at school between 8:05am and 8:20 am shall be considered a tardy. Arrivals after 8:20 will count as an absence. An absence for any portion of a period may count as a full period absence. To constitute an excused absence a parent/guardian should call the office at 478-4171 before 9:00 a.m. on the day of the absence. Students are still limited to ten days per semester regardless if they are excused or not. Individual students that exceed 10 absences per semester will be placed in the ACRP program and reported to the Washington County Attorney for excessive absenteeism. **Additionally, students with exceed 10 absences in a semester may be required to appear before an attendance review board in order to retain credit or determine additional educational opportunities.** Guardians are expected to call each day that the student is absent from school unless other arrangements have been made with the secretary. Failure to follow these guidelines could result in the student being considered unexcused/truant.

All absences except those incurred for school-sponsored activities shall count towards the ten-day limit per semester. It is the responsibility of the guardian and /or student to keep track of their total absences and to know whether or not they are in danger of losing credit. The school will attempt to provide assistance by sending absentee notices to guardians at certain intervals during the year.

LOSS OF CREDIT

A student who **exceeds** ten absences and/or two unexcused absences from any class in a semester will be placed in the attendance credit recovery program to make up time lost. Students who do not complete their assigned ACRP time **will be required to go before the attendance review board and may lose credit for individual courses.** During the appeal students must address **all** absences. At the conclusion of the hearing process, the attendance committee will evaluate the situation. The student and parent, or legal guardian must be in attendance at the attendance hearing. In the event of an appeal, a physician's statement will be required to determine the validity of absences due to illness. Special circumstances are usually thought of as unplanned circumstances such as family disruption/death, etc.

LATE ARRIVALS/EARLY DISMISSALS

Any time a student arrives late to school or leaves prior to regular dismissal time, he/she must report to the office to sign in/out and ensure that his/her guardian has contacted the office.

SCHOOL SPONSORED ABSENCES

Students who are going to miss class for school-sponsored field trips or activities (band, vocal, and athletics) must contact instructors prior to the activity and follow their directives.

Section 2 ATTENDANCE CREDIT RECOVERY PROGRAM

The purpose of ACRP program is to avoid the loss of credit due to excessive attendance issues. Any student with more than 10 absences will be placed in ACRP. Absences will include but not be limited to excused and unexcused. Activity or school related absences will not be included when determining ACRP. Failure to complete ACRP can lead to a loss of credit.

GRIP and ACRP will run together on Monday-Thursday from 3:30 – 4:15 pm. Designated GRIP and ACRP time will take precedence over extra—curricular events. If a student is assigned to GRIP or ACRP, they will be eligible to attend extra—curricular activities following their assigned time.

DISCIPLINARY ABSENCE

To receive credit for work missed due to a disciplinary suspension, the student is responsible for requesting assignments for make-up work and completing the make-up work on his/her own initiative, and on his or her own time either before or after school, by the due date. The teacher based on the content being studied and the length of student absence will determine the date when make-up work is due.

Section 3 ATTENDANCE AND ABSENCES

Attendance 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 (including physical or mental illness), court, death of a family member, or suspension.
 - (2) Other absences as determined by the principal or the principal's designee.
 - b. Not School Excused. Absences that are not school excused may result in a report to the county attorney and may be classified as follows:
 - (1) Parent acknowledged absences are those in which the parent communicated with the school in the prescribed manner that the child is absent and is the parent's responsibility for the extent of the school day. This includes, 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.

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 Arlington Public Schools or resides in the Arlington 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:
 - a. Verbal or written communication by school officials with the person or persons who have legal or actual charge or control of any child; and
 - b. One or more meetings between the school (a school attendance officer, a school administrator or his or her designee, and/or a social worker), the child's parent or guardian, and the child, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall consider, but not be limited to:

- (i) Illness related to physical or behavioral health of the child.
- (ii) Educational counseling;
- (iii) Educational evaluation;
- (iv) Referral to community agencies for economic services;
- (v) Family or individual counseling; and
- (vi) Assisting the family in working with other community services.

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

6. Reporting Excessive Absenteeism to the County Attorney.

The school may report to the county attorney of the county in which the person resides when the school has documented the efforts to address excessive absences, the collaborative plan to reduce barriers identified to improve regular attendance has not been successful, and the student has accumulated more than ten (10) absences per semester. The school shall notify the child's family in writing prior to referring the child to the county attorney. Illness that makes attendance impossible or impracticable shall not be the basis for referral to the county attorney. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

Section 4 TARDINESS

Tardy to School: Students will be considered tardy to school if they are not in their assigned class or ready and attentive in their assigned area when the bell for their first class rings. Students are considered tardy if they arrive after 8:05 a.m. and prior to 8:20 a.m. **Arriving after 8:20 a.m. will result in an absence rather than a tardy.**

Tardy to Class: Students will be considered tardy to class if they are not in their classroom when the tardy bell rings, unless they have a pass from the teacher who detained them. Students have a sufficient time period between all class changes to make it to their next assigned class on time.

TARDY POLICY

Students tardy to any class three times or more during the semester will be subject to the following consequences:

*The individual classroom teacher will handle tardies one and two as per their guidelines.

*For every subsequent tardy the student will be given an office referral. The following action will be taken in the office:

1st office referral1 Detention

2nd and subsequent office referralsAction deemed necessary by the administration, which could include, but is not limited to: detentions, after school sessions, suspensions, reassignment, escorted to class, and/or being dropped from the class with a failing mark.

Section 5 LEAVING SCHOOL

Students who must leave school for any reason during the school day must check out and sign out at the office before leaving. Students leaving school must be cleared in advance by a note or phone call from the student's parent or legal guardian. Upon returning to school that same day, students are expected to sign in at the office. A sheet will be available in the office for this purpose. Students who leave without permission and without signing out in the proper manner will be considered truant.

Section 6 ATTENDANCE IS REQUIRED TO PARTICIPATE IN ACTIVITIES

Students must attend school for a normal school day prior to participating in an activity. This includes sports contests, dances, or any other co-curricular activities. Failure to attend on that day will result in a student being withheld from participation in the activity. A student must also be in attendance the three (3) periods prior to any practice in order to participate in the practice. The principal or activities director retains the right to grant participation should exceptional circumstances prevail.

Section 7 MAKE-UP WORK

Make-up work may be assigned for each day missed regardless of the type of absence. If make-up work is not completed, students will receive no credit for the work required. The time each student is allowed will be determined

by mutual agreement between the student and teacher. The student has the responsibility to contact teachers, initially, regarding make-up assignments. Assignment sheets will be sent only for extended absences such as hospitalization or other prolonged illnesses. No assignment sheets will be sent out until after at least three (3) days of absence. If the parents or students have concerns prior to the three (3) days, they are encouraged to contact the teacher. Refer to Section 3 “Attendance and Absences” for more detail.

Article 5 - Scholastic Achievement and Student Recognition

Section 1 GRADUATION REQUIREMENTS

A graduate must earn a minimum of **260** credit hours in order to be eligible to graduate from Arlington High School. The following courses must be successfully completed.

Language Arts – 45 credit hours

English 9	10
English 10	10
English 11	10
Beginning Speech	5
English 12	10

Social Studies – 35 credit hours

World Geography	10
World History	10
American History-20 th Century	10
American Government	5

Mathematics – 30 credit hours

Algebra I*	10
Geometry	10
Math Elective	10

* Students who passed Algebra I as an 8th grader will meet the 30 credit hour requirement with additional math electives.

Science – 30 credit hours

Physical Science	10
Biology	10
Science Elective	10

Practical Arts – 20 credit hours

Information Technology I	5
Information Technology II	5
Personal Finance/Economics	5
Remaining credits can be obtained from Business, and/or Consumer/Family Science, and/or Industrial Education, and/or additional computer classes.	5

Physical Education – 20 credit hours

Physical Education I/Health	10
P.E. Electives	10

Fine Arts – 10 credit hours

*These credits can be earned in the areas of Instrumental (10), Vocal Music (10), Art (10) or a combination of Art (5) and Music (5)

Electives – 70 credit hours

Additional academic and vocational courses must be taken to complete the required number of credit hours for graduation.

All seniors must complete all course work required for graduation prior to the commencement ceremonies in the spring in order to participate in those ceremonies. The counseling staff will communicate with parents on a regular basis regarding their son or daughter’s progress toward completing requirements for graduation.

Exceptions to the above requirements may be made for students with disabilities upon the approval of the high school principal and the superintendent. Each student must be scheduled into a minimum of seven courses each semester. Graduation requirements and class schedules for any student who transfers into Arlington High School during his/her high school years shall be determined by the superintendent, high school principal, and counselor. Graduation requirements of the school of origin as well as the requirements of Arlington High School shall be taken in to consideration. No outside agency shall have the authority to grant credits applicable to graduation requirements for Arlington High School unless approved by the administration.

Section 2 GRADING SYSTEM

Grade Scales. Teachers are to use only the grading scales set forth below. Any deviation from the approved grade scales must be approved by the building principal.

STUDENT EVALUATION SCALE: The grade scales to be used for reporting student progress in Arlington High School are as follows:

All classes except the *Identified Classes will use a seven (7) point grading scale. The *Identified Classes will use a ten (10) point scale. Notice that the pluses will receive higher mark points. The **only** difference between normal classes and *Identified Classes is the seven (7) point and ten (10) point scale.

Normal Classes	*Identified Classes	Mark Points	
100-98	100-97	4.00	A+
97-95	96-93	4.00	A
94-93	92-90	3.67	A-
92-90	89- 87	3.33	B+
89-87	86-83	3.00	B
86-85	82-80	2.67	B-
84-82	79-77	2.33	C+
81-79	76-73	2.00	C
78-77	72-70	1.67	C-
76-74	69-67	1.33	D+
73-72	66-63	1.00	D
71-70	62-60	0.67	D-
69 Below	59 below	.00	F

The *identified classes include: MATHEMATICS: Honors Geometry, Honors Algebra II, Algebra III, Calculus, Pre-Calculus LANGUAGE ARTS: College English I, College English II, Honors English BUSINESS: Macroeconomics, Information Technology III, Business Law, Wealth Building/ Personal Finance SOCIAL SCIENCE: Honors US History, SCIENCE: Chemistry, Physics, Physiology and Anatomy, Biology II, Chemistry II. FOREIGN LANGUAGE: Spanish III and Spanish IV (Students taking college level courses that exceed our offerings may be granted status as ‘identified’ and/or receive A+ status when an A is awarded with administrative approval.)

The preceding grade scales are expected to be used according to the following guidelines:

1. "Failing," "unsatisfactory" or equivalent terms indicate that student performance does not meet the minimum requirements established for the course. A final mark of "failing" or "unsatisfactory" in a credit-bearing course means that credit hours will not be granted.
2. Grades and credit are assigned on a **mid-semester** (9 weeks) or semester basis (18 weeks). Reports are sent to parents at the close of each nine weeks during the school year; the reporting periods are referred

to as *1st mid-semester*, first semester, *2nd mid-semester*, and second semester. The grade reports are produced from information supplied by teachers and distributed to students at school or are mailed to parents.

3. All mid-quarter grades are calculated on a cumulative basis *per semester*; i.e., the grade given at any point and time represents an evaluation of work done during that *semester*, and the grade given at the close of the semester represents an evaluation of all the work done during the entire eighteen weeks.

Section 3 CUMULATIVE GPA

The cumulative grade point average is used in determining class rank and honor roll and is extremely important to students when they become seniors and begin making applications for jobs and higher education. The method for determining this is as follows.

The total number of credits attempted divided by the total number of mark points gives their grade point average. As they proceed through their career this accumulates at the end of each semester. Only semester grades are recorded in the students' records and only semester grades count toward his/her graduation and cumulative grade point average. Grade point average is used to determine salutatorian and valedictorian positions. This is done at the mid-semester point of the second semester and is calculated out to thousandths.

Section 4 ACADEMIC ELIGIBILITY

All students at Arlington Junior-Senior High must maintain passing grades to be eligible to participate in co-curricular activities. This is determined on a weekly basis. A student's eligibility will be determined by their cumulative progress at the given time in the semester. Dances are considered co-curricular.

Students placed in the GRIP or ACRP programs will not be eligible for extracurricular events until the completion of their required homework, or time.

Students (grades 9-12) are subject to eligibility rules established by the NSAA: "to be eligible a student shall have earned 20 semester hours of school work for the immediate preceding semester." In addition, all students at Arlington Junior-Senior High must maintain passing grades to be eligible to participate in co-curricular activities. This is reported on a weekly basis. Following are the academic eligibility guidelines:

1. A student who is reported failing one class will have a one-week probationary period to revise the course grade to a passing mark. If after the one-week probationary period the student is still failing the class, he/she will be ruled ineligible for participation in all extracurricular activities. The suspension period will be until the first Tuesday it is determined the student is receiving a passing grade in all classes.
2. A student who is reported failing two or more classes will be immediately ruled academically ineligible for participation in all co-curricular activities. The eligibility period will be until the first Tuesday it is determined the student is receiving a passing grade in all classes.
3. Teachers who submit names to the ineligibility list will be responsible for initially contacting parents about the student's status.

Parents and staff should work together to develop a plan for student improvement.

*Note: A student ruled academically ineligible will be allowed to practice during the suspension period. Ineligible students will not be excused from classes to attend an activity held during the school day.

Section 5 PROGRESS REPORTS

Report cards are issued every nine weeks. These always reflect the students' cumulative grade at that time. Progress reports are made available for each student at approximately the first quarter and third quarter through each year.

Section 6 PROMOTION, RETENTION

The professional staff at Arlington Public Schools will place students at the grade level and in the courses best suited to them academically, socially and emotionally.

Students will typically progress annually from grade to grade. A student may be retained at a grade level or be required to repeat a course or program when such is determined in the judgment of the professional staff to be appropriate for the educational interests of the student and the educational program.

Section 7 SCHEDULE CHANGES

Students needing schedule changes should notify the principal. Schedule changes must be initiated by the teachers involved, the principal or guidance counselor, and students’ parents. Final approval of all schedule changes will be made by the principal only.

Section 8 INTERIM REPORTS

Various supplemental reports may be sent to parents throughout the school year concerning student’s performance. These reports may describe student work of an exceptional nature or work which needs improving. These reports will be sent as the teacher determines.

Included in the academic improvement report will be a request from the teacher for parents to contact the teacher by phone to discuss the student’s academic progress. Teachers will arrange with the parents for days when the student can meet with the teacher outside the regular class period until the student returns to satisfactory academic standing.

Section 9 REPORT CARDS

Report cards are issued at the end of each quarter, or nine-week sessions. Letter grades are used to designate a student’s progress. Incomplete grades shall be designated by an "INC". Students have two weeks after the end of the quarter to make up incomplete work. Failure to do so will cause the grade to change to a "NC" (No Credit). No incomplete grades will be given at the end of the fourth quarter, as all course work must be completed by the end of the fourth quarter.

Section 10 PARENT-TEACHER CONFERENCES

Parent-teacher conferences will be held during each semester. Refer to the school calendar for the schedule. Conferences with teachers, at any other time, are possible by calling the school office and making arrangements with one or more teachers as needed.

Section 11 STUDENT RECOGNITION

Part 1

HONOR ROLL

Those students who have achieved a grade average of 3.75 or above achieve Honor Roll with Distinction. Honor Roll is composed of those students who have achieved a grade average of 3.5 or above. Those students who have achieved a grade average of 3.0 or above receive Honorable Mention. (Students may not have any grade lower than a “C” to be considered for any honor roll distinction.)

The purpose of the honor roll is to recognize those students who demonstrate academic excellence. Honor rolls will be determined for 1st, 2nd, 3rd and 4th quarters. Students will be recognized accordingly:

- i) Students who earn a GPA of 3.75, or above will be recognized as students with DISTINCTION.
- ii) Students who earn a GPA of at least 3.5 will be classified as students with HONOR.
- iii) All class grades are figured the same for honor roll status.
- iv) Honor roll lists are published in the Enterprise each quarter.

Part 2

ACADEMIC RECOGNITION

The students will be given an academic award by the principal’s office for achieving three, five, and seven semesters on the Honor Roll and/or the Honor Roll with Distinction. These awards will be given at Honors Night. Those middle school students that are on the Honor Roll or Honor Roll with Distinction for both mid semesters and first semester will receive recognition during the Middle School Awards Ceremony.

Part 3

PERFECT ATTENDANCE

Those students that are absent four or less periods over the course of the school year will be awarded ‘Perfect Attendance.’ These students are recognized at the Middle School Awards Ceremony or Honors Night.

Section 12 NEBRASKA STATE ASSESSMENT REQUIREMENTS

All students' grades 7-8 will be required to take the Nebraska State Assessment tests, NSCAS. Required tests currently include math, reading, and science.

Incoming ninth grade students who fail to meet the required state proficiency levels on any Nebraska state assessment may be remediated in the individual courses they are not proficient in. Remediation may include remedial courses in either summer skills or during the regular semester. Middle school students may be remediated during their scheduled learning lab. Please note; the additional course could possibly cause conflict in scheduling electives or study halls.

All juniors will be required to take the ACT test. The ACT test will be administered in the second semester and students will take all of the state required portions of the test. Currently, the required sections include English, Reading, Math, Science, and Writing.

Article 6 - Support Services

Section 1 SPECIAL EDUCATION IDENTIFICATION AND PLACEMENT PROCEDURES

What Does Special Education Mean?

Special education means educational experiences, curriculum and services, including transportation, through the use of staff, facilities, equipment and classrooms which have been adapted to provide special instruction for students with disabilities. In addition, special education provides the support services necessary for evaluation, placement and instruction for students with disabilities. These services are free to parents, unless they elect to place their child in a program other than one approved by the school district.

How are Students with Disabilities Identified?

The first step is for parents to provide written permission to have their child evaluated. The request for permission will include a description of the action to be taken and a description of each evaluation procedure. Written statements showing the results of the evaluation and the reasons for placement in a special education program must be kept on file. Within 30 days after a student has been verified as having a disability, a conference will be held with parents. Advance notice will be given. At the conference, an Individual Education Program (IEP) will be developed.

Students Who May Benefit

A student verified as having autism, behavior disorder, hearing impairment, mental handicap, orthopedic impairment, other health impairment, specific learning disability, speech language impairment, traumatic brain injury, or visual handicap may be placed in regular education with support services or may benefit from a special education classroom or service.

Independent Evaluation

If a parent disagrees with an evaluation completed by the school district, the parent has a right to request an independent educational evaluation at public expense. Parents should direct inquiries to school officials to determine if the school district will arrange for further evaluation at public expense. If school district officials feel the original evaluation was appropriate and the parents disagree, a due process hearing may be initiated. If it is determined that the original evaluation was appropriate, parents still have the right to an independent educational evaluation at their own expense.

Reevaluation

Students identified for special education will be reevaluated at least every three years by the IEP team. The IEP team will review existing evaluation data on the student and will identify what additional data, if any, are needed. The school district shall obtain parental consent prior to conducting any reevaluation of a student with a disability.

Individual Education Program (IEP)

Each student with a disability must have a written IEP prepared by the staff in cooperation with parents specifying programs and services which will be provided by the schools. If necessary, the district will arrange for interpreters or other assistants to help parents in preparing and understanding the IEP. Once in place, the program is reviewed on a regular basis with the parent.

An IEP is developed in a conference setting. Parents will be notified of the persons who will be in attendance. The IEP conference shall include at least the following:

1. A representative of the school district;
2. An individual who can interpret the instructional implications of evaluation results;
3. One or both parents;
4. The child (when appropriate);
5. At least one regular education teacher if the child is, or may be participating in the regular education environment;
6. At least one special education teacher;
7. A representative of the nonpublic school if the child is attending a nonpublic school;
8. A representative of a service agency if the child is receiving services from an approved service agency; and
9. Other individuals, at the discretion of the parent or school district.

It is permissible for parents to bring other persons to the IEP meeting, but it is a good idea to inform the school before the scheduled meeting. The school district will provide parents with a copy of the IEP.

Special Education Placement

The student's placement in a special education program is dependent on the student's educational needs as outlined in the Individual Education Program (IEP). The school district must assure that students with disabilities are educated with students who do not have disabilities, to the maximum extent possible. Students are entitled to have supplementary aids and services to help them in a regular educational setting. Students with disabilities may be placed in special classes, separate schools or other situations outside the regular educational environment when the nature of the child's needs require specialized educational techniques which are not available in current settings. Determination of a student's educational placement will be made by a team of persons who knows the student and who understands the tests and procedures that assess the student's learning abilities. Team members know the available programs and services which might help the student. Parents are asked for written consent to determine whether or not they approve the educational placement recommended for their child. If the parent does not speak English or is hearing impaired, an interpreter may be requested. Written notice shall be given to parents a reasonable time before the school district:

1. Proposes to initiate or change the identification, evaluation, verification or educational placement of a child or the provision of a free appropriate public education; or
2. Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child.

Alternative Programs

Parents have a right to know about available private and public programs, other than those offered by the schools. The school district staff will provide information about those programs on request. If parents place the student in one of those programs, however, the school district is not required to pay for the student's education.

Transportation of Students Receiving Special Education

The district special education staff will make arrangements for transportation for eligible students to the extent such is required by the student's IEP. Students assigned to special education programs requiring attendance at schools outside their regular attendance area will be transported. Special conditions may warrant that special education students receive transportation to their assigned schools. If parents are dissatisfied with a transportation decision, they may contact the Superintendent for a review.

Access to Student Records

Parents have the right to inspect and review any education records relating to their child which are collected, maintained or used by the school district in providing educational services.

Nonpublic School Students

Students in state-approved nonpublic schools may participate in special education programs in the same manner as public school students.

Parental Review of Programs

Parents who want to review their child's placement for any reason should request an IEP team meeting. If parents are not satisfied with the results of the conference, they may appeal to the Nebraska Department of Education for a formal hearing to be conducted by a state hearing officer. Parents dissatisfied by the findings and decisions made in a state level hearing have the right to bring civil action.

Plans and Budget

With the exception of personally identifiable student records, district special education plans and budgets are available for public inspection.

This is a summary of the Arlington Public Schools district plan for special education students. Anyone interested in obtaining a copy of the complete district policy or a copy of the Nebraska Department of Education Rule 51 (complaint procedures) or Rule 55 (appeal procedures) may contact the Superintendent at the Arlington Public Schools District Offices.

Section 2 GUIDANCE SERVICES

The Arlington Public Schools employs guidance counselor(s) for the purpose of implementing and facilitating a comprehensive guidance program as directed by the state of Nebraska which includes; assisting with the district's testing program, scheduling, and vocational exploration. The guidance program also allows for students to discuss problems as well as resolve conflicts. If you wish to see a counselor, stop by a counselor's office and make arrangements for an appointment.

Section 3 HEALTH SERVICES

Student Illnesses

School health personnel will notify parents when a student needs to be sent home from school due to illness. Conditions requiring a student be sent home include: Temperature greater than 100°F., vomiting, diarrhea, unexplained rashes, live head lice, or on determination by the school nurse that the child's condition prevents meaningful participation in the educational program, presents a health risk to the child or others, or that medical consultation is warranted unless the condition resolves. Please include emergency daytime phone numbers on your child's enrollment card so that you can be reached if your child becomes ill or injured while at school. Please also inform your school health office staff of health related information you feel is important for your student's success in the classroom and/or safety at school.

Guidelines for Administering Medication

Whenever possible your child should be provided medications by you outside of school hours. In the event it is necessary that the child take or have medication available at school, the parents/guardians must provide a signed written consent for the child to be given medication at school. A consent form is available at the school health office.

Medications must be provided to the school by the parent/guardian in the pharmacy-labeled or manufacturer-labeled bottle. Repackaged medications will not be accepted. All medications also require a physician's authorization to be given at school. The school nurse may limit medications to those set forth in the Physician's Desk Reference (PDR). Please limit the amount of medication provided to the school to a two-week supply.

School Health Screening

Children in Preschool and Kindergarten through fourth grade, as well as children in seventh and tenth grade are screened for vision, hearing, dental defects, height and weight. Students entering the Student Assistance Process at any grade level, and those about whom health concerns are identified to the school nurse may also be screened. Parents are notified of any health concerns as they are identified. Parents who do not wish their child to participate in the school screening program must communicate this in writing to the school health office where their child attends at the start of the school year. Because Nebraska statutes require school-age screening, parents who remove their child from the screening program must submit findings from an alternate medical provider to the school by December 1.

Physical Examination

Evidence of a physical examination by a qualified physician is required within six months prior to the entrance of the child into any Early Childhood Special Education classes, kindergarten and the seventh grade, or in the case of transfer from out of state to any other grade. A parent or guardian who objects may submit a written statement of refusal for his or her child. The statement will be kept in the student's file. Waiver forms are available in the school health office.

Immunizations

**Summary of the School Immunization Rules and Regulations
For 2025-2026 School Year**

Student Age Group	Required Vaccines
Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider	4 doses of DTaP, DTP, or DT vaccine 3 doses of Polio vaccine 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age 3 doses of pediatric Hepatitis B vaccine 1 dose of MMR or MMRV given on or after 12 months of age 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age
Students entering school (Kindergarten or 1 st Grade depending on the school district's entering grade)	3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4 th birthday 3 doses of Polio vaccine 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
Students entering 7 th grade	Must be current with the above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
Students transferring from outside the state at any grade	Must be immunized appropriately according to the grade entered.

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services. For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: <http://www.hhs.state.ne.us/reg/t173.htm> (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)

Updated 1/25/2017

Students must show proof of immunization upon enrollment in Arlington Public Schools. Any student who does not comply with the immunization requirements will not be permitted to continue in school. Students with medical conditions or sincerely held religious beliefs which do not allow immunizations may complete a waiver statement which is available in school health offices.

Students with a signed waiver statement may be excluded from school in the event of a disease outbreak.

Birth Certificate Requirements

State law requires that a certified copy of a student's birth certificate be used when enrolling a new student in school. If your child is registering with Arlington Public Schools for the first time, you may obtain this document from the

Bureau of Vital Statistics in the state in which your child was born. Assistance in obtaining birth certificates may be obtained from Health Records Management, P.O. Box 95065, Lincoln, NE 68509-5065. There is a fee per certificate.

Please note: The document parents receive from the hospital looks like a birth certificate, but it is not a certified copy. A certified copy has the raised seal of the state of Nebraska on it and is signed by the director of vital statistics.

If a birth certificate is unavailable, other reliable proof of a student's identity may be used. These documents could include naturalization or immigration documents showing date of birth or official hospital birth records, a passport, or a translation of a birth certificate from another country. The documents must be accompanied by an affidavit explaining the inability to produce a copy of the birth certificate.

Guidelines for Head Lice

The following guidelines are in place to: better control a nuisance condition; reduce absenteeism due to head lice; and involve parents as partners with the school in control efforts:

1. Children will be sent home from school for live head lice. In the event the child has TWO cases of live lice in a semester, he or she will be sent home until free of both live lice and nits (eggs).
2. Health office staff will provide written treatment information and instructions, including how to check and identify head lice*.
3. A child who is sent home from school for head lice should miss no more than two school days.
4. A child who has been sent from school due to head lice must come to the health office for inspection before returning to class.
5. A child who returns to class with nits (eggs) will be checked again in 7-10 days.
6. Families are encouraged to report head lice to the school health office.
7. Individual buildings will perform classroom-wide or school-wide head checks as needed in order to control the condition at school.

*Nit removal will be emphasized for effective management of the condition. For more information, call the nurse.

Physical Restrictions

Any restrictions on a student's participation because of illness or injury in physical education or other classes which requires physical activity should be communicated to the instructor, preferably in writing. If a student is unable to participate in an activity class, he or she will be restricted from active participation in athletic, dance squad or cheerleader practices. Coaches will be informed by the classroom teacher of any temporary restriction on activity.

Abortion Notification Law

In 1991, the Nebraska Legislature passed a bill that may impact you if you are under the age of 18. If you get pregnant, you will not be able to get an abortion without having your parents notified. In the event that you do not wish to have your parents notified, you may appear before a judge and explain why you do not feel your parents should be notified.

Guidelines for Pregnant and Parenting Students

Arlington Public Schools recognizes that pregnant and parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. Further, the district will educate pregnant and parenting students and will provide reasonable accommodations to support and encourage all pregnant and parenting students to obtain their high school diploma. No student will be excluded from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

Attendance and Leave of Absences

Pregnant and parenting students will be permitted to attend to their own health care, their child's medical care, or other pregnancy- or parenting- related appointments with the benefit of having any such absences or tardiness excused. A student will be permitted to take a leave of absence for pregnancy, childbirth, and any other pre- and post-natal related medical needs, along with recovery therefrom for the duration that is deemed medically necessary by the student's licensed health care provider. At the conclusion of the leave of absence, a student will be immediately enrolled in the district at the same grade and status as when the leave began. Pregnant and parenting students shall be allowed to participate in all activities including extracurricular activities throughout

the student's pregnancy and thereafter unless the district deems such participation poses a substantial risk of injury to the student or to others. A pregnant and parenting student may be asked to obtain certification from the student's licensed healthcare provider regarding the student's safe participation in an extracurricular activity when such certification is required of students for other conditions which require the attention of a licensed healthcare provider.

Any absences accumulated due to pregnancy or pregnancy-related conditions, or care for an ill child, should not count towards any district policies in effect under compulsory attendance requirements. Pregnant and parenting students with excused absences or tardiness shall be treated like all other students with excused absences or tardiness for any other medical reasons.

Pregnant and parenting students will be provided with assignments, classwork and any additional support needed to ensure that the student can keep up with class requirements when absent for pregnancy or parenting-related absences.

Alternative Means to Complete Course Work

The district will provide at least one alternate method, in addition to traditional classroom instruction, to keep pregnant and parenting students in school. Such accommodation(s) may include accessing coursework on-line, home-based independent study, or at-home tutoring. Alternative methods of instruction or other alternative program for pregnant and parenting students are voluntary for the student who may elect whether to engage in an alternative method of instruction or the traditional methods of instruction available to their peers. Pregnant and parenting students shall be allowed to attend their regular classrooms and complete regular coursework.

Lactation

The district will provide reasonable time and space to accommodate lactating students to express breast milk or breastfeed during the school day. Such accommodations will be in a location, other than a bathroom or closet, that is private, clean, has an electrical outlet, a chair and is reasonably accessible. Students shall also be provided a food safe refrigerator to store breast milk safely.

Child Care

If in-school child care is not provided, a list of qualified licensed child care providers will be provided upon request to pregnant or parenting students. Such list will be updated annually and include providers that participate in the quality rating and improvement system and meet all of the quality rating criteria for at least a step three rating pursuant to the Step Up to Quality Child Care Act. Nothing in this policy is intended to prohibit or limit any referral for a student or a student's child to an early head start program or any other available community resources.

Privacy and Confidentiality

Pregnant and parenting students have the right to have their health and personal information kept confidential in accordance with law. School staff will make every effort to keep personal information and health records confidential and in compliance with Nebraska and federal law.

Information about students' pregnancies and related conditions will not appear in their cumulative records and will not be used when they are being considered for educational or job opportunities, awards or scholarships.

Other Accommodations

Pregnant and parenting students may request additional reasonable accommodations to ensure continued participation and enrollment in school. Accommodation requests will be evaluated on a case-by-case basis. Such accommodations may include but are not limited to: additional frequency allowed for bathroom breaks, additional time allowed in between class periods, a larger desk or additional work space, and adjustments to requirements for physical education as needed. Students seeking additional reasonable accommodation should make such requests to the building principal.

Bullying and Harassment

Pregnant and parenting students have the same rights as other students to be free from discrimination, bullying, and harassment. Such school policies are incorporated herein and apply to all students.

Section 4 ADVISOR/ADVISEE PROGRAMS

Students in seventh through twelfth grades will participate in an advisor/advisee program. Each student will be assigned to a faculty member to be part of a group made up of 7-8 graders and 9-12 graders. The activities of the advisory group may include but not be limited to the following:

1. Orientation to school procedures and organization of academic materials, class preparation and time.
2. Advocacy for the student with other staff members and students.
3. A means of representation on student council and internal communication system.
4. Delivery of designated curriculum.
5. Implementation of the student academic monitoring program.

Section 5 PARENT WEB ACCESS

Authorized parent(s) and/or guardian(s) have access to various items of their child's school records via the web. Some of the available items are: Attendance records, Discipline/Behavior records, Assignments, Report Card Grades, Student Class Schedule, Student Progress and Transcripts. Each school within a district will have the ability to determine what is displayed for their school, both modules and fields. Only modules available for that school will display.

Users will create a user name and password then they complete enrollment paperwork. A single username may have access to multiple children or a single child. There may be multiple users with access to the same child.

To log in to PowerSchool as an authorized user or to apply for authorization, follow the steps below:

1. Open your browser.
2. At the address line, type www.apseagles.org
3. Go to the Parents & Students tab.
4. Click on PowerSchool login

For users that already have a User ID and Password setup with the district, follow the steps below:

1. Enter your **Username**
2. Enter your **Password**.
3. Click **Sign In**.

If you **do not** have a Username and Password, contact the building secretary to get one setup.

Section 6 ADDITIONAL ACADEMIC RESOURCES

Grade Recovery Intervention Program (GRIP)

The purpose of the GRIP program is to provide extended learning time for students who are failing or near failing. Therefore, when a student has a D or an F, they may be placed in the GRIP program to assist in finishing any incomplete work. The GRIP program is designed to provide an additional learning environment outside of the normal academic day, with the availability of an individual instructor. Students will be placed in GRIP only when it is seen as helping them academically. Students will not be placed in the GRIP program as a punitive action. Once students have completed the required schoolwork, they will be excused from GRIP.

Individual students that remain on the ineligible list and are failing **two or more** classes may be placed in the Lunch GRIP program. Students that continue to struggle academically may also be placed in after hours for additional assistance.

The Attendance Credit Recovery Program (ACRP)

The purpose of ACRP program is to avoid the loss of credit due to excessive attendance issues. Any student with more than 10 absences will be placed in ACRP. Activity or school related absences will not be included when determining ACRP. Failure to complete ACRP can lead to a loss of credit.

GRIP and ACRP will run together on Monday – Thursday from 3:30 – 4:15 pm. Designated GRIP and ACRP time will take precedence over extra-curricular events. GRIP time may also be provided over the lunch period. If a student is assigned to GRIP or ACRP, they will be excused to attend extra – curricular activities at the completion of their assigned time.

Skipping assigned GRIP or ACRP time will result in escalating consequences beginning with after school detention. Also, students who skip GRIP cannot be exempt from taking final exams at the end of the semester.

EAGLE SUCCESS PROGRAM

Middle School students are required to complete all homework. Students and parents should make certain that homework is completed at home. When students are unable to complete homework at home, they will be provided time to complete their homework at school by using the Eagle Success Program.

Teachers will refer students to a Lunch ESP. When students are assigned lunch ESP, the student will report directly to the lunch ESP room and will begin work immediately. Students will be provided a lunch. Homework will be completed during lunch. If a student does not complete the homework during lunch for two consecutive days, the student may be given an after-school ESP to complete the homework. The student will stay until the homework is completed or until the supervisor sends them home.

Article 7 – Drugs, Alcohol, and Tobacco

Section 1 DRUG-FREE SCHOOLS

The District implements regulations and practices which will ensure compliance with the Federal Drug-Free Schools and Communities Act and all regulations and rules promulgated pursuant thereto. The District's safe and drug-free schools program is established in accordance with principles of effectiveness as required by law to respond to such harmful effects.

Education and Prevention:

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

Drug and Alcohol Use and Prevention.

By this handbook, each student of the District is hereby provided a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities.

Drug and Alcohol Education and Prevention Program of the District Pursuant to The Safe and Drug-Free Schools and Communities Laws and Regulations

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

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

Drug and Alcohol Counseling, Rehabilitation and Re-entry Programs.

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

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

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

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

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

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

It shall further be the policy of the district that violation of any of the above prohibited acts will result in disciplinary sanction being taken within the bounds of applicable law, up to and including short term suspension, long term suspension, expulsion, and referral to appropriate authorities for criminal prosecution.

Drugs and Alcohol Prohibited - Standards of Conduct for Students and Employed Staff:

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

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

The possession, selling, dispensing, use or being under the influence of any abusable glue or aerosol paint or any other chemical substance for inhalation, including but not limited to lighter fluid, whiteout, and reproduction fluid, when such activity constitutes a substantial interference with school purposes on school grounds or during and educational function, or event off school grounds, is prohibited.

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

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

Authorized Use:

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

Disciplinary Sanctions:

1. Violation of this policy may result in suspension or expulsion. Prohibited substances will be confiscated and could be turned over to law enforcement authorities. The student may be referred for counseling or treatment. Parents or legal guardian will be notified.
2. If the student is observed to be violating this policy, the student will be escorted to the Principal/Superintendent's office immediately, or if not feasible, the Principal/ Superintendent will be notified. The student's parents or legal guardian will be requested to pick up the student. If it appears there is imminent danger to other students, school personnel, or students involved, the Principal/Superintendent, or such other personnel as authorized by the Principal/Superintendent, may have the student removed by authorized medical or law enforcement personnel.
3. Parents and students shall be given a copy of the standards of conduct and disciplinary sanctions required and shall be notified that compliance with the standards of conduct is mandatory.

Intervention:

The Arlington Public School District does not have the authority or responsibility to make medical or health determinations regarding chemical dependency. However, when observed behavior indicates that a problem exists which may affect the student's ability to learn or function in the educational climate or activity, the school then has the right and responsibility to refer the student for a formal chemical dependency diagnosis based on behavior observed by school staff. The school will issue a statement to all students and employed staff that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. The school shall make available to students and employed staff information about any drug and alcohol counseling, and rehabilitation and re-entry programs, which are available to students.

Administration:

The administration is authorized to adopt such administrative rules, regulations or practices necessary to properly implement this policy. Such regulations, rules or practices may vary the procedures set forth herein to the extent necessary to fit the circumstances of an individual situation. Such rules, regulations and practices may include administrative forms, such as checklists to be used by staff to record observed behavior and to determine the proper plan of action.

Safe and Drug-Free Schools-- Parental Notice

NOTICE TO PARENTS: If upon receipt of information regarding the content of safe and drug free school programs and activities other than classroom instruction a parent objects to the participation of their child in such programs and activities, the parent may notify the School District of such objection in writing. Upon the receipt of such notice the student will be withdrawn from the program or activity to which parental objection has been made.

Article 8 - Student Rights, Conduct, Rules and Regulations

Section 1 STUDENT CONDUCT AND DISCIPLINE POLICIES

The common goal of students, parents, faculty and administration of Arlington Public Schools is to maintain a school atmosphere which is conducive to learning. In order to achieve this, Arlington Public Schools will continue to review and distribute a set of reasonable and fair rules and policies. VIOLATIONS OF THE ARLINGTON PUBLIC SCHOOL'S RULES AND POLICIES WILL RESULT IN DISCIPLINARY ACTION.

Part 1 - Forms of School Discipline

SANCTIONS

The principal or their designees are delegated full authority and are authorized to take all action appropriate or necessary to implement student disciplinary sanctions in the Arlington Public Schools. Actions taken include, but are not limited to, the following:

A. **OFFICE DETENTIONS:** Detentions must be served on the day that they are given or they may begin on the following day if transportation needs to be arranged (this includes the bus students.) Detentions are not scheduled around student work schedules. Students are to report to the designated detention room by the 3:35 bell and leave the building upon dismissal. Students who have not reported by the bell will not be admitted and treated as if they skipped their detention. **Detentions run from 3:30 - 4:15. Students must bring something to study or to read.** No talking, eating, or sleeping is allowed in detention. Students may not get up out of their seats unless granted permission by the supervisor. Failure to follow these guidelines will result in removal and further disciplinary action. Skipping a detention will result in double detentions to begin the day following the skipped detention (not given the one-day leeway in this instance.) Failure to serve this time will result in further disciplinary intervention, up to suspension from school.

B. **IN-SCHOOL SUSPENSION:** Students so placed are in affect being given another opportunity to succeed in school. They will work on regular school assignments in a designated area from 8:05 a.m. until 4:15 p.m.

C. **AFTER HOURS SESSION:** After Hours Sessions are slots of time outside of the school day (evenings and/or Saturday mornings) assigned to students. The typical After Hour Session will last three hours or more. This is an alternative to in-school suspension and short-term out-of-school suspension. In these sessions students may be required to complete an instructional segment. When this is completed they may work on activities related to academic classes. If all schoolwork is completed students will be allowed to read "appropriate" books (DEAR books). Magazines will not be allowed unless they are being used to support research for academic projects. Students must come prepared with enough work to fill the assigned time. All of the rules of in-school suspension apply. Students who fail to report on the assigned date and at the assigned time will receive two days out of school suspension.

D. **ACTIVITY SUSPENSION:** A student may be denied participation in or attendance at school sponsored activities for a period of time.

E. **LOSS OF PRIVILEGES:** A student may be denied access to a privilege previously granted them such as computer usage, parking lot usage, pass privileges, lunch room privileges, and others.

F. **SHORT-TERM SUSPENSION** - A suspension for any portion of a school day up to and not exceeding FIVE consecutive school days. Students will have the opportunity to complete work missed while suspended.

G. **LONG-TERM SUSPENSION** - A suspension that exceeds five school days but less than twenty school days.

H. **EXCLUSION** - any student may be excluded from school under the following circumstances: if the student has a dangerous communicable disease transmittable through normal school contacts and poses an eminent threat to the health and safety of the school community; if the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

I. **EXPULSION** - A denial from attendance in all schools for an indefinite period of time. An expulsion also may include a denial of admission to or entry upon real and personal property that is owned, leased, rented, or controlled by the school district.

J. **MANDATORY REASSIGNMENT** - The involuntary transfer of a student to another school in connection with any disciplinary action.

Part 2 - Authority of School Personnel

Authorized Actions by Administrators and Teachers.

Administrative and teaching personnel may take actions regarding student behavior, other than those specifically provided in the Student Discipline Act, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, *but need not be limited to*, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. [Ref. § 79-258]

Part 3 - Attendance as Related to Discipline

Compliance with Other State and Federal Laws.

If a student is suspended, expelled, or excluded from school or from any educational function pursuant to the Student Discipline Act, such absence from school shall not be deemed a violation on the part of any person under any compulsory school attendance statutes. Any suspension or expulsion under the act shall comply with the requirements of the Special Education Act and the requirements of the federal Individuals with Disabilities Education Act, 20 U.S.C. 1401 et seq. [Ref. § 79-259]

1. Emergency Exclusion.

A. Grounds. Any student may be excluded from school in the following circumstances:

1. Disease. If the student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health or safety of the school community. [Ref. § 79-264(1)(a).

2. Conduct. If the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education. [Ref. § 79-264(1)(b).

B. Duration and Procedures.

1. Generally. Any emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers described immediately above. [Ref. § 79-264(2)]

2. Exclusion for Five Days or Less. The same procedures for short-term suspension also apply to emergency exclusion if such exclusion is for five days or less. [Ref. § 79-264(1) & (3)]

3. Exclusion Over Five Days. If the superintendent or his/her designee determines that the exclusion will extend beyond five days, the following procedural provisions must be used: [Ref. § 79-264(3)]

a. Hearing/Final Determination. The school board must adopt a procedure for a hearing to be held and a final determination made within ten (10) school days after the initial date of exclusion. [Ref. § 79-264(3)]

b. Procedural Compliance.

The procedure adopted by the school board must substantially comply with the disciplinary actions which require due process [*i.e., long-term suspension, expulsion and reassignment*] and such provisions shall be modified only to the extent necessary to accomplish the hearing and determination within this shorter time period. [Ref. § 79-264(3)]

2. 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.

3. 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.

4. 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. 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 student representative assigned by the principal, and a representative of the community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with the 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.

1. 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 be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures.

A. Failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

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 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 lookalikes 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 the 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

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.

Section 2 GENERAL STANDARDS FOR BEHAVIOR

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, etc.) 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, contains inappropriate double meanings, or carries lewd, indecent, or vulgar meanings, messages, or images.
- g. Clothing and accessories must not promote racial, violent, or socially offensive images, symbols, or language
- h. Clothing or jewelry that is gang related.
- i. Students must wear shoes.
- j. Visible body piercing, body art, or body alterations that are disruptive to the learning environment, or pose a safety issue.

Consideration will be made for students who wear special clothing as required by tribal or 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 the first offense of the dress code the student will be asked to change the offensive clothing or turn it inside out. If this is not possible, they will be asked to call home for new clothing. 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.

Harassment and Bullying Policy:

It is the policy of Arlington Public Schools that bullying type behavior is not to be permitted. **Bullying** will be defined as the intentional harmful behavior initiated by one or more students and directed toward another student. Bullying exists when a student with more social and/or physical power deliberately dominates and harasses another who has less power. Bullying is unjustified and typically repeated. Bullying can take the form of physical, verbal, emotional, sexual, or racial.

Cyberbullying is a form of indirect or social bullying that uses technological communications to humiliate, harass, embarrass, tease, intimidate, threaten, or slander one or more students. Cyber bullies use social media, instant messages, text messages, e-mail, chat rooms, cell phones, and personal websites or blogs. Cyber bullying is the act of being cruel to others by sending or posting harmful material or compromising photographs online or through a cell phone.

These guidelines are established to respond specifically to bullying behavior. Students and parents are advised that other response measures are also in place and set forth in Article 10 of this handbook for behavior which is discriminatory or harassing on unlawful grounds (e.g., sexual harassment, harassment of students with disabilities, race harassment, etc.).

- (i) Step One: The first time school personnel become aware of a possible harassment or bullying situation, the accused student will be informed that such a complaint has been filed. At that time a warning will be given regarding this kind of behavior. The consequences for this kind of behavior in the future will be clearly outlined for the student.

If, in the school's opinion, the first occurrence of harassment behavior is severe, the school may move immediately to any of the four steps in the harassment policy. In other words, the policy may or may not be used sequentially. Moreover, at any stage the student may be disciplined under the student code by actions which may include expulsion, in the event the conduct is also a violation of other provisions of the student code.

- (ii) Step Two: The second time school personnel become aware of a harassment incident, the student's parents will be notified. A conference will be requested at that time. If it is determined that the student has harassed another student, consequences will be assigned. A student may stay on the second step as long as school authorities feel the consequences are effectively correcting the harassment behaviors. If it is determined that there is no basis for the harassment accusation, no consequences will be assigned. If the school determines that a student is intentionally making a false accusation against another student, an appropriate response will be made.
- (iii) Step Three: If the school authorities determine that the student continues to harass another student or the student fails to agree to not harass in the future, the school may assign the student to the Harassment Program level set forth below which the school authorities determine to be appropriate.
- (iv) Step Four: If a student fails to respond positively to the corrective measures of the Harassment Program, the student will be suspended from school for a minimum of five school days, up to expulsion. School authorities will determine the action necessary to insure a safe learning environment for all students.

Harassment and Bullying Program--Levels:

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

All forms of bullying will be treated in a way to protect the victim and to provide a safe and secure environment in which to learn. The bullying program has been created to separate bullies from victims. Although the bullying program is set up with this purpose, bullying situations are all unique so variances of this program will match the specific needs of the individual situation.

Level I: The guidelines for a Level I placement are listed below.

- a. The length of the assignment will be for a minimum of two weeks.
- b. The student will arrive at school no sooner than 8:10 a.m. and will immediately report to the office.
- c. The student will eat on campus at an assigned table.
- d. The student will report to an assigned room at the end of the day, and will remain until 3:45 p.m. or until the scheduled departure of the bus if the student rides the bus. This will allow all other students to leave the school grounds in safety.

Level II: The guidelines for this level are listed below.

- a. The length of the assignment will be for a minimum of two weeks.
- b. The student will arrive at school no sooner than 8:10 a.m. and will immediately report to the office.
- c. The student will eat on campus at an assigned table.
- d. The student will report to an assigned room at the end of the day, and will remain until 3:45 p.m. or until the scheduled departure of the bus if the student rides the bus.
- e. The student will remain in class at the end of each period. The student will be under direct teacher supervision during passing time. The teacher will dismiss the student at the end of the passing period. The student will then have three minutes to get to his/her next class.

Level III: This is a long term assignment. The guidelines are listed below.

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

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. As a minimal standard, students will face the following consequences for IPDA (elevated consequences for indecent IPDA):

1st Offense: Student will be addressed and directed to cease

2nd Offense: Student will be addressed, directed to cease, parents will be notified, and detentions or further action may be taken.

3rd Offense: Student will be considered to be insubordinate for failure to follow administrative directive. Actions may include detentions and/or suspensions.

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.

Electronic devices:

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. Although Arlington Public Schools encourages the use of individual student devices, it is important that while at school regardless of the device, students are expected to adhere to school policy regarding the use of technology. Additionally, Arlington Public School is not responsible for lost or stolen devices.

Beginning with the 2025-26 school year and in accordance with District Policy No. 6113, cell phones and other electronic devices are required to be out of sight and not in use from the tardy bell in the morning until the dismissal bell in the afternoon; typically 8:05-3:30. Students will be allowed to use cell phones and other electronic devices during their assigned lunch period only. Students may use cell phones and other electronic devices on school sidewalks and in the common areas of the school before and after school so long as they do not create a distraction or a disruption and comply with all other policies and handbook provisions.

Parents who need to communicate with their child(ren) during the school day must call the school at 402-478-4171 and we will either get a message to your child(ren) or we will retrieve them from class to talk with you. If a student needs to make a call, the student must come to the office and request permission to make the call. Such calls should only be made in emergency situations in a designated area with permission granted by office personnel.

If a student is using a smartwatch or any other device that works like a cell phone or has the capability to connect with a cell phone to use as a communication tool, the same expectations and consequences apply. Smart watches and other devices that work like a cell phone or have the capability to connect to cell phones need to be “off” or on “silent” and should not be connected to any cell phone during the school day.

a. 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, laptop computers, smart watches, 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.

- b. Possession and Use of Electronic Devices.
 - (1) 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.
 - (2) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a laptop computer for a class presentation).
 - (3) 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).

- c. 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 or live streaming others (photographs, videotaping, sound recording, etc.) without direct administrative approval and consent of the person(s) being recorded or live streamed, other than recording or live streaming 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 no sooner than the end of the school day the device was confiscated.

(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, 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 no sooner than the end of the school day the device was confiscated.

(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 and a conference between the student, 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 no sooner than the end of the school day the device was confiscated. The student will be required to check in the device to the main office each school day by 8:05 for the remainder of the semester. The student may collect the device at the end of the school day after 3:30 for the remainder of the semester.

(iv) **Continued Violations:** Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences will be issued as deemed appropriate by school administration in accordance with the student handbook and district policy.

(3) Penalties for Prohibited Use of Electronic Devices: Students who send or encourage another to send a "sexting" message shall be subject to disciplinary action. Students who receive a "sexting" message are to report the matter to a school administrator and then follow the protocol outlined by administration or law enforcement agency. 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.

(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.

d. 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.

Dating Violence:

Arlington Public Schools strives to provide safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the educational program and are required of all students and staff. Dating violence will not be tolerated.

For purposes of this policy "dating violence" means a pattern of behaviour where one person uses threats of or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. "Dating partner" means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious or long term.

Incidents of dating violence involving students at school will be addressed as the administration determines appropriate, within the scope and subject to the limits of the District's authority.

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:

(2) **“Cheating”**

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

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

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

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

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

(4) **Use of Other 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.

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

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

(1) **Use of Another's Paper:** Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor. Use of artificial intelligence to write papers or portions of papers is prohibited and considered cheating as well. A specific example of this would be the use of ChatGPT or similar service to write a paper.

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

(3) **Assistance from Others:** 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 rewritten by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

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

- (5) **Misrepresenting Need to Delay Paper.** Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.
- (c) **Alteration of Assigned Grades.** Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.
- (2) **"Plagiarism"** means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:
- (a) **Failure to Credit Sources:** Copying work (words, sentences, 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, use of artificial intelligence to write your paper, 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 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 or removal from class with loss of credit and/or a failing grade. 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.

Forgery:

The forging of parent/guardian or another student's signature on any letter to the school or on any school document will result in disciplinary action.

Computers:

Student direct or indirect use of district computers, which results in offensive, personal or commercial messages or damage to, misuse of, or interference with computer programs or computer stored information belonging to the district or to other students, may result in loss or computer privileges and/or disciplinary action.

Assault and Fighting:

A student shall not intentionally cause or attempt to cause physical injury or intentionally behave in such a way as could reasonably cause physical injury to any person. Any student involved in fighting or promoting fighting shall be subject to disciplinary action. Assault or fighting will be defined as a verbal or physical

altercation causing a disruption to the educational process. Fighting may constitute a crime and legal authorities may be notified. Students will be suspended for fighting and may be expelled for assault (except that the principal may waive the suspension if the principal at his/her discretion determines that a student was acting solely in self-defense).

Trespassing:

Students are not to enter or remain on any school district property without proper authorization. Violators will be subject to disciplinary action, suspension, and/or expulsion and possible ticketing from law enforcement. Students on school property while on suspension and/or expulsion are subject to additional disciplinary action and arrest for criminal trespass.

Tobacco:

Possession or use of tobacco, tobacco products, electronic smoking devices with nicotine oil, or look-alike tobacco products, in any form (including smokeless tobacco products) by students is prohibited on school property or premises or at any school activities. (for more details, see article 7)

1st offense- minimum 2 day out of school suspension

2nd offense and additional offenses-minimum 3 day out of school suspension up to and including expulsion

Alcohol/Drugs:

Possession, use, or distribution of alcohol, drugs, look-alike drugs, look-alike alcoholic beverages, behavior-affecting substances, and/or drug paraphernalia

1st offense-minimum 5-10 day out of school suspension up to and including expulsion

2nd offense and additional offenses-minimum 10 day out of school suspension up to and including expulsion

Type of drug, intention to distribute, and other factors will determine severity of disciplinary action. **ANY DRUG OFFENSE COULD RESULT IN EXPULSION.** (for more details, see Article 7)

Theft:

The school does not take responsibility for stolen or lost items. Do not bring valuables to school. Theft of school property or another individual's property may result in disciplinary action, including suspension.

Bus/Van Transportation:

Riding school transportation, including bus, van, or automobile will be considered an extension of the school day; therefore, all rules governing student conduct will apply to students riding school transportation. The driver is a school official and has the authority to control students. Students are expected to be respectful of the rules that are established by the drivers and to be courteous and cooperative passengers. Violation of transportation rules result in loss of the riding privileges and/or school consequences. Absolutely no eating or drinking on the bus unless previously approved by the driver. Repeated violation of school bus/van rules will lead to loss of bus privileges.

The following are rules for conduct regarding transportation services:

STUDENT CONDUCT RULES ON SCHOOL BUS:

Students are expected to discipline themselves and comply with the instructions of the bus operator. The bus driver will be in full charge of the bus and the passengers. Disturbances that might distract the driver can endanger the safety of the passengers; therefore, misconduct on buses will not be tolerated and can result in loss of riding privileges. Please call the school office with questions or concerns:

Elementary: (402) 478-4121 MS/HS: (402) 478-4171 District: (402) 478-4173

RULES OF CONDUCT

Riding the bus/van is a privilege not a right. The following are standard district-wide regulations to be enforced on all vehicles.

1. Students should always be at the bus stop at least 5 minutes before the bus is scheduled to be there. Students should remain well back from the roadway (or pick-up point) while awaiting the arrival of the bus and not move to board the bus until it is stopped and the door opens.
2. Students will be picked up or dropped off at designated stops unless prior arrangements have been made

- with parents/guardians.
3. No extra rider without authorization or prior approval.
 4. Student will enter and exit the bus in an orderly fashion and go directly to a seat.
 5. Students should remain seated, not standing or leaning over the seat in front of or behind them.
 6. Students will keep their hands, arms and heads inside of the bus. Bus driver approval is required for operation of windows. In addition, legs and arms should be kept within the seating area – not in the aisle.
 7. Students should assist in keeping the bus clean and sanitary on the inside. Use trash cans in the front and back of the buses for trash.
 8. Bus riders are expected to be courteous and obedient toward the bus driver and other school employees.
 9. Throwing any object while on the vehicle is prohibited.
 10. Smoking and/or the use of any tobacco product and possession of alcoholic beverages or drugs in a student transportation vehicle is prohibited at all times.
 11. Students must be respectful of bus property and the property of other passengers.
 12. Hitting, shoving, fighting, etc. are prohibited.
 13. Students should not eat or drink on the bus/van. Individual drivers may waive this regulation for particular situations.
 14. Students should adhere to the seating chart given by the driver.

Substitute Teacher:

Substitute teachers are to be treated as guests in the school. In order for class to move on as close to normal as possible, students are expected to be on their best behavior. The regular classroom teacher and/or administrators may **double** consequences when negative behavior occurs with a substitute teacher.

Locker Room:

Students may not enter locker rooms unless he/she has PE that period. If a student needs to get into the locker room, a staff member must escort him/her. Students are not to be in the locker room before or after school without supervision. Students are responsible for their own possessions. All items are to be locked in the lockers. Periodically, locker rooms will be cleared out and material left out on the floor will be discarded.

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, etc... are allowed in the school building and classrooms by teacher and/or administrative approval only. The pop machine is closed until after school and pop is to be consumed 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 computers courses will have other safety or clean-up rules that will be explained to you 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.

Section 3 REPORTING STUDENT LAW VIOLATIONS

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.

Section 4 DUE PROCESS PROCEDURES

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

1. The Principal shall prepare a written summary of the alleged violation and the evidence supporting the alleged violation with the Superintendent or his or her designee.
2. If the Principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers, and a notice of intent to discipline the student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent or his or her designee, the student may be suspended by the Principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the Superintendent.
3. The Principal or his or her designee shall serve by registered or certified mail or by personal service the student and the student's parents or guardian with a written notice within two school days of the date of the decision to recommend long-term suspension or expulsion. Said notice shall include the following
 - (a) The rule or standard of conduct allegedly violated and the acts of the student alleged to constitute a cause for long-term suspension or expulsion including a summary of the evidence to be presented against the student as submitted by the Principal or assistant Principal.
 - (b) The penalties to which the student may be subjected and the penalty which the Principal, or his or her designee has recommended in the charge.
 - (c) A statement explaining the student's right to a hearing upon request on the specified charges.
 - (d) A description of the hearing procedures provided by these policies along with procedures for appealing any decision rendered at the hearing.

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

Hearing Procedure:

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

the student's psychological evaluation or emotional problems are being discussed. The student or the student's parents or guardian or both may be represented by legal counsel. The hearing examiner may exclude anyone from the hearing when his/her actions substantially disrupt an orderly hearing. The formal rules of evidence shall not apply at the hearing. The administrative representative shall present to the hearing officer statements, in affidavit form, of any person having information about the student's conduct and the student's records, but not unless such statements and records have been made available to the student, the student's parents, guardian or representative prior to the hearing. The information contained in such records shall be explained and interpreted prior to or at the hearing to the student, parents or guardian, or representative at their request, by appropriate school personnel. The student, the student's parents, guardian, or representative, the administrative representative or the hearing officer may ask witnesses to testify at the hearing. Such testimony shall be under oath and the hearing officer shall be authorized to administer the oath. The student, parent, guardian, or representative, administrative representative, or the hearing officer shall have the right to question any witness giving information at the hearing, the student may testify in his/her own defense in which case he/she shall be subject to cross-examination nor will any conclusion be drawn therefrom. Any person giving evidence by written statement or in person at a hearing shall be given the same immunity from liability as a person testifying in a court case. A single hearing may be conducted for more than one student if in the discretion of the hearing examiner a single hearing is not likely to result in confusion or prejudice to the interest of any of the students involved. If during the conduct of such a hearing, the hearing examiner concludes that any of such student's interests will be substantially prejudiced by a group hearing, or that confusion is resulting, the hearing examiner may order a separate hearing for each or any of said students.

7. Availability of Witnesses. The hearing officer will have the authority to subpoena any witnesses to the hearing and shall make reasonable efforts to assist in obtaining the attendance of any witnesses requested by the student, student's parents or guardian or their legal representative.
8. Record. The proceedings of the hearing shall be recorded at the expense of the school district.
9. Findings. Within a reasonable time after the conclusion of the hearing, the hearing officer shall prepare and submit to the Superintendent of schools his/her written findings and recommendation as to disposition. This report shall explain, in terms of the needs of both the student and the school board, the reasons for the particular action recommended. Such recommendation may range from no action, through the entire field of counseling, to long-term suspension, expulsion, or mandatory reassignment.
10. Review by Superintendent. The Superintendent of schools shall review the findings and recommendations of the hearing officer and in his/her discretion may also review any of the facts and evidence presented at the hearing and based upon such report and the facts shall determine the sanctions to be imposed. However, the Superintendent may not impose a more severe sanction than that imposed by the hearing officer.
11. Notice of Determination. Written notice of the findings and recommendations of the hearing officer and the determination of the Superintendent of schools shall be made by certified registered mail or by personal delivery to the student, the student's parents or guardian. Upon receipt of such written notice by the student and/or parents and guardian, the determination of the Superintendent shall take immediate effect.
12. Appeal to Board. The student, student's parents or guardian may, within seven school days following the receipt of the Superintendent's decision, submit to the Superintendent of schools a written request for a hearing before the Board of Education.
13. Review by Board of Education. Upon receipt of the request for review of the Superintendent's determination, the Board of Education or a committee of not less than three members shall, within ten school days, hold a hearing on the matter. Such hearing shall be made on the record except that the board may admit new or additional evidence to avoid substantial threat of unfairness. Such new

evidence shall be recorded. The Board of Education or committee thereof may withdraw to deliberate privately upon the record and new evidence. Any such deliberation shall be held in the presence only of board members in attendance at the appeal proceeding, but may be held in the presence of legal counsel who has not previously acted as the administrative representative in presenting the school's case before the hearing officer. If any questions arise during such deliberations which require additional evidence, the Board of Education or committee thereof may require the hearing to receive such evidence, subject to the right of all parties to be present. A record of any such new or additional evidence shall be made and shall be considered as a part of the record and based upon the evidence presented at the hearing before the hearing officer, and such new or additional evidence, the Board of Education or the committee shall make a final disposition of the matter. The board may alter the Superintendent's disposition of the case if it finds his/her decision to be too severe, but it may not impose a more severe sanction. A designated method of giving notice by the Board of Education or committee thereof, if required, for any Board review shall be by posting on the schoolhouse door.

14. Final Decision of Board of Education. The final decision of board shall be delivered to the student and parents or legal guardian of the student by personally delivering the same or by mailing the same by certified or registered mail.

Article 9 - Extra-Curricular Activities - Rights, Conduct, Rules and Regulations

Section 1 EXTRA-CURRICULAR PROGRAMS

Extra-curricular programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. The Arlington Public Schools will adhere to the rules and regulations set forth in Title IX guidelines on sex discrimination as well as other pertinent rules and regulations.

Section 2 ACTIVITY PHILOSOPHY

Activities are considered an integral part of the school's program of education which provides experiences that will help boys and girls physically, mentally and emotionally. The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. We believe that participation in activities, both as a player and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, to the team, to the student body, to the community and to the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better people and citizens.

Safety

The District's philosophy is also to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, and to exercise common-sense. In addition, the District requires that activity team members travel to and from out-of-town events as a unit. Any exceptions to this rule must be approved by both the parents and the coach/sponsor and should be done in writing prior to the departure to the event. The note should be given to the Principal. Only those people involved with the activity will be allowed to travel in the school vehicle.

Concussions

In compliance with the Nebraska concussion law LB260, athletes presenting signs, or symptoms of a concussion will be (a) be removed from competition, and (b) may not return to participation until evaluated by an appropriate licensed health care professional, and (c) must provide written and signed clearance from both the parents and licensed health care professional in order to return to play. In compliance with the Nebraska concussion law LB782/AM2057, return to learn protocol will be utilized for students who have sustained a concussion and return to school.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

Section 3 ACTIVITY CODE OF CONDUCT

This activity code of conduct is supplemental to the Arlington Public Schools student code of conduct which is in Article 8 of this handbook and any action taken hereunder may be in addition to any action under the student code of conduct said policy.

Grounds for Extracurricular Discipline

The grounds for suspension from practices, participation in interscholastic competition, or other participation in extra-curricular activities and competitions are set forth below. In becoming familiar with the conduct rules for

extracurricular activities, participants need to remember that they are not only representing themselves, but also, their school and community in all of their actions. Special conduct rules exist for the reasons that:

Participants in Activities Assume Responsibility for Leadership and are Representatives of Our School: Participants in extra-curricular activities assume a leadership role. The student body, the community and other communities judge our school on the students' conduct and attitudes, and how they contribute to our school spirit and community image. The students' performance and devotion to high ideals make their school and community proud.

Activities are a Privilege: Extra-curricular activities have an important place in the educational program of the Arlington Public Schools. It is a privilege for the students who choose to participate. Students who participate and are accepted into the program are expected to demonstrate cooperation, patience, pride, character, self-respect, self-discipline, teamwork, sportsmanship, and respect for authority. It is the belief that accepting responsibility for one's actions are a part of that philosophy.

The conduct rules apply to conduct of the student, regardless of whether the conduct occurs on and off school grounds. (If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct). The conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

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, or similar conduct in a manner that constitutes a substantial interference with school purposes.
3. Sexual assault or attempting to sexually assault any person.
4. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, or repeated damage or theft involving property.
5. Causing or attempting to cause personal injury to a school employee, to a school volunteer, to any student, or to any other person.
6. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.
7. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon.
8. Engaging in the selling, using, possessing or dispensing of alcoholic beverages, tobacco, E-Cigs, narcotics, drugs, controlled substance, inhalant or being under the influence of any of the above; or possession of drug paraphernalia. (Note: The term "under the influence" for school purposes has a less strict meaning than it does under criminal law. For school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant. In addition, "possession" of alcohol or drugs will be considered to have occurred for purposes of school rules if the student is in such close proximity to alcohol or drug (for example, a student being in a car where alcohol is in the back seat and no adults are present in the car) or to others who are consuming alcohol or drugs (for example, being at a student party at which other students are drinking) that school officials may reasonably determine that the student was in "possession" of the items as well).
9. Engaging in 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 alcoholic beverages, narcotics, drugs, controlled substance or inhalant.
10. Truancy or failure to attend assigned classes or assigned activities.
11. Tardiness to school, assigned classes or assigned activities.
12. 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, national origin, or religion.
13. Public indecency.

14. Repeated violation of any of the rules adopted by the school district or the school.
15. Engaging in any unlawful activity as determined by the United States or the State of Nebraska.
16. Dressing in a manner wherein such dress is dangerous to the student's health and safety or to the health and safety of others or is distracting or indecent to the extent that it interferes with the learning and educational process.
17. Willfully violating the behavioral expectations for those students riding the Arlington Public Schools' buses.
18. The knowing and intentional possession, use, or transmission of a firearm or other dangerous weapon in a place where such items are prohibited.
19. 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.
20. Failure to report for the activity at the beginning of each season; reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
21. Failure to participate in regularly scheduled classes on the day of an athletic/activity event.
22. Failure to attend all scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach. Every reasonable effort should be made to notify the coach or supervisor prior to all missed practices or meetings.
23. All other reasonable rules or regulations adopted by the coach or supervisor of an extra-curricular activity shall be followed, provided that participants shall be advised by the coach or supervisor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
24. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

Drug and Alcohol Violations:

A. GENERAL CONDUCT

Any conduct harmful to the image of the Arlington Activities Program merits immediate discipline from the coach/sponsor and activities director. Examples of poor conduct include, but are not limited to, skipping practice, poor citizenship, poor sportsmanship, illegal acts, violent behavior and other such conduct. Sanctions for poor conduct will be determined by the coach/sponsor/Activities Director and approved by the building principal. Some conduct may be serious enough to merit suspension, forfeiture of varsity letter and award nomination eligibility as well as dismissal from the team.

B. TOBACCO

Any student determined to be engaged in the possession or use of tobacco, tobacco products, electronic smoking devices with nicotine oil, or look-alike tobacco products.

First offense: Two-week suspension from participating in all co-curricular activities, events, and/or contests.

This can be reduced to a one-week suspension if a tobacco evaluation of the student is completed and verified by school officials at the student's expense. Student would still attend practices and meetings.

Second offense: Five-week suspension from participation in all co-curricular activities, events, and/or contests. This can be reduced to a three-week suspension if a tobacco evaluation of the student is completed and verified by school officials at the student's expense. Student would still attend practices and meetings.

Third offense: Suspension from participating in all co-curricular activities, events, and/or contests for the remainder of the school year.

C. DRUGS AND ALCOHOL

Any student determined to be engaged in the possession, use, or distribution of alcohol, drugs, look-alike drugs, look-alike alcoholic beverages, behavior-affecting substances and/or drug paraphernalia. (In this instance possession will be more liberally interpreted to include attendance at gatherings in which others are engaged in the unlawful possession, use, or distribution of alcohol, drugs, look-alike drugs, look-alike alcoholic beverages, behavior-affecting

substances and/or drug paraphernalia and/or proximity to others engaged in the unlawful possession, use, or distribution of alcohol, drugs, look-alike drugs, look-alike alcoholic beverages, behavior-affecting substances and/or drug paraphernalia (example being in a vehicle.) A student will be found in violation of this part of the code if reports by legal authorities verify a violation, if a student self-reports a violation, and/or if school district employee witnesses and reports a violation. Parents and participants will sign a release of information from law enforcement and county court prior to being allowed to participate in Arlington Public Schools' co-curricular activities.

First Offense:

Situation 1: Five-week suspension from participating in all co-curricular activities, events, and/or contests.

Situation 2: Three-week suspension from participating in all co-curricular activities, events, and/or contests for a student that can provide proof of non-consumption through valid test(s) administered by a law enforcement official at the scene.

Self-Report (1st Offense Only): Anyone that self-reports will receive a two-week reduction in their suspension period for being honest and taking responsibility for their actions. The self-report must happen in a timely manner in which the student reports prior to the administration starting their formal investigation.

Second Offense:

A second violation of our Activity Code is considered serious and results in a suspension from participating in all co-curricular activities, events, and/or contests **for the remainder of the school year.**

POLICY ENFORCEMENT

Consequences and/or sanctions will be administered as soon as the activities director, principal, or other designee has determined that an activity code violation has occurred. If an alleged violation of the activity code of conduct occurs the procedures for handling the situation are the same as those governing a short-term suspension, which can be found in handbook information sent to parents/guardians at the beginning of the year. The student shall have the right to appeal the decision of the Activities Director to the Violations Board. The Violations Board shall consist of the sponsor/head coach, one other head coach/sponsor, and a district administrator or a designee of any one or more. If the student or his/her parents request a hearing before the Violations Board, the hearing will be conducted in an informal conference setting as soon as possible. No further hearing will be provided. After hearing all sides, the violations board will render a final decision within 5 school days.

Should a question arise regarding a rule or regulation of the Nebraska School Activities Association and the need arises for an individual to know the due process procedures of the NSAA, they may be found in the NSAA yearbook which can be obtained from the Superintendent, Junior-Senior High Principal or the Activities Director.

Procedures for Extracurricular Discipline

Students may be suspended by the Principal or the Principal's designee from practices or participation in interscholastic competition or participation in extra-curricular activities for violation of rules and standards of behavior adopted by the Arlington Public Schools Board of Education or the administrative staff of the school.

The following procedures will be followed with regard to suspension:

1. The school official(s) considering the suspension will make a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with school purpose.
2. Prior to commencement of the suspension, the student is to 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 school has, and be given the opportunity to explain the student's version of the facts.
3. If the student is not readily available to meet with the school official for this purpose before the suspension is to begin, then the suspension may be imposed at that time so long as the opportunity for the student to hear the charges and evidence and for the student to tell his or her side of the story occurs as soon as reasonably practicable. An effort to schedule a meeting for this purpose should be made by the student and the student's parent or guardian as well. Given the fact that extracurricular

activity suspension actions at times need to be taken outside the regular school day, a telephone conference may be used to give the student the opportunity to provide the student's position.

4. Within two school days or such additional time as is reasonably necessary following the suspension, the Principal or Principal's designee will send a written statement to the student and the student's parents, or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reason for the action taken and the right to a hearing upon request on the specified charges.
5. An opportunity will be afforded the student, parents, or guardian of the student, at their request, to confer on an informal basis with regard with the school official who has imposed the suspension and to give that school official any further information in the student's defense.
6. If the student or student's parents or guardian are not satisfied with the determination of the school official, an informal hearing may be requested before the Superintendent. A form to request such a hearing must be signed by the parent or guardian will either be provided with the initial notice letter or be made available in the Principal's office. This request must be received by the building principal within five days of receiving the initial written notice of suspension.
7. If a hearing is requested, it shall be held within ten calendar days of the request. The Superintendent will notify the participants of the time and place of the hearing within five days of receiving the request. There will be no stay of the penalty imposed pending an appeal.
8. Upon conclusion of the hearing, a written decision will be rendered within five school days. The written decision will be mailed or otherwise delivered to the participant, parents or guardian. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the hearing itself) shall be kept by the school.
9. Nothing contained in this regulation shall prevent the participant, parents, guardian or representative from discussing and settling the matter with the appropriate school personnel at any stage.

Attendance and Academics:

Student participants are expected to apply themselves academically by following these expectations:

1. Attend school regularly and show evidence of sincere effort towards scholastic achievement.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests he/she should contact the coach or sponsor in advance.
3. Attendance, for the entire day, is required to be eligible for the contest that day. Arrangements in advance for extenuating circumstances, such as doctor/dentist appointments, funerals or other activities, can be made with the building Principal or Activities Director in writing. Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.
4. Attendance, for the three periods prior to practice time, is required to be eligible to practice that day. Arrangements in advance for extenuating circumstances, such as doctor/dentist appointments, funerals or other activities, can be made with the building Principal or Activities Director in writing. Every attempt should be made to be in attendance. Sleeping in will not be considered an extenuating circumstance, nor will going home ill and then returning for practice that day.
5. Appearance: Participants will dress appropriately for the activity in which they are involved and will at all times maintain a neat, clean and well-groomed appearance.

Equipment:

Each participant at Arlington Junior/Senior High School is responsible for all equipment issued to him/her. He/she is to make sure all equipment is secured at school or at home. The participant will pay either replacement cost or a cost determined by the coach and/or sponsor and the activities director if he/she should lose or damage school equipment.

Activity Absences:

Any time a participant will miss part or all of his/her classes due to an "activity absence" they are responsible for meeting

with all of their teachers prior to their departure and making arrangements for assignments to be handed in and material that will be missed.

Scholar Athlete Awards:

Students who earn a varsity letter in their sport plus achieve Honor Roll (with distinction) or Honor Roll status for a quarter or semester, in which their sport is in season, will be honored as a scholar athlete.

School Dances:

Our dances are sponsored for the benefit of Arlington students. The dances are for ninth through twelfth graders ONLY unless otherwise stated. Prom is only for juniors and seniors unless they invite a freshman or sophomore as their date. Out-of-school dates MUST be accompanied by an Arlington student and must be at least a ninth grader. All out-of-school dates must be signed up in the office on the last school day before the dance and must be approved by the administration. **No guests over the age of 20 will be admitted.** Any student leaving the dance for any reason before the dance is over will not be readmitted. No student will be allowed to enter the dance after ½ hour after dance start time without prior approval. Students must be academically eligible to attend school dances.

Prohibited Substances:

Alcoholic beverages, illegal drugs, electronic smoking devices, and tobacco are prohibited. Anyone using these or showing the effects of use will not be allowed admission or, if discovered after admission, be removed from the dance. Their parents will be contacted.

Students and their dates may be required to submit to a breathalyzer prior to gaining entrance. Those who choose not to submit to a breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student's date is under the influence of alcohol or drugs.

Section 4 "TEAM SELECTION" AND "PLAYING TIME"

"Team selection" and "playing time" decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purposes of the activities program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner which reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.

Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of this criteria include the student's: (1) talent or skill, (2) desire to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

Section 5 ACADEMIC GRADE STANDARD FOR ACTIVITIES PARTICIPATION

Participation in extra-curricular school activities is encouraged and desirable for all students. At the same time, the principal mission and responsibility for each student is to establish a firm academic foundation. A student participating in extra-curricular school activities must therefore:

1. Maintain passing grades in all courses.
2. Ability requirements shall not apply to:
 - (A) Instructional field trips which are a part of the scheduled course learning experience; and,
 - (B) Activities or events which are a part of the student's grade requirements, **unless an alternate assignment that holds the same weight can be assigned.**

Section 6 **STUDENT FEES POLICY**

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

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

The District does provide activities, programs, and services to children which extend beyond the minimum level of constitutionally required free instruction. Students and their parents have historically contributed to the District's efforts to provide such activities, programs, and services. Such student and parent contributions have included: students coming to school with the basic clothing and personal supplies to be successful in the classroom (clothing, shoes, pencils, pens, paper, notebooks, calculators, and the like), students bringing their own or paying the reasonable cost of specialized equipment or supplies for the personal preference or personal retained benefit of students (for example, band equipment, locker deposit or rental fees, shop class materials where the student keeps the product, and college tuition or fees for college credit for advanced placement courses or correspondence courses), students providing their own specialized clothing and equipment to be prepared for the extracurricular activities in which they choose to participate (sporting apparel, including shoes, undergarments, and the like), and assisting with special programs, such as field trips, summer school, school dances and plays. The District's general policy is to continue to encourage and to require, to the extent permitted by law, such student and parent contributions to enhance the educational program provided by the District.

Under the Public Elementary and Secondary Student Fee Authorization Act, the District is required to set forth in a policy its guidelines or policies for specific categories of student fees. The District does so by setting forth the following guidelines and policies. Parents, guardians, and students are encouraged to contact their building administration or their teachers or activity coaches and sponsors for further specifics.

(1) Guidelines for clothing required for specified courses and activities

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

The District will provide or make available to students such safety equipment and attire as may be required by law, specifically including appropriate industrial-quality eye protective devices for courses of instruction in vocational, technical, industrial arts, chemical or chemical-physical classes which involve exposure to hot molten metals or other molten materials, milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials, heat treatment, tempering, or kiln firing of any metal or other materials, gas or electric arc welding or other forms of welding processes, repair or servicing of any vehicle, or caustic or explosive materials, or for laboratory classes involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other similar hazards. Building administrators are directed to assure that such equipment is available in the appropriate classes and areas of the school buildings; teachers are directed to instruct students in the usage of such devices and to assure that students use the devices as required, and students have the responsibility to follow such instructions and use the devices as instructed.

(2) Personal or consumable items

Students have the responsibility to furnish any personal or consumable items for participation in the courses and activities provided by the District. This includes the responsibility to furnish minor personal or consumable items including, but not limited to, pencils, paper, pens, erasers, and notebooks. Equipment or supplies of a specialized nature for certain courses (for example, protractors and math calculators) may be available to students by the District, but students may also be encouraged to purchase their own such equipment or supplies for their own use after school hours or for use during the school day due to the limited number of District items available to the students.

While the District will provide students with the use of facilities, equipment, materials, and supplies, including books, the students are responsible for the careful and appropriate use of such property. Students and their parents or guardian will be held responsible for damages to school property caused or aided by the student and will also be held responsible for the replacement cost of school property which is placed in the care of and lost by the student.

(3) Materials required for course projects

Students have the responsibility to furnish or pay the reasonable cost of any materials required for course projects where, upon completion, the project becomes the property of the student. Such materials are subject to the District's fee waiver policy (Section 6, Number 12).

Students must furnish musical instruments for participation in optional music courses that are not extracurricular activities. Use of a musical instrument without charge is available under the District's fee waiver policy (Section 6, Number 12); however, the District is not required to provide for the use of a particular type of musical instrument for any student.

(4) Extracurricular Activities-Specialized equipment or attire

Extracurricular activities mean student activities or organizations which are supervised or administered by the District, which do not count toward graduation or advancement between grade, and in which participation is not otherwise required by the District.

The District will generally furnish students with specialized equipment and attire for participation in extracurricular activities. The District is not required to provide for the use of any particular type of equipment or attire. Equipment or attire fitted or the student and which the student generally wears exclusively, such as dance squad, cheerleading, and music/dance activity (e.g. choir or show choir) uniforms and outfits, along with T-shirts for teams or band members, will be required to be provided by the participating student. The cost of maintaining any equipment or attire, including uniforms, which the student purchases or uses exclusively, shall be the responsibility of the participating student. Equipment which is ordinarily exclusively used by an individual student participant throughout the year, such as golf clubs, softball gloves, and the like, are required to be provided by the student participant. Items for the personal medical use or enhancement of the student (braces, mouthpieces, and the like) are the responsibility of the student participant.

Students have the responsibility to furnish personal or consumable equipment or attire for participation in extracurricular activities or for paying a reasonable usage cost for such equipment or attire.

For music courses that are extracurricular activities, students may be required to provide specialized equipment, such as musical instruments, or specialized attire, or for paying a reasonable usage cost for such equipment or attire.

(5) Extracurricular Activities-Fees for participation

The District does not generally charge fees for participation in extracurricular activities. Admission fees are charged for extracurricular activities and events.

(6) Post-secondary education costs

Students are responsible for post-secondary education costs. The phrase "post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution. For a course in which students receive both high school and post-secondary education credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the course shall be offered without charge for tuition, transportation, books, or other fees, except tuition and other fees associated with obtaining credits from a post-secondary educational institution.

(7) Transportation costs

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

(8) Copies of student files or records

The Superintendent or the Superintendent's designee shall establish a schedule of fees representing a reasonable cost of reproduction for copies of a student's files or records for the parents or guardians of such student. A parent, guardian

or student who request copies of files or records shall be responsible for the cost of copies reproduced in accordance with such fee schedule. The imposition of a fee shall not be used to prevent parents of students from exercising their right to inspect and review the students' files or records and no fee shall be charged to search for or retrieve any student's files or records. The fee schedule shall permit one copy of the requested records be provided for or on behalf of the student without charge and shall allow duplicate copies to be provided without charge to the extent required by federal or state laws or regulations.

(9) Participation in before-and-after-school or pre-kindergarten services

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

(10) Participation in summer school or night school

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

(11) Breakfast and lunch programs

Students shall be responsible for items which students purchase from the District's breakfast and lunch programs. The cost of items to be sold to students shall be consistent with applicable federal and state laws and regulations.

Students are also responsible for the cost of food, beverages, and personal or consumable items which the students purchase from the District or at school, whether from a "school store," a vending machine, a booster club or parent group sale, a book order club, or the like.

Students may be required to bring money or food for field trip lunches and similar activities.

(12) Waiver Policy

The District's policy is to provide fee waivers in accordance with the Public Elementary and Secondary Student Fee Authorization Act. Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for: (1) participation in extracurricular, (2) admission fees and transportation charges for student spectators attending extracurricular activities, (3) materials for course projects, and (4) use of a musical instrument in optional music courses that are not extracurricular activities. Participation in a free-lunch program or reduced-price lunch program is not required to qualify for free or reduced-price lunches for purposes of this section. Materials for course projects to be provided to free or reduced-price lunch eligible students shall be required to be approved by the administration, which shall apply a standard based on providing materials which are equitable to those purchased by comparable students.

While the District will provide students with the use of facilities, equipment, materials and supplies, including books, the students are responsible for the careful and appropriate use of such property. Students and their parents or guardian will be held responsible for damages to school property caused or aided by the student and will also be held responsible for the reasonable replacement cost of school property which is placed in the care of and lost by the student. Where students are provided school property of a significant value which may easily be unintentionally damaged, the instructor should give the parent advance notice of the student being given responsibility for the item and the parent may then direct that the student not be given the item.

(13) Distribution of Policy

The Superintendent or the Superintendent's designee shall publish the District's student fee policy in the Student Handbook or the equivalent (for example, publication may be made in an addendum or a supplement to the student handbook.) The Student Handbook or the equivalent shall be provided to students of the District at no cost.

(14) Student Fee Fund

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

CERTIFICATION

The Arlington School Board holds a yearly public hearing of the school board to discuss the proposed student fee policy. Such public hearing followed review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the upcoming school year. The foregoing student fee policy was adopted after such public hearing by a majority vote of the school board at an open public meeting in compliance with the public meetings laws.

**Appendix "1" to 2025-2026 Student Fees Policy of
Arlington Public Schools**

Additional Specification of Required Materials and Fees¹

Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum)² or Specific Material Required
Elementary Program		
Physical Education Classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art classes and special projects or events	Appropriate clothing (non-specialized attire)	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged.
Music-Optional band Courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, drum sticks, lyres, flip folders, slide grease, reed guards, cleaning swabs, mouthpiece brushes, pad savers, ligatures, and a "gig bag", etc.) Limited instruments available for use by any student.
Music -Optional Blue Notes Honor Choir	Coordinating group attire	Blue notes shirts and dark pants
Classroom supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists.

¹ This listing is a part of the 2025-2026 Student Fees Policy and is intended to provide supplemental information. For additional specifications, refer to the Policy.

² Generally, dollar amounts are stated in terms of "maximums." The actual fee or charge may be less during the 2025-2026 school year.

Field Trips	Transportation and admission costs of field trips	None-costs of school sponsored, class-related field trips will be paid for by the school. Parents may be encouraged but not required to pay for field trip costs of up to \$5.00 per student for each field trip to defray costs. (With administrative approval, the requested donation may be up to \$100.00 for special field trips). Meals on field trips will be at the expense of the student. School lunches will be provided as needed for free-reduced lunch eligible students.
Summer school courses	Classes offered during the summer, or at night, if any	\$25 to \$200 per class.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge).	Ten cents (.10) per page when charges apply.
Secondary Program	General Description of Fee or Material	\$ Amount of Fee (Anticipated or Maximum) or Specific Material Required
Physical Education Classes	Appropriate clothing (non-specialized attire)	Tennis shoes and white socks, running shorts, T-shirt
Art and shop classes and special projects, science classes	Appropriate clothing (non-specialized attire) Goggles-1 pair provided per year. If lost or damaged students are required to purchase a new pair.	Old shirt for painting; other clothing which may get paint on it or otherwise be damaged; protective clothing for shop classes; approved protective goggles for science classes.
Art 7 and Art 8	Art Supplies	\$15.00

Adv. Art Classes	Art Supplies	\$20.00
Basic Tech	Materials for Projects	\$25.00
8 th Grade Exp. Tech	Materials for Projects	\$25.00
Beg. Metals	Toolbox Kit	\$30.00
Adv. Metals	Metal	Provide metal needed for two (2) instructor approved projects.
Small Engines	Parts (optional)	Parts supplied for personal interest projects.
Woods I	Wood and other materials	Cost based on individual student designed projects (4). Some materials obtained by students; some materials obtained by school with student responsible for cost. Project maximum \$150.00.
Woods II	Wood and other materials	Cost based on individual student designed projects (2). Some materials obtained by students; some materials obtained by school with student responsible for cost. Project maximum \$500.00.
Family & Consumer Science Classes	Food and sewing supplies	Cost based on individual student designed projects. Some materials obtained by students; some materials obtained by school with student responsible for cost. Project maximum \$10.00
7 th Grade	Sewing supplies	Cost based on individual student designed projects. Some materials obtained by students; some materials obtained by school with student responsible for cost. Project maximum \$12.50.
8 th Grade	Sewing supplies	
Foods I and Foods II	Consumed food supplies	\$20.00
Music-Optional band Courses	Musical instruments	Musical instruments and accessories (reeds, valve oil, etc.) Limited instruments available for use by any student. White tennis shoes, socks, and black shorts. \$120.00 maximum.
Classroom Supplies	General supplies, such as writing instruments (pens, pencils, crayons, markers), notebooks, etc.	None--necessary classroom supplies will be made available by the school. Students will be responsible for the replacement cost of damaged or lost supplies. Students are encouraged but not required to bring items from class supply lists which may be handed out by the office or individual teachers.

Classroom Projects, i.e., Family & Consumer Science, Industrial Technology	Project Cost	Student pays cost that is beyond the standard project provided by the school.
Advanced math or science classes	Specialized calculators	Some calculators will be available at school. If lost or damaged a replacement fee will be assessed at a rate paid by the school. Students are encouraged but not required to purchase such equipment for their personal use.
Copies	Use of school copiers (except for one copy of the student file, which will be provided without charge)	Ten cents (.10) per page when charges apply.
College Now - Metro	Tuition and fees for college courses taken for credit.	Any postsecondary education costs are to be paid directly by students to the college. Students are responsible for book fees.
Dual Credit-secondary education classes taught by Arlington staff.	Tuition and fees for college courses taken for credit.	Fees vary depending on the course requirements. Payments will be made prior to the start of the course.
End of year lost or damaged books	Damage fee or replacement cost	Fees and fines up to \$5.00 for damaged books. Lost books or ruined books are charged replacement cost.
Yearbooks - Optional	School Book	Yearbooks are published and made available for purchase every year. Cost is generally about \$50-60.
College entrance tests and preparation	Prep programs & tests	Costs of college entrance tests or prep courses, such as ACT preparation tutoring, PSAT test, and ACT test, are optional and to be paid directly to the private companies involved.
Summer school courses	Classes offered during the summer, or at night, if any	\$50 to \$200 per class

Locker usage	Use of school locker	Student will be responsible for replacement or repair cost to damaged locker.																		
Extracurricular & Athletic Programs	General Description of Fee or Material	Dollar Amount of Fee (Anticipated or Maximum) or Specific Material Required																		
1. Admission	Spectator fees for admission to events	\$7.00 per event maximum. Students may purchase an Activity Ticket.																		
2. Athletic Physicals	NSAA required athletic physicals	Cost varies; payable directly to student's physician or clinic.																		
3. Equipment and attire	Students are responsible for required equipment and attire appropriate to the sport or activity which are not provided by the school, and are responsible for any optional clothing, equipment, or other items associated with the sport or activity. Uniform items are checked out to students. If lost or damaged, students will be assessed fees in the amount of replacement cost.	Required items include athletic undergarments (supporter, bra, socks and undershirts), practice attire, including shorts, shirts, socks and shoes suitable for the activity, and dress attire suitable for team travel. Optional items for which students are responsible include: personal athletic bags, hair ties, sweat bands, non-required gloves, swim goggles, towels, forearm pads and personal medical devices (braces, orthopedic inserts, etc.). Additional required items for particular sports or activities include:																		
		<table border="1"> <tr> <td>Basketball</td> <td>No additional</td> </tr> <tr> <td>Football</td> <td>Mouthpiece</td> </tr> <tr> <td>Golf</td> <td>Golf bag & clubs</td> </tr> <tr> <td>Speech</td> <td>Dress attire; copies of research</td> </tr> <tr> <td>Track</td> <td>No additional</td> </tr> <tr> <td>Volleyball</td> <td>Volleyball knee pads</td> </tr> <tr> <td>Wrestling</td> <td>Wrestling headgear</td> </tr> <tr> <td>Baseball</td> <td>Baseball Hat, Baseball Glove</td> </tr> <tr> <td>Cheerleading and Flag Team Squads</td> <td>Shoes, approved uniforms (top & skirt; jacket), poms and other accessories up to \$1200.00.</td> </tr> </table>	Basketball	No additional	Football	Mouthpiece	Golf	Golf bag & clubs	Speech	Dress attire; copies of research	Track	No additional	Volleyball	Volleyball knee pads	Wrestling	Wrestling headgear	Baseball	Baseball Hat, Baseball Glove	Cheerleading and Flag Team Squads	Shoes, approved uniforms (top & skirt; jacket), poms and other accessories up to \$1200.00.
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4. Travel meals	Meals	Students are responsible for their own meals while traveling.
5. Locker use	Padlock for locker	\$5.00 fee if damaged or not returned at the end of the year. Student will be responsible for replacement or repair cost to damaged locker.
6. Camps and clinics	Registration and other costs of camps or clinics	Students are responsible for the cost of all clinics, camps and conditioning programs. Any personal items purchased at camps or clinics, such as t-shirts, shall be at the student's expense.
7. Athletic Clubs	Letterman's club and other clubs supporting the athletic program	Currently no dues required. Annual dues not to exceed \$50.00 per club.
8. Marching Band and Musical Groups	Equipment and attire.	Students will be responsible for the same costs as are set out for the athletic program. Students will be responsible for supplying their own musical instruments and accessories and for their own uniforms. Uniforms for the marching band will be supplied by the school; students may be required to pay a refundable band uniform rental fee of up to \$50.00. For High School Band Students an \$8.00 uniform cleaning fee is requested.
Music Optional Show Choir	Coordinating group attire	Students will pay for outfits selected by the group. Cost will be based on selection at a maximum of \$325.00.
Clubs/Organizations		
All Organizations	State & national dues, meals and activities.	Annual dues not to exceed \$50.00 per club.
Dance Squad	Clothing/Camps	\$750.00-\$1000.00

Social & Recognition Activities 1. School plays, musicals and social activities	Admission to events	\$10.00 per play or activity
2. School dances	Admission to prom, homecoming, etc.	Up to \$50.00 per event
3. Class dues		Each of the six secondary classes may assess its members an amount not to exceed \$50.00 annually for rental and decoration of dance facilities, punch and snacks at social activities, memorials and recognition plaques, flowers, and cards, and similar class activities. The payment of such an assessment shall be strictly voluntary, but students who do not pay may be denied admission to extracurricular activities supported by the class dues.
4. Picture Packets	Optional - Pictures are still taken for use in school yearbook.	Students purchase packets as desired and pay directly to photo company.
5. Senior recognition assessment	Optional graduation activities	Participation in class activities attendant to graduation (such as being part of the composite picture, special yearbook pages, etc.) is not required in order for students to receive their high school diploma. Students who choose to participate will be required to pay the cost of the items involved in the graduation ceremony and attendant class activities. These may include the rental of graduation robes, caps, tassels, class flowers, one mother's flower, class gift, yearbook picture page, and class composite picture. A single Senior Class Recognition Assessment, not to exceed \$50, will be assessed to those Seniors who elect to participate in such activities. Expenses for above mentioned items will be paid out of the "Class Activity" account until funds are depleted. After this fund is empty, students will be responsible for all optional graduation activity costs.

<p>6. Trips</p>	<p>Transportation, lodging, meals, admission to events, etc.</p>	<p>For the extracurricular and options trip - Students are responsible for costs of school sponsored trips where the trip is an extracurricular activity. The maximum costs of such trips will be \$2,000 per student.</p> <p>If the trip is not school sponsored, the costs of the trip are not subject to this policy and no fee waivers will apply. A trip is not school sponsored if: it is not supervised or administered by the school, attendance on the trip does not count towards graduation credit or grade advancement, and participation on the trip is voluntary for students.</p>
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Article 10 - State and Federal Programs

Section 1 NOTICE OF NONDISCRIMINATION

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

Section 2 DESIGNATION OF COORDINATOR(S)

Any person having inquiries concerning this district’s compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is: Arlington Public Schools, 705 N 9th, Arlington, NE 68002, (402) 478-4171.

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

Section 3 ANTI-DISCRIMINATION & HARASSMENT POLICY

A. Elimination of Discrimination.

The policy of Arlington Public Schools is to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

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

The Secondary Principal shall be the Coordinator for anti-discrimination laws (including Title VI, Title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

B. Preventing Harassment and Discrimination of Employees and Students.

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

discrimination or harassment by non-employees or others in the work place and educational environment.

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

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

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

Discriminatory harassment because of a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, may include, but is not limited to:

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

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

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

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

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

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

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

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

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

i. Level 1 (Investigation and Findings):

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

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

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

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

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

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

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

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

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

ii. Level 2 (Appeal to the Superintendent):

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

iii. Level 3 (Appeal to the Board):

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

4. Confidentiality:

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

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

5. Training:

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

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.

- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

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

7. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

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

Section 4 NOTICE TO PARENTS OF RIGHTS AFFORDED BY SECTION 504 OF THE REHABILITATION ACT OF 1973

The following is a description of the rights granted by federal law to qualifying students with disabilities. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

- 1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
- 2. Have the school district advise you of your rights under federal law.
- 3. Receive notice with respect to identification, evaluation or placement of your child.
- 4. Have your child receive a free appropriate public education.
- 5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
- 6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
- 7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
- 8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
- 9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
- 10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent).
- 11. File a local grievance.

Section 5 NOTIFICATION OF RIGHTS UNDER FERPA

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

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.
Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.
Parents or eligible students who wish to ask the School to amend a record should write the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility and effectively provide the function or service for which they are responsible. Contractors, consultants and volunteers are permitted to have access to education records where they are performing a function or service that would otherwise be done by a school employee. Their access is limited to education records in which they have a legitimate educational interest; which means records needed to effectively provide the function or service for which they are responsible. The District forwards education records (may include academic, health and discipline records) to schools that have requested the records and in which the student seeks or intends to enroll, or where the student has already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5920

[NOTE: In addition, a school may want to include its directory information public notice, as required by §99.37 of the regulations, which its annual notification of rights under FERPA.]

NOTICE CONCERNING DIRECTORY INFORMATION

The district may disclose directory information. The types of personally identifiable information that the district has designated as directory information are as follows: student’s name, address, telephone listing, electronic mail address,

photograph, date of and place of birth, major fields of study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and most recent previous educational agency or institution attended. A parent or eligible student has the right to refuse to let the district designate any or all of those types of information about the student as directory information. The period of time within which a parent or eligible student has to notify the district in writing that he or she does not want any or all of those types of information about the student designated as directory information are as follows: two weeks from the time this information is first received. The district may disclose information about former students without meeting the conditions in this section.

ADDITIONAL NOTICE CONCERNING DIRECTORY INFORMATION

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

Notice Concerning Designation of Law Enforcement Unit:

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

Section 6 NOTICE CONCERNING DISCLOSURE OF STUDENT RECRUITING INFORMATION

Federal law requires Arlington Public Schools to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that Arlington Public Schools not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. Arlington Public Schools will comply with any such request.

Section 7 NOTICE TO PARENTS OF STUDENTS IN PROGRAMS RECEIVING TITLE I FUNDING

Staff Qualifications. Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at minimum, the following:

1. Whether the student's teacher—
 - a. has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
 - b. is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - c. is teaching in the field of discipline of the certification of the teacher.
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Testing Opt-Out. Parents may request, and the District will provide the parents of students attending any school receiving Title I funds on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s). The District shall also make widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District assessment, including:

1. the subject matter addressed;
2. the purpose for which the assessment is designed and used;
3. the source of the requirement for the assessment;

4. the amount of time students will spend taking the assessment, and the schedule for the assessment, and;
5. the time and format for disseminating results.

Language Instruction Programs. If the District receives Title I funds, parents of English learners will be informed regarding how the parents can:

1. be involved in the education of their children; and
2. be active participants in assisting their children to –
 - a. attain English proficiency;
 - b. achieve at high levels within a well-rounded education; and
 - c. meet the challenging State academic standards expected of all students.

The District will also inform parents of an English learner identified student of opportunities to participate in various school programs, as set forth in ESSA. Please contact the administrative office to receive the foregoing information. The Superintendent shall take or cause other staff to take such action as required by law for the District to maintain compliance with ESSA and specific ESSA grant programs in which the District participates.

Section 8 STUDENT PRIVACY PROTECTION POLICY

It is the policy of Arlington Public Schools to develop and implement policies which protect the privacy of students in accordance with applicable laws. The District’s policies in this regard include the following:

Right of Parents to Inspect Surveys Funded or Administered by the United States Department of Education or Third Parties: Parents shall have the right to inspect, upon the parent’s request, a survey created by and administered by either the United States Department of Education or a third party (a group or person other than the District) before the survey is administered or distributed by the school to the parent’s child.

Protection of Student Privacy in Regard to Surveys of Matters Deemed to be Sensitive: The District will require, for any survey of students which contain one or more matters deemed to be sensitive (see section headed “Definition of Surveys of Matters Deemed to be Sensitive”), that suitable arrangements be made to protect student privacy (that is, the name or other identifying information about a particular student). For such surveys, the District will also follow the procedures set forth in the section entitled: “Notification of and Right to Opt-Out of Specific Events.”

Right of Parents to Inspect Instructional Materials: Parents shall have the right to inspect, upon reasonable request, any instructional material used as part of the educational curriculum for their child. Reasonable requests for inspection of instructional materials shall be granted within a reasonable period of time after the request is received. Parents shall not have the right to access academic tests or academic assessments, as such are not within the meaning of the term “instructional materials” for purposes of this policy. The procedures for making and granting a request to inspect instructional materials are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal. The building principal, within five (5) school days, shall consult with the teacher or other educator responsible for the curriculum materials. In the event the request can be accommodated, the building principal shall make the materials available for inspection or review by the parent, at such reasonable times and place as will not interfere with the educator’s intended use of the materials. In the event there is a question as to the nature of the curriculum materials requested or as to whether the materials are required to be provided, the building principal shall notify the parent of such concern, and assist the parent with forming a request which can reasonably be accommodated. If the parent does not formulate such a request, and continues to desire certain curriculum materials, the parent shall be asked to make their request to the Superintendent.

Rights of Parents to be Notified of and to Opt-Out of Certain Physical Examinations or Screenings. The general policy and practice of the District is to not administer physical examinations or screenings of students which require advance notice or parental opt-out rights under the applicable federal laws, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law; and (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act. For physical examinations or screenings which do not fit into the applicable exceptions, the District will follow the procedures set forth in the section entitled: “Notification of and Right to Opt-Out of Specific Events.”

Protection of Student Privacy in Regard to Personal Information Collected from Students: The general policy and practice of the District is to not engage in the collection, disclosure, or use of personal information collected from

students for the purpose of marketing or for selling that information. The District will make reasonable arrangements to protect student privacy to the extent possible in the event of any such collection, disclosure, or use of personal information. "Personal information" for purposes of this policy means individually identifiable information about a student including: (1) a student or parent's first and last name, (2) home address, (3) telephone number, and (4) social security number. The term "personal information," for purposes of this policy, does not include information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions. This exception includes the following examples: (i) college or postsecondary education recruitment, or military recruitment; (ii) book clubs, magazines, and programs providing access to low-cost literary products; (iii) curriculum and instructional materials used by elementary schools and secondary schools; (iv) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about student, or to generate other statistically useful data for the purpose of securing such tests and assessments, and the subsequent analysis and public release of the aggregate data from such tests and assessments; (v) the sale by student of products or services to raise funds for school-related or education-related activities; (vi) student recognition programs.

Parental Access to Instruments used in the Collection of Personal Information: While the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, parents shall have the right to inspect, upon reasonable request, any instrument which may be administered or distributed to a student for such purposes. Reasonable requests for inspection shall be granted within a reasonable period of time after the request is received. The procedures for making and granting such a request are as follows: the parent shall make the request, with reasonable specificity, directly to the building principal and shall identify the specific act and the school staff member or program responsible for the collection, disclosure, or use of personal information from students for the purpose of marketing that information. The building principal, within five (5) school days, shall consult with the school staff member or person responsible for the program which has been reported by the parent to be responsible for the collection, disclosure, or use of personal information from students. In the event such collection, disclosure, or use of personal information is occurring or there is a plan for such to occur, the building principal shall consult with the Superintendent for determination of whether the action shall be allowed to continue. If not, the instrument for the collection of personal information shall not be given to any students. If it is to be allowed, such instrument shall be provided to the requesting parent as soon as such instrument can be reasonably obtained.

Annual Parental Notification of Student Privacy Protection Policy: The District shall provide parents with reasonable notice of the adoption or continued use of this policy and other policies related to student privacy. Such notice shall be given to parents of students enrolled in the District at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in such policies.

Notification to Parents of Dates of and Right to Opt-Out of Specific Events: The District shall directly notify the parents of the affected children, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when any of the following activities are scheduled, or are expected to be scheduled:

The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information. (Note: the general practice of the District is to not engage in the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information).

Surveys of students involving one or more matters deemed to be sensitive in accordance with the law and this policy; and,

Any non-emergency, invasive physical examination or screening that is required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student or of other students. (Note: the general practice of the District is to not engage in physical examinations or screenings which require advance notice, for the reason that the physical examinations or screenings to be conducted by the District will usually fit into one of the following exceptions to the advance notice requirement and parental opt-out right: (1) hearing, vision, or scoliosis screenings; (2) physical examinations or screenings that are permitted or required by an applicable State law, (3) surveys administered to students in accordance with the Individuals with Disabilities Education Act)

If the District receives Title I funding, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s), and (5) for mental health assessment the District shall obtain informed consent from the parent of each child who is under 18 years of age to participate in any mental-health assessment or service that is funded under the Every Student Succeeds Act ("ESSA"). Before obtaining the consent, the District shall provide the parent written notice describing in detail such mental health assessment or service, including the purpose for such assessment or service, the provider of such assessment or service, when such assessment or service will begin, and how long such assessment or service may last.

Parents shall be offered an opportunity in advance to opt their child out of participation in any of the above listed activities.

In the case of a student of an appropriate age (that is, a student who has reached the age of 18, or a legally emancipated student), the notice and opt-out right shall belong to the student.

Definition of Surveys of Matters Deemed to be Sensitive: Any survey containing one or more of the following matters shall be deemed to be "sensitive" for purposes of this policy:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom the student has close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or the student's parent;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section 9 PARENTAL INVOLVEMENT POLICIES

A. General - Parental/Community Involvement in Schools:

Arlington Public Schools welcomes parental involvement in the education of their children. We recognize that parental involvement increases student success. It is Arlington Public Schools' policy to foster and facilitate, to the extent appropriate and in their primary language, parental information about, and involvement in, the education of their children. Policies and regulations are established to protect the emotional, physical and social well-being of all students.

1. Parental involvement is a part of the ongoing and timely planning, review and improvement of district and building programs.
2. Parents are encouraged to support the implementation of district policies and regulations.
3. Parents are encouraged to monitor their student's progress by reviewing quarterly report cards and attending parent-teacher conferences.
4. Textbooks, tests and other curriculum materials used in the district are available for review by parents upon request.
5. Parents are provided access to records of students according to law and school policy.
6. Parents are encouraged to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher or counselor and administrator. Parents' continued attendance at such activities will be based on the students' wellbeing.
7. Testing occurs in this school district as determined to be appropriate by district staff to assure proper measurement of educational progress and achievement.
8. Parents submitting written requests to have their student excused from testing, classroom instruction and other school experiences will be granted that request when possible and educationally appropriate. Requests should be submitted to the proper teacher or administrator within a reasonable time prior to the testing, classroom instruction or other school experience and should be

accompanied by a written explanation for the request. A plan for an acceptable alternative shall be approved by the proper teacher and administrator prior to, or as a part of, the granting of any parent request.

9. Participation in surveys of students occurs in this district when determined appropriate by district staff for educational purposes. Parents will be notified prior to the administration of surveys in accordance with district policy. Timely written parental requests to remove students from such surveys will be granted in accordance with district policy and law. In some cases, parental permission must be given before the survey is administered.
10. Parents are invited to express their concerns, share their ideas and advocate for their children's education with board members, administrators and staff.
11. School district staff and parents will participate in an annual evaluation and revision, if needed, of the content and effectiveness of the parental involvement policy.

B. Title I Parental Involvement Policy:

This Title I Parental Involvement Policy is established in compliance with Federal law. Arlington Public Schools has a parental involvement policy applicable to parents of all children. The parental involvement policy applicable to parents of all children is not replaced by this Title I Parental Involvement Policy and shall continue to be applicable to all parents, including parents participating in Title I programs.

It is the policy of Arlington Public Schools to implement programs, activities, and procedures for the involvement of parents in Title I programs consistent with the Title I laws. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Expectations for Parental Involvement: It is the expectation of [Insert Name of School] that parents of participating children will have opportunities available for parental involvement in the programs, activities, and procedures of the District's Title I program. The term "parental involvement" means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring— (A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in this parental involvement policy. The District intends to meet this expectation through the following activities:

1. Involving parents in the joint development of the District's Title I plan and the processes of school review and school improvement.
2. Providing coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Building the schools' and parents' capacity for strong parental involvement.
4. Coordinating and integrating parental involvement strategies under Title I with parental involvement strategies under other programs.
5. Conducting, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under the Title I program, including identifying barriers to greater participation by parents in Title I programs, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background, and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies of the District.
6. Involving parents in the activities of the schools served under Title I.

Policy Involvement: Each school served under the Title I program shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under the Title I program and to explain the requirements of the Title I program.

2. Offer a flexible number of meetings, such as meetings in the morning or evening. If sufficient funds are provided for this purpose, the District may assist parental involvement in such meetings by offering transportation, child care, or home visits.
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of Title I programs.
4. Provide parents of participating children: (1) timely information about programs under Title I, (2) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and (3) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
5. If the District operates a school wide program under Title I and such plan is not satisfactory to the parents of participating children, submit any parental comments on the plan when the school makes the plan available to the District.

Shared Responsibilities for High Student Academic Achievement: As a component of the District's parental involvement policy, each school served under the Title I program shall jointly develop with parents for all children served under the Title I program a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall: (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student academic achievement standards and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: (i) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; (ii) frequent reports to parents on their children's progress; and (iii) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Building Capacity for Involvement: To ensure effective involvement of parents and to support a partnership among the District, parents, and the community to improve student academic achievement, each school participating in the Title I program and the District: (1) shall provide assistance to participating parents, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators to improve the achievement of their children; (2) shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; (3) shall educate teachers, student service personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teacher Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training; (7) may provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training; (8) may pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions; (9) may train parents to enhance the involvement of other parents; (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation; (11) may adopt and implement model approaches to improving parental involvement; (12) may

establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under Title I; (13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and (14) shall provide such other reasonable support for parental involvement activities under Title I as parents may request.

Accessibility: In carrying out the parental involvement activities for this Title I Parental Involvement policy, the District shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Title I in a format and, to the extent practicable, in a language such parents understand.

Use, Distribution, and Updating of this Policy: This Title I Parental Involvement Policy shall be incorporated into the District's Title I plan, shall be distributed to parents of participating children, shall be made available to the local community, and shall be updated periodically to meet the changing needs of the parents and the school.

Section 10 TRANSPORTATION NOTIFICATION

Parents or guardians of option students who qualify for free lunches shall be eligible for transportation reimbursement as described in state law 79-611 in situations where the distance from the residence to the schoolhouse exceeds three miles. Please contact the district office for additional information.

Section 11 HOMELESS STUDENTS POLICY

This School District will comply with the federal and state law related to homeless students.

A. General Policy Statement

The District shall ensure that homeless children and youths shall have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths.

B. Definitions

“School of Origin” shall mean the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. School of origin shall also include any designated receiving school for the next grade level for all feeder schools when a student completes the final grade level served by the school of origin.

“Homeless children and youths” shall mean any individuals who lack a fixed, regular, and adequate nighttime residence; and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children who qualify as homeless because they are living in circumstances described in (1-3).

“Unaccompanied youth” shall mean a homeless child or youth not in the physical custody of a parent or guardian.

C. School Stability

1. School Selection: Each school shall presume that keeping a homeless child or youth enrolled in the child's or youth's school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian or, in the case of an unaccompanied youth, the youth.

To overcome the presumption that a child or youth should remain in his/her school of origin, the school shall consider student-centered factors including: the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or, in the case of an unaccompanied youth, the youth.

2. Enrollment: Once the school is selected in accordance with the child's or youth's best interest, that child or youth shall be immediately enrolled even if the child or youth is unable to produce records normally required for enrollment including, but not limited to, previous academic records, immunization or other health records, proof of residency or has missed any application or enrollment deadlines during any period of homelessness.
3. Transportation: If the child or youth continues to attend his or her school of origin, transportation shall be provided promptly even if there is a dispute pending regarding which school is in the child's or youth's best interest to attend. Transportation will continue to be provided to and from the school of origin for the remainder of any academic year during which the child or youth becomes permanently housed.

D. Records

Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records, and evaluations for special services or programs, regarding each homeless child or youth shall be maintained:

1. Such that all records are available, in a timely fashion, when a child or youth enrolls in a new school or school district;
2. Any information about a homeless child's or youth's living situation shall be treated as a confidential student education record, and shall not be deemed to be directory information; and
3. In a manner consistent with the Federal Education Rights and Privacy Act.

E. Services

The Local Education Agency Liaison shall identify an appropriate staff person to be the Local Educational Liaison (LEL) for all homeless children and youth attending school in the District. The LEL responsibilities shall include, but are not limited to:

1. Ensure homeless children and youth are identified through outreach and coordination activities including coordination with the Nebraska Department of Education Homeless Education Liaison, community, and school personnel responsible for education and related services to homeless children and youths;
2. Receive appropriate time and training in order to carry out the duties required by law and this policy;
3. Ensure homeless families and homeless children and youths are referred to health care, dental, mental health, substance abuse, housing and any other appropriate services;
4. Ensure that homeless children and youths:
 - a. Are enrolled in school which includes attending classes and participating fully in school activities;

- b. Have a full and equal opportunity to meet the same challenging State academic standards as other children and youths;
 - c. Receive individualized counseling from counselors to prepare and improve their readiness for college, including college selection, application, financial aid, and on-campus supports.
 - d. Unaccompanied youths are informed of their status as independent students under the Higher Education Act of 1965 and may obtain assistance from the LEL to receive verification of such status for purposes of the Free Application for Federal Student Aid.
5. Ensure that public notice of the educational rights and available transportation services of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youths and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable.
 6. Ensure the dispute resolution process identified below is carried out in accordance with the law and district policy.

F. Dispute Resolution

1. The dispute procedure must be available for disputes over eligibility, as well as school selection or enrollment.
2. In the event of a dispute regarding where a child or youth should enroll, the child or youth shall be immediately enrolled in the school in which enrollment is sought pending final resolution of the dispute, including all available appeals. The district shall immediately provide the child's parent or guardian or, in the case of an unaccompanied youth, the youth a written explanation of the decision made regarding the school selection including the right to appeal such decision. Said writing shall be provided in a manner and form understandable to such parent, guardian, or unaccompanied youth and also include the LEL contact information. The LEL shall carry out the dispute resolution process within 30 calendar days from the date of said writing pursuant to 92 Nebraska Administrative Code 19-005.02.
3. Appeals: Any parent, guardian or other person having legal or actual charge of a homeless child or youth that is dissatisfied with the decision of a school district after the dispute resolution process may file an appeal with the Commissioner within thirty calendar days of receipt of the decision by following the process in 92 Nebraska Administrative Code 19-005.03 and 19-005.03C.

Legal Reference: Neb. Rev. Stat. § 79-215
 Nebraska Department of Education Rule 19
 McKinney-Vento Homeless Assistance Act, 42 USC §§11431, et seq.
 Every Student Succeeds Act

Section 12 MULTICULTURAL POLICY

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

The philosophy of the multicultural education program is that students will have improved ability to function as productive members of society when provided with:

- an understanding of diverse cultures and races, the manner in which the existence of diverse cultures and races have affected the history of our Nation and the world, and of the contributions made by diverse cultures and races;

- the ability and skills to be sensitive toward and to study, work and live successively with persons of diverse cultures and races.

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

- Multicultural education shall be included in goals established for educational programs;
- Multicultural education shall be included in the district curriculum guides, frameworks, or standards;
- The process for selecting appropriate instructional materials shall include assuring that the instructional materials at all grade levels include studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races;
- Staff development shall be provided on the District's multicultural education policy. The staff development shall include professional development for administrators, teachers, and support staff which is congruent with the District and program goals;
- Periodic assessment of the multicultural education program shall be conducted by the Superintendent. Teachers and other staff upon request shall have the responsibility to provide the administration with reports on: 1) the instructional materials used and programs or methods implemented with their students which are supportive of the multicultural education program philosophy and mission, b) programs or materials to be implemented in the future or which teachers or other staff feel should be implemented to further advance such philosophy and mission, and c) with their professional assessment on the successes of or deficiencies in achieving the multicultural education program philosophy and mission. The Superintendent shall provide an annual status report on the assessment to the Board of Education.

Section 13 BREAKFAST AND LUNCH PROGRAMS

SCHOOL LUNCH

The Arlington Public Schools has agreed to participate in the National School Lunch Program and accepts responsibility for providing free and reduced price meals to eligible children in the schools under its jurisdiction.

A minimum balance of \$6.00 is recommended. If at the end of the school year a positive balance is in the account, the balance will be held over for the following school year providing there are children enrolled for the upcoming year. Families who have school lunch accounts that are negative will be notified in writing, by telephone or in person in a timely manner.

Meal Charge Policy

The district's policy on charged meals is:

If a student has no funds available to pay for a meal, the student will be provided and charged for up to five meals. Thereafter, if a student has no funds available to pay for a meal, the student is provided a 'courtesy meal,' such as a plain sandwich and milk at no cost.

Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases. School staff may prohibit any students from charging a la carte or extra items if they do not have cash in hand or their account has a negative balance.

If a student repeatedly lacks funds to purchase a meal, has not brought a meal from home, and is not enrolled in a free meal program, the district will use its resources and contacts to protect the health and safety of the student. Failure or refusal of parents or guardians to provide meals for students may require mandatory reporting to child protection agencies as required by law.

APS agrees in the operation of child nutrition programs, that in accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination against its customers, employees and applicants for employment on the basis of race, color, national origin, age, disability, sex, gender identity, religion, reprisal and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an

individual's income is derived from any public assistance program, or protected genetic information in employment, or in any program or activity conducted or funded by the Department. (Not all prohibited basis will apply to all programs and/or employment activities.

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. **fax:**
(833) 256-1665 or (202) 690-7442; or
3. **email:**
Program.Intake@usda.gov

This institution is an equal opportunity provider.

Updated February 15, 2023.

Dear Parents,

Welcome to Arlington Jr./Sr. High School. The faculty and staff are excited about the opening of the upcoming school year and the opportunities available to all students.

This handbook is designed to inform you about the academic and activities programs and the student services available at this school. In addition, it outlines the student conduct rules and procedures that are important in maintaining a positive learning climate.

At the bottom of this page, you will find a release form. It is requested that the following form be jointly signed by each Arlington student and parent/guardian and returned to the student's advisor by Friday, August 15, 2025. This will assure the school that all parties have studied and understand the procedures, regulations and policies contained within the student/guardian handbook.

I am looking forward to a productive school year; please don't hesitate to call me at the high school office (478-4171) with any comments or concerns.

Yours in Education,
Aaron Pfingsten
Secondary Principal

HANDBOOK

In accordance with Nebraska State Law, Section 79-4, 176 par. (3) which states in part: "Rules and standards which form the basis for discipline shall be distributed to students and parents at the beginning of each school year or at the time of enrollment..."

I have read a copy of the Arlington High School Student/Guardian Handbook as provided in this handout or via the school website.

Parent/Guardian Signature

Date

Student Signature

Grade

RECOGNITION OF POTENTIAL AMENDMENTS OR SUPPLEMENTS

In light of the unique challenges and circumstances posed by the outbreak of the novel coronavirus (COVID-19) and the recent promulgation of expansive federal regulations, the rules and information provided in this handbook may be supplemented or amended by the School District's administration at any time, consistent with applicable law and board policy. All parents shall be provided notice of any such changes by the district's regular means of contact. By signing below, you agree that you will read any such information and communications, discuss them with your child, and recognize that you must comply with all rules, procedures, and requirements as they apply at that time. You will return any requested acknowledgement, as well.

ACTIVITY RELEASE AND PICTURE RELEASE

It is requested that the following form be signed by a parent/guardian and returned by the student to their advisor no later than Friday, August 15, 2025. This form provides the following releases:

- 1) The student(s) to attend and be transported to any school sponsored activity and/or event for which they are participating. Examples include field trips, performances, etc. It is understood that the student will be allowed to go and miss regularly scheduled classes as long as they are upholding their obligations.
- 2) The student(s) picture to be used in campus and district publications. This includes such things as sports posters, District Report Card, Web page, etc...
- 3) The student(s) school work. This includes artwork, term papers etc...

I hereby release my son/daughter to attend and be transported to school sponsored activities and/or events.

_____ Parent/Guardian Signature	_____ Date	_____ Student being released	_____ Grade
_____ Student being released	_____ Grade	_____ Student being released	_____ Grade

Arlington Public Schools
Addition to Student Handbook

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

STUDENT'S AGREEMENT

In order to make sure that all members of Arlington Public School community understand and agree to these rules of conduct, Arlington Public Schools asks that you as a student user sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Arlington Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Arlington Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Arlington Public Schools, any of its employees, or any institution providing network access to Arlington Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Student's Signature _____ Date: _____

PARENT'S AGREEMENT

In order to make sure that all members of Arlington Public Schools community understand and agree to these rules of conduct, we ask that you as a parent/guardian sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by Arlington Public Schools. As parent or guardian of the student named below, I grant permission for my son or daughter to access networked computer services such as electronic mail (e-mail) and the Internet. I understand that this free access is designed for educational purposes. I also understand that individuals may be held liable for violations of those Terms and Conditions. However, I also recognize that it is impossible to restrict access to all controversial materials and I will not hold Arlington Public Schools responsible for materials acquired or sent via the network.

I agree not to hold the Arlington Public Schools, any of its employees, or any institution providing network access to Arlington Public Schools responsible for the performance of the system or the content of any material accessed through it.

Student's Name _____

Parent's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

TEACHER HANDBOOK ARLINGTON PUBLIC SCHOOLS

Foreword

	Page	
Section 1	Intent of Handbook	4
Section 2	Information About Arlington School	4
Section 3	School Mission Statement	4
Section 4	Members of the Board of Education	6
Section 5	Arlington School Staff	6

Article 1 – School Calendar & Schedules

	Page	
Section 1	School Calendar	9
Section 2	Daily Schedule	10
Section 3	Testing Schedule	10
Section 4	Severe Weather and School Cancellations	10
Section 5	Contract Days	11
Section 6	Make-Up Days	11

Article 2 – Employment, Compensation and Benefits

	Page	
Section 1	Employment	12
Section 2	Assignments	12
Section 3	Personnel File	12
Section 4	Grievances and Complaints	12
Section 5	Compensation	13
Section 6	Extended Duty Pay	13
Section 7	Benefits	13
Section 8	Payroll and Payroll Deductions	14
Section 9	Expense Reimbursement	14
Section 10	403(b) Salary Reduction Agreements	14
Section 11	Overtime	14

Article 3 – Absences From Work

		Page
Section 1	Sick and Personal Leaves	16
Section 2	Payroll Deductions for Absences in Excess of Paid Leave	16
Section 3	Leaves of Absence	17
Section 4	Jury Duty	17
Section 5	Military Leave	17
Section 6	Family and Medical Leave Act	17

Article 4 - Duties and Responsibilities

		Page
Section 1	Hours of Work & Meetings	21
Section 2	Arrival to Duty Assignments	21
Section 3	Leaving School	22
Section 4	Lesson Plans	22
Section 5	Daily Class Record Book	22
Section 6	Classroom and School Procedures	23
Section 7	Supervision of Students	25
Section 8	Managing Student Conduct	27
Section 9	Dispensing Medication	29
Section 10	Reporting Child Abuse	29

Article 5 – Personal & Professional Conduct

		Page
Section 1	Professional Ethics Standards	31
Section 2	Evaluations	33
Section 3	Role Model	33
Section 4	Relationships	33
Section 5	Professional Attire	34
Section 6	Private Tutoring	34
Section 7	Outside Employment	34
Section 8	Student Recognition	34
Section 9	Professional Boundaries Between Employees and Students	34
Section 10	Intellectual Property	35

Article 6 – Academic Matters

		Page
Section 1	Purpose and Goals of Academic Achievement	37
Section 2	Teaching to Student Understanding to Assure Learning	37
Section 3	Instruction in the Curriculum	37
Section 4	Measuring and Reporting Academic Achievement	37
Section 5	School Improvement Goals	40
Section 6	Parent – Teacher Conferences	40
Section 7	Field Trips	40
Section 8	Advisor/Advisee Programs	41
Section 9	Nebraska State Assessment Requirements	41
Section 10	GRIP / ACRP	42

Article 7 – Use of School Facilities and Equipment

	Page	
Section 1	Drug-Free Workplace	43
Section 2	Smoke and Tobacco-Free Workplace	43
Section 3	Weapon-Free Workplace	43
Section 4	Use of District Computer Network and Internet	44
Section 5	Computer Acceptable Use Policy	45
Section 6	Care of School Property	49
Section 7	Use of Telephone/Cell Phone	49
Section 8	ID Badges/Visitors	50
Section 9	Salespersons	50
Section 10	Security of Desks, Lockers, Etc...	50
Section 11	Bulletins and Announcements	51
Section 12	Copyright and Fair Use Policy	51
Section 13	Lost and Found	51
Section 14	Safety	51

Article 8 - State and Federal Programs

	Page	
Section 1	Notice of Nondiscrimination	54
Section 2	Designation of Coordinators	54
Section 3	Anti-discrimination & Harassment Policy	54
Section 4	Grievance Procedure for Persons with a Disability	61
Section 5	Confidentiality of Student Records (FERPA)	62
Section 6	Disclosure of Student Information to Military Recruiters and Colleges	62
Section 7	Disclosure of Staff Qualifications	62
Section 8	Student Privacy Protection	62
Section 9	Parental Involvement	63
Section 10	Homeless Students	64
Section 11	Breakfast and Lunch Programs	64
Section 12	Confidentiality of Protected Health Information	64

Appendixes

Appendix A	COBRA Notice	65
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Forms

	Acceptable Use Form	67
	Handbook Receipt Form	68

FOREWORD

Section 1 Intent of Handbook

Welcome to Arlington Public Schools. This handbook is intended to be used by teachers and other certificated staff to provide general information about Arlington Public Schools and to serve as a guide to the District’s policies, rules, and regulations, benefits of employment, and performance expectations.

References in this handbook to “teachers” are intended to apply to all certificated staff. This includes administrative staff to the extent the handbook deals with professional expectations and conduct.

Each teacher is responsible for becoming familiar with the handbook and knowing the information contained in it. Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise. This handbook is intended to supplement other documents that deal with your employment, including your employment contract, the negotiated agreement between the Arlington Public Schools and the Arlington Education Association, and the policies and regulations of the Board of Education. In reading this handbook, please understand that where a direct conflict exists, state or federal law, the negotiated agreement, and Board policies and regulations will control.

This handbook does not create a “contract” of employment. Staff positions and assignments which do not legally require a certificate or are otherwise not protected by the teacher tenure laws may be ended or changed on an “at will” basis notwithstanding anything in this handbook or any other publication or statement, except for a contract approved by the Board of Education.

The administration will be responsible for interpreting the rules contained in the handbook and shall have the right to make decisions and make rule revisions at any time. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon applicable school district policies, state and federal statutes and regulations, and the best interests of the District.

This handbook will be in effect for the 2025-2026 and subsequent school years unless replaced by a later edition.

Section 2 Information About Arlington Public Schools

The Arlington School District #24 serves PK-12 students in portions of Washington, Dodge, and Douglas counties which include the communities of Arlington, Kennard, and Elk City and surrounding areas. The district's instructional facilities are located in Arlington on one site. The present 7-12 building was completed in 1962 and the K-6 building and gym were dedicated in 1973. Arlington is classified as a Class III (K-12) district by the Nebraska Department of Education and a Class C school by NSAA. This district is a member of the Nebraska Capitol Conference for activities programs. Member schools include: Arlington, Conestoga, DC West, Fort Calhoun, Logan View, Louisville, Raymond Central, Syracuse, and Yutan. Arlington Public Schools is recognized as an accredited school. The district serves over 700 students PK-12.

Section 3 School Mission Statement

The mission of Arlington Public Schools is as follows:

“The mission of Arlington Public Schools is to empower all students to develop skills for life-long learning and responsible decision making in order to contribute to a global society.”

We believe that:

1. Education is a responsibility shared among students, parents, educators, and the community.
2. Respect for self and other individuals, groups, and cultures are essential.
3. Critical thinking is an essential life skill.
4. Students are stakeholders in their own learning.
5. All learners are unique; therefore, we will provide diverse instructional strategies and multiple opportunities to learn.

The central purpose of the Arlington Public Schools is to develop students who can demonstrate the knowledge, skills and competencies necessary to become productive and contributing members of our democratic society.

Although all children will not learn all things equally well, we recognize that all children should have an equal opportunity in the pursuit of educational qualifications for the world ahead. Recognizing the uniqueness of each student, Arlington Public Schools will attempt to balance the curriculum to provide for the varied interests and talents of all students. The school accepts the premise that the center of the school curriculum is the child and that the instructional program should be designed to fit each and every child's unique needs.

The education of children is a comprehensive program that must be undertaken in cooperation with other services and institutions within society and the local community. The Arlington Public Schools will seek to establish and maintain strong ties with parents, patrons, the business community and other community institutions.

The following opportunity and means shall be provided whereby this philosophy may be realized.

- (a) Each student may search for the truth, find the truth, and incorporate this truth into his or her values, ambitions, and aspirations.
- (b) Each student may develop an attitude of personal worth and self-esteem and by so doing, may experience degrees of success and achievement within the bounds of his or her individual abilities and limitations.
- (c) Each student may learn to identify and cope with current trends in society.
- (d) Each student may experience an intellectual, a technical and a social environment that enhances the possibilities for group interaction conducive to peaceful coexistence in the school, community, state, nation, and the world.
- (e) Each teacher may use his or her individual capabilities in establishing constructive attitudes toward students, administrative heads, and the community.
- (f) Each teacher may use the resources necessary for attaining the highest measure of success in his or her particular field.
- (g) The administration may promote and preserve the establishment of every possibility for better education.
- (h) The administration may serve as a channel of communication between the teachers and the school and the community.

- (i) The community may be given an integral part in the implementation and accomplishment of the objectives of the school.

The community may demonstrate this responsibility to the school by expressing to the administration its beliefs and desires concerning the educational programs and practices of the school. It shall be the responsibility of the administrative staff periodically to prepare formal statements defining and implementing the basic purposes of the schools as stated above. These statements shall be the basis for determining the content of the curriculum, the methods of instruction, and the means for evaluating the effectiveness of both.

KEY VALUES OF THE ARLINGTON PUBLIC SCHOOLS

1. Our schools belong to our community and exist to provide service to our community.
2. Our central mission is to provide quality academic education for our students.
3. Our chief asset is our people.
4. Core beliefs regarding discipline are as follows;
 - Every attempt should be made to maintain the dignity of both adults and children.
 - All students should be given the opportunity to make decisions and live with the results, regardless of the consequences.
 - Students should have the right to tell their side of the story, when consequences appear to be unfair. Due process will be maintained.
 - Misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world, as opposed to a personal attack on the school or staff.
 - There should be a logical connection between misbehavior and resulting consequences.

Section 4 Members of the Board of Education

Name	Contact Information
Chase Kratochvil, President	Chase.kratochvil@apseagles.org
Cassie Flesner, Vice President	Cassie.flesner@apseagles.org
Shanon Willmott	Shanon.willmott@apseagles.org
Brian Laaker	Brian.laaker@apseagles.org
Jason Arp	Jason.arp@apseagles.org
Steve Slykhuis	Steve.slykhuis@apseagles.org

Section 5 Staff: Administrative Staff

Name	Position
Dr. Dawn Lewis	Superintendent
Aaron Pfingsten	Secondary Principal
James Shada	Assistant Principal/Activities Director
Jacqueline Morgan	Elementary Principal
Sarah Sharp	SPED Director
Tashia Wolf	Curriculum Director

Staff: Teachers and Counselors Staff

Name	Department
Kali Agler	Agriculture
Erin Schaapveld	Art
Jacob Haight	Business/Computer
Shawna Koger	Business/Computers
Scott Parson	Computers/Multimedia
Doug Hart	Family and Consumer Science
Chris Flesner	Industrial Technology
Allison Mastny	Instrumental Music
Gavin Larson	JAG
Cailyn Ross	Language Arts
Megan Porras	Language Arts
Troy Schlueter	Language Arts
Kortney Daws	Language Arts
Janelle Lorsch	Library/Media Specialist
Michaela Curran	Mathematics
Shawna Tierney	Mathematics
Blaine Hilgenkamp	Mathematics
Dawn Klein	Mathematics/HAL
Luke Hoelsing	Physical Education
Jake Polk	Physical Education
Holly Toft	School Counselor
Lindsey Schlosser	Science
Nichole Kern	Science
Cassandra Rolland	Science
Helen Regier	Social Studies
Jeff Hallstrom	Social Studies
Kyle Buckingham	Social Studies
Anna Combs	Spanish
Ben Dobson	Special Education
Connor Eurek	Special Education
Sara Detjens	Special Education

Kaisha Hilgenkamp	Speech Pathologist
Dan Larson	Technology Coordinator
Barina Buresh-Crosland	Vocal Music
Gabrielle Morin	Vocal Music

Staff: Support Staff

Name	Position
Sara O’Connell	Administrative Assistant
Shelly Miller	Administrative Assistant
Lawrence Reed	Maintenance Director
Claudia Escamilla Najera	Custodian
Amada Najera Jurado	Custodian
Randy Meier	Custodian
Silvia Arias	Custodian
Ana Axulen Natareno	Custodian
Zoila Alvarado Mejia	Custodian
Jennifer Marrero	Food Service Manager
Adrienne Larsen	Food Service
(new)	Food Service
Karen Toebben	Food Service
Lorena Adams	Food Service
(new)	Food Service
Mary Hunter	Food Service
Shirley Holck	Nurse
(new)	Paraprofessional
April Lucas	Paraprofessional
Braden Rump	Paraprofessional
Jennifer Arp	Business Manager

Article 1 – SCHEDULES

Section 1 School Calendar

2025-2026

Arlington Public Schools

CALENDAR

www.apseagles.org
Phone: 402-478-4173

July '25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August '25						
Su	M	Tu	W	Th	F	Sa
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September '25						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October '25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November '25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December '25						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

First Day
Early Dismiss
No Students-Staff Only
No School

January '26						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February '26						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March '26						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April '26						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May '26						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June '26						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Aug 06 New Teacher Orientation
Aug 7-11 Inservice Days for Teachers
Aug 12 Students Begin; 1:30 Dismissal
Total Days 17 Staff, 14 Student

Sept 1 Labor Day-No School
Sept 22 No School, Teacher Inservice
Total Days 21 Staff, 20 Student

Oct 22-23 Parent Teacher Conferences
Oct 23 No School, Teacher Inservice
Oct 24 No School Fall Break (comp)
Total Days 23 Staff, 21 Student

Nov 26-28 No School, Thanksgiving Break
Total Days 17 Staff, 17 Student

Dec 1 No School, Teacher Inservice
Dec 18-19 Finals Schedule, 1:30 Dismissal
Dec 22-31 No School, Holiday Break
Total Days 15 Staff, 14 Student
End of S1 93 Staff, 86 Student

Jan 1-2 No School, Holiday Break
Jan 05 No School, Teacher Inservice
Jan 6 Students Return
Jan 19 No School MLKJ Day, Teacher Inservice
Total Days 20 Staff, 18 Student

Feb 11-12 Parent Teacher Conferences
Feb 12 No School, Teacher Inservice
Feb 13 No School
Total Days 19 Staff, 18 Student

March 5-6 No School, Spring Break
Total Days 20 Staff, 20 Student

April 3-6 No School, Easter Break
Total Days 20 Staff, 20 Student

May 07 Arlo Track Invite HS, 1:30 Dismissal
May 08 No School for students, Arlo JH Track Invite
May 17 Graduation
May 18-19* Finals Schedule; 1:30 Dismissal
May 20(22) Teacher Inservice
Total Days 14 Staff, 12 Student
End of S2 93 Staff, 88 Student

*Last Student Day subject to snow days, first possible will be May 19, Last possible will be May 21

ALL FRIDAYS WILL BE REGULAR 8:05 START

**Section 2 Daily Schedule
HS/MS Bell Schedule**

Normal Schedule	
1	8:05-8:52
2	8:55-9:42
3	9:45-10:32
4	10:35-11:22
5/TA	11:25-11:40
6/Lunch	11:40-1:00
7	1:03-1:50
8	1:53-2:40
9	2:43-3:30

HS Lunch 11:40 – 12:10 MS 6th Per 11:43 -- 12:30
 HS 6th Per 12:13 -- 1:00 MS Lunch 12:30 – 1:00

**Section 3 Final Testing Schedule
FINAL TESTING SCHEDULE
SEMESTER ONE**

(BOTH SEMESTER TESTING DAYS ARE 1:30P.M. DISMISSALS)

Day one

Period 1 8:05-9:15
 Period 2 9:18-10:28
 Advisor Break 10:31-11:01
 Period 3 11:04-12:14
 Period 4 12:17-1:30

Day two

Period 6 8:05-9:15
 Period 7 9:18-10:28
 Advisor Break 10:31-11:01
 Period 8 11:04-12:14
 Period 9 12:17-1:30

**FINAL TESTING SCHEDULE
SEMESTER TWO**

Day one

Period 1 8:05-9:15
 Period 2 9:18-10:28
 Advisor Break 10:31-11:01
 Period 3 11:04-12:14
 Period 4 12:17-1:30

Day two

Period 6 8:05-9:15
 Period 7 9:18-10:28
 Advisor Break 10:31-11:01
 Period 8 11:04-12:14
 Period 9 12:17-1:30

Section 4 Severe Weather and School Cancellations

The Superintendent of schools is authorized by the Board of Education to close public schools in case of severe weather. Representatives of the Superintendent’s staff will notify local news media when inclement weather warrants such action. The information is broadcast regularly by radio and television stations. When possible Eagle Alert will be used for notification.

Decision to Close Schools. A decision to close school is made when forecasts by the weather service and civil defense officials indicate that it would be unwise for students to go to school. If possible, a decision about the next school day will be made by 9 p.m. for announcement during the 10 p.m. news. An early decision is not always possible because of uncertain weather conditions. School officials will make periodic assessments of conditions during the night and will decide early in the morning (by 6 a.m. if possible). In any case, an announcement will be made to the news media when schools will be closed. In some instances, schools will be open, but certain

services may be cancelled (bus transportation, kindergarten, student activities). Whenever possible staff will be notified by Eagle Alert of closings or delayed starts. Generally, staff members will not be required to report on days of school closings. If required to report, staff will be notified via radio/television stations or Eagle Alert. When school start is delayed staff will be required to report to work one half hour prior to announced starting time. Some staff may be designated as being required to come to school even in the event of a school closing.

After School Starts. Every attempt will be made to avoid closing school once classes are in session. In some instances, closing school during the day is inevitable if children are to safely return home before the brunt of a major storm hits. In these cases, as much advance notice as possible will be given. If school is closed during the day staff will be notified and parents will be notified via media broadcast and Eagle Alert. Teachers will be responsible for remaining with students until all students have safely left school or the administration has made arrangements for remaining students.

Parental Decisions. Parents may decide to keep their children at home in inclement weather because of personal circumstances. Students absent because of severe weather when school is in session will be marked absent. You should treat the absence like any other absence for legitimate causes provided parents properly notify the school of their decision. Parents may pick up their children in inclement weather (except in case of a tornado) at any time during the school day. Students will not normally be dismissed from school during severe weather on the basis of a telephone request.

Emergency Conditions. Arlington Public Schools has a signal which, when activated, includes the necessity to either evacuate the building or to move to safer areas of the building. All regular drills are held as required by law through the school year. There are plans for Emergency Exit system, Tornado Warning System, and Critical Incident Response. **School officials are not permitted to release students from the school building during a tornado warning.** In the event of an emergency exit alert or tornado warning, you should implement the school's established safety procedures.

Section 5 Contract Days

Teachers are contracted for-186 days (hereinafter referred to as the "contract year"). Such contract days shall be serviced by individual teachers on varying schedules as established by the Board of Education and administration.

Section 6 Make-Up Days

In the event teachers are not required to report for duty due to inclement weather conditions or other circumstance whereby a duty day is canceled, such days shall not be credited as a contract day served. Make-up days may be scheduled by the administration during the contract year as needed to allow all teaching staff to serve the full number of contract days.

Article 2 – EMPLOYMENT, COMPENSATION AND BENEFITS

Section 1 Employment

A teacher is employed by Arlington Public Schools when the teacher signs the Teacher’s Contract and the Board of Education approves such contract of employment. The teacher’s employment continues absent action by the administration or the Board of Education to non-renew, terminate, amend or cancel the teacher’s employment contract with the school district, or action by the Board of Education to accept a resignation of employment.

On or after March 15 of each school year a teacher may be requested to accept employment for the next school year and shall be required to signify such acceptance on or before April 1 or such other date after March 15 as may be designated in the notice. It is important for teachers to respond to the request to signify acceptance as a failure to signify acceptance of employment by the April 1 or other designated date shall constitute cause for amendment or termination of the teacher’s contract. If a teacher signifies acceptance of employment for the next school year, the teacher may either be issued a new Teacher’s Contract or a “Contract Renewal Agreement.”

Should a teacher wish to resign from employment the teacher should give written notice of resignation to the Superintendent. The request to resign will be acted upon by the Board of Education. Mid-year resignations and resignations given late in the spring for the following school year can present significant planning problems for the District. If a mid-year resignation is submitted, or a resignation for the following school year is submitted after April 15 or after the teacher has signified acceptance of employment for the next school year, the Board of Education may act to not accept the resignation unless a suitable replacement can be found. The District will enforce the continuing contract of teachers accepting employment for the next school year under the provisions of Neb Rev. Stat. §79-820.

Section 2 Assignments

The professional duties to be performed by a teacher with the District shall be subject to assignment by the Superintendent of the District with the approval of the Board of Education. A teacher will be expected to devote full time during days of school to the teacher’s position and to diligently and faithfully perform the assigned duties to the best of the teacher’s professional ability. Job descriptions, where available, provide additional information about the position duties.

In addition to the normal duties traditionally required of teachers, a teacher may be assigned such “extra duty” assignments to support the extra-curricular programs of the District, which shall be upon such terms and conditions and at such additional rate of compensation as the Teacher and the District may agree upon or as set forth in the negotiated agreement. The extra-curricular program of the school district is an integral part of the overall educational program of the school district. As such, a teacher shall not unreasonably refuse to accept such extra-duty assignments. In addition, performance in an extra duty assignment is a part of the evaluation of the teacher’s overall performance to the District.

Section 3 Personnel File

The District will follow the requirements of state and federal law and regulation with regard to a teacher’s personnel file, including but not limited to Neb. Rev. Stat. § 79-8,109.

Section 4 Grievances and Complaints

Teacher grievances regarding wages, hours, and conditions of employment set forth in the negotiated agreement shall be governed by the grievance or complaint procedure in the negotiated agreement. All other employment related grievances or complaints shall be addressed through the administrative chain of command following the process set forth in board policy.

Section 5 Compensation

Regular Salary and Extra-Duty Compensation. Compensation is paid only as authorized by the Board of Education. Teachers are paid a salary based on placement on the salary schedule set forth in the collectively bargained negotiated agreement between the District and the collective bargaining agent for the certificated teaching staff (referred to in this handbook as the “negotiated agreement”), and the extra-duty salary schedule also incorporated into the negotiated agreement.

Changes in Salary Schedule Placement. Changes in a teacher’s placement on the salary schedule shall be governed by the provisions of the negotiated agreement. Teachers are expected to provide the Superintendent with a transcript for all graduate hours earned for purposes of advancement on the salary schedule on or before September 1 of the school year in which such hours are to be credited for the teacher’s placement on the salary schedule. Failure to timely provide an official transcript from the post-graduate institution of the graduate hours earned will result in a loss of such credit for such school year.

Salary Payments. Salary is payable over twelve equal installments. Teachers will be paid on the 20th of the month, or the last preceding school day, if the 20th falls on a vacation or week-end day. In emergency cases exceptions may be made, subject to the approval of the Board. In no case shall the Board advance more than one month's salary. Upon separation of a teacher’s employment, or upon fulfillment of the contract, the teacher may, at the option of the Board, be paid all salary due in one lump sum.

Additional compensation over and above regular compensation, extra-duty pay and supplemental pay shall be disbursed as it is earned and deductions from compensation due to unpaid leave shall be taken out as they are reported to the payroll office. Reimbursements for mileage or other expenses will be considered separate from compensation.

Section 6 Extended Duty Pay

Extended duty for any teacher beyond the number of contract days established by the Board of Education for the school year shall be paid on a per diem basis for such teacher’s extended time.

Section 7 Benefits

Teachers are provided benefits in accordance with the negotiated agreement, group health insurance plan requirements, and the school district’s Section 125 Plan document. Teachers shall make annual fringe benefit elections by September 1 of each school year. Should a teacher fail to make such election, the teacher election from the immediately preceding school and contract year shall be continued. Each teacher is responsible for informing the Office of the Superintendent in writing of any changes in benefit status.

Continued health insurance benefits are available through COBRA subject to certain qualifying requirements. A Notice of COBRA Continuation Coverage Rights is attached to this handbook as Appendix “A.”

The Health Insurance Portability and Accountability Act (HIPAA) provides rights and protections

for participants and beneficiaries in group health plans. HIPAA includes protections for coverage under group health plans that limit exclusions for preexisting conditions; prohibit discrimination against employees and dependents based on their health status; and allow a special opportunity to enroll in a new plan to individuals in certain circumstances. HIPAA may also give you a right to purchase individual coverage if you have no group health plan coverage available, and have exhausted COBRA or other continuation coverage. Further information may be obtained from the Plan Administrator of the group health plan.

Section 8 Payroll and Payroll Deductions

Salary and benefits are paid in accordance with the individual employment contracts and negotiated agreement. Payroll deductions shall be made in accordance with law and the negotiated agreement.

Section 9 Expense Reimbursement

Teachers are required to request use of school transportation for purposes of school business. If school transportation is not available, reimbursement for authorized mileage will be paid to teachers required to drive their own vehicles during their regular scheduled working hours between two or more work sites. Claims for reimbursement should be submitted to the appropriate supervisor. The allowable rate shall be governed by Board policy, unless otherwise required by law. The District is not liable for physical damage to employee vehicles. **All reimbursement claims should be preapproved by the appropriate building principal or superintendent.**

Materials necessary for instruction are provided by the District. If teachers need additional materials for instruction or school-related purposes, the request should be made to the Principal. Reimbursement for purchase of materials or for meals or other expenses related to travel must be submitted to and approved by either the Principal or, if the expense relates to an activity, by the Athletic Director. The request for reimbursement should include a voucher sufficient to establish that the expense was actually incurred and that the expense was reasonable and related to a school-purpose.

Section 10 403(b) Salary Reduction Agreements

The District will cooperate with any teacher who chooses to participate in an investment program under Internal Revenue Code Section 403(b) provided that the certificated employee executes a "Salary Reduction Agreement" provided by the District and the vendor of the 403(b) Plan elected by the teacher has entered in to a "Service Provider Agreement" with the District holding the District harmless from any liability that may arise out of such 403(b) Plan, including, but not limited to, the calculation of the maximum exclusion allowance, tax reporting, notices and income withholding.

Section 11 Overtime

Teaching professionals are classified as exempt from overtime under the Fair Labor Standards Act (FLSA). The overtime exemption for teaching professionals is not dependent on whether the employee is paid on a "salary basis." Exempt employees are not eligible for overtime or compensatory time. A publication provided by the federal government which provides more information about the FLSA is attached as Appendix "A" to this handbook.

Any non-exempt employees must receive prior approval from their supervisor to work additional hours beyond their regular work schedule. Non-exempt employees must be paid for each hour worked in excess of 40 hours in a workweek. The regular workweek is from 12:00 a.m. on Monday

through 11:59 p.m. on Sunday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1½ times the employee's regular rate of pay for hours worked in excess of the 40-hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent will agree upon the overtime rate, in compliance with FLSA regulations. A non-exempt employee may request compensatory time in lieu of overtime pay, with approval of the employer, with the rate figured as 1½ times the number of hours worked in excess of 40 hours in any work week. Compensatory time may be accumulated up to 40 hours upon approval by their supervisor. Any accumulation of compensatory time over 40 hours must be approved by the Superintendent. The FLSA limits the accumulation of compensatory time to 240 hours.

The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. (Teaching professionals are not subject to the "salaried basis" test). An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent or the Superintendent's designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance. Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available, and for absences due to any budget-required furlough.

Article 3 ABSENCES FROM WORK

Section 1 Paid Leave - Sick and Personal Leaves

Teachers are provided with paid sick and personal leaves (professional leaves, bereavement leaves, etc.) in accordance with the negotiated agreement. During such paid leaves, teachers shall continue to receive all salary and fringe benefits called for by the negotiated agreement.

The leaves provided by the District are to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire District and will not be tolerated.

Requests for Leave

Advanced reporting of the need to take a leave and having effective lesson plans and materials prepared and readily available for the substitute are important.

A teacher who becomes ill and is unable to work is to call their building principal before **6:30** a.m. on the day of absence. Before the end of the school day on the first day of the sick leave, and on each subsequent day of absence, a report should be made to the building principal as to whether the teacher will be able to return to duty on the next duty day. For illnesses or medical situations where the need for the leave can be determined in advance, the teacher is to make such advance report of need for leave as possible.

For personal and other leaves, a teacher must request leave from his/her supervisor both orally (via conversation) and written (via email). Once approved, the request may be submitted by the teacher on the online substitute system. The request for leave process must be initiated by the teacher at least five school days prior to the leave, or such other advance notice as is practicable under the circumstances. Requests for personal leave shall not normally be granted for days immediately preceding or immediately following regularly scheduled holiday and vacation periods, nor shall personal leave be granted to more than one member of each staff (elementary and secondary) at any one time. Staff is discouraged from taking personal leave the first two, or last weeks of the school year.

Return from Leave

Upon return from leave, teachers are to review information supplied by the substitute teacher as to progress made in the class and any student behavior concerns. The substitute should be contacted directly if the written information supplied is not adequate.

A teacher who is absent for any period of time because of injury requiring care from a physician or health care provider, or for a period of one week or more due to illness, must present a written statement to the Principal from the teacher's physician or health care provider stating that the teacher is physically able to return to duty. This statement is to be presented in person before the teacher returns to duty in order that the present stage of convalescence can be observed and discussed.

Section 2 Payroll Deductions for Absences in Excess of Paid Leave

Should a teacher be absent from work in excess of the teacher's accumulated sick leave or other paid leaves called for in the negotiated agreement, the teacher's salary and fringe benefits (including the cost of premiums for group health insurance) shall be reduced by the day or days or work missed on a per diem basis calculated using the number of days missed as the numerator,

and the number of total contract days for the school years as the denominator; e.g. one day missed = 1/186th of total salary and fringe benefits.

Section 3 Leaves of Absence

A teacher may apply to the Board of Education for a leave of absence from the teacher's duties. The Board of Education will consider such requests on a case-by-case basis. No leave of absence shall extend beyond one school year. All leaves of absence shall be without pay except for the payment of health insurance benefits as may be required under applicable state or federal laws. See Board Policy 4170 for additional information.

Section 4 Jury Duty

A teacher who is summoned for jury service shall promptly notify the Principal of such summons. The teacher's salary will continue during time spent in jury service, and no deduction of leave time shall occur. The teacher will return to the school any money received that was not used for mileage, meals or other expenses incurred from the term of duty. Teachers are to notify the Superintendent of the amount received for such jury duty.

If a teacher, upon reporting for jury duty in the morning, is dismissed from jury duty for the remainder of the day, the teacher is to report for duty and resume duties for the balance of the day. When a teacher is entirely dismissed from jury duty, the teacher is directed to report for duty and the substitute will be dismissed.

Teachers are expected to promptly notify the Principal of any other form of legal summons which may require an absence from duty. In the event the summons involves a school-related matter, the matter shall be treated similar to a jury duty absence. In the event the summons involves a personal matter, the teacher will be required to use available leave days.

Section 5 Military Leave

Teachers who are members of the National Guard, Army Reserve, Naval Reserve, Marine Corps Reserve, Air Force Reserve, or Coast Guard Reserve (hereinafter, "reserves"), are entitled to a military leave of absence from their respective duties, without loss of pay, when employed with or without pay under the orders or authorization of competent authority in the active service of the state or of the United States. Teachers who normally work or are normally scheduled to work 120 hours or more in three consecutive weeks shall receive a military leave of absence of 120 hours each calendar year. Teachers who normally work or are normally scheduled to work less than 120 hours in three consecutive weeks shall receive a military leave of absence each calendar year equal to the number of hours they normally work or would normally be scheduled to work, whichever is greater, in three consecutive weeks. Such military leave of absence may be taken in hourly increments and shall be in addition to the teacher's regular annual leave.

When the governor of this state shall declare that a state of emergency exists, and any teacher who is a member of the reserves is ordered to active service of the state, the teacher shall be granted a state of emergency leave of absence until released from active service by competent authority. The leave of absence shall not be a military leave of absence; other forms of leave may be granted. The teacher shall receive normal salary or compensation minus the state active duty base pay the teacher receives in active service of the state.

Section 6 Employee Rights and Responsibilities under the Family and Medical Leave Act

Family and medical leaves shall be allowed under the terms and conditions of the Family and Medical Leave Act of 1993, as amended (FMLA).

Basic Leave Entitlement. FMLA provides up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for your child after birth, or placement for adoption or foster care;
- To care for your spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes you unable to perform your job.

The “leave year” for purposes of the FMLA is a “rolling” 12-month period, measured backward from the date of any FMLA leave usage.

Military Leave Entitlement. Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his or her duties for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections. During FMLA leave, your health coverage under a "group health plan" will be maintained on the same terms as if you had continued to work. Upon return from FMLA leave, most employees must be restored to their original or an equivalent position with equivalent pay, benefits, and other employment terms.

Your use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of your FMLA leave.

Eligibility Requirements. You are eligible if you have been employed with Arlington Public Schools for at least one year, for 1,250 hours over the previous 12 months, and if there are at least 50 employees of Arlington Public Schools within 75 miles of your work location.

Definition of Serious Health Condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents you from performing the functions of your job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regiment of continuing treatment, or incapacity due to

pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave. You do not need to use FMLA leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. You must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave. You may choose or Arlington Public Schools may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, you must comply with the District's normal paid leave policies.

Employee Responsibilities. You must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that you are unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. You also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. You also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities. The District must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District must provide a reason for the ineligibility.

The District must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District must notify the employee.

Unlawful Acts by Employers. FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement. An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

For additional information you may refer to FMLA posters on employee bulletin boards or contact the U.S. Wage and Hour Division at:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
www.wagehour.dol.gov

To submit a request for use of FMLA, or to make arrangements for payment of benefits while on an FMLA leave, contact Dr. Dawn Lewis at 402-478-4173.

Article 4 – DUTIES AND RESPONSIBILITIES

Section 1 Hours of Work & Meetings

Regular, dependable attendance at work is an essential function of a teacher's employment position. The Board of Education recognizes that teachers' responsibilities to their students and their profession generally involve the performance of duties and the commitment of time beyond the normal working day, but also recognizes that teachers and other educational professionals are entitled to regular time and work schedules on which they can rely in the ordinary course of events and which will be fairly and evenly maintained to the extent possible throughout the school system.

Schools have differing starting and ending times for the student day. Certificated employees assigned to a building are to spend eight hours on site, including lunch break (30-minute lunch), except that duty-free lunch time can be spent off-site. If a teacher takes their duty-free lunch time off-site, the teacher must check out with the Principal's office. The Principal will determine the length of time prior to and after the student class schedule for staff to be on-site in order to meet the required eight hours. Staff may leave the building earlier when called to a professional meeting.

Certificated employees are required to serve on lunchroom, hall, detention, and ground supervision as designated by the Principal. The Principal will attempt to make an equitable distribution of such assignments and professional staff shall assume such duties as part of their work and agreement of employment.

Teachers shall attend meetings called by the Superintendent of Schools, principals, department heads and team leaders, except those meetings which are designated for optional attendance.

Section 2 Arrival to Duty Assignments

Full-time teachers have a designated on-site work day as follows: Elementary school teachers are to be in the building no later than 7:45 a.m. to be in their classroom no later than 8:00 a.m. and to remain on duty until 3:50 p.m. Secondary school teachers are to be in the building no later than 7:45 p.m. to be in their classroom (or supervision) no later than 8:00 a.m. and to remain on duty until 3:50 p.m. Certificated employees other than teachers are expected to meet the same guidelines for entry to the building, being in their assigned duty area, and duty departure time. Teachers and other certificated employees who are part-time or work on adjusted schedules are to be in the building at least 10 minutes before their class or assigned duty begins, and to be in their classroom or assigned duty area at least 10 minutes before their class or assignment begins. During the school day, teachers are to be in their assigned classroom when each period begins to assure that students are not unsupervised within the classroom.

Parking Lot Duty

Individual staff members will be assigned parking lot duty on a weekly basis, information pertaining to individual dates will be released at the beginning of each school year. If the staff member has a conflict with the assigned date, it is their responsibility to find a replacement. Weekly parking lot duty for the assigned staff member begins at 7:50 am and concludes at 8:05 am. Prior to reporting to the duty, staff should retrieve a radio from the high school office.

Regardless of the weather, when participating in parking lot duty, staff should be centrally located in the south parking lot, enforcing district policy and assisting students as needed. In the event that

a significant discipline issue or traffic violation is witnessed, please refer the instance to the administration immediately via radio, or following the conclusion of the designated time.

Section 3 Leaving School

Teachers are to be on duty at all times during the school day. Teachers are considered on duty even during designated planning periods. An uninterrupted lunch period of not less than 30-minutes each day is provided to teachers during which they are not assigned teaching, supervisory, or other duties. Teachers who leave the school during the designated lunch period must check out with the Principal's office.

Teachers may not leave school during duty hours without approval of the Principal. If the absence has been approved, the teacher must check out with the Principal's office when leaving, and check back in with the Principal's office upon return. Teachers who need to leave during the school day for reason of illness or emergency are to check out with the Principal's office and make sure that a responsible person has been notified of their unexpected absence so student coverage may be provided.

Section 4 Lesson Plans

Teachers will prepare written lesson plans which cover at least five days of advance instruction. Lesson plans are to be submitted to the building principal by 8:05 a.m. each Monday. The plans must be in the plan book or approved form. Please keep the plans, including lesson plans, class rosters, etc. in the top right hand drawer of the teacher's desk. If that is not possible, the plans should be kept in a place in which they will be readily available in the teacher's absence. Teachers are encouraged to place and share (with the principal) lesson plans on a google document.

The lesson plans must be sufficiently clear in establishing learner objectives, state standards being addressed and related activities so that they are easily used by a substitute teacher or other staff member not familiar with previous classroom activities or progress. The plans must give specific reference to other instructional sources immediately available which will enhance the instructional lesson.

Section 5 Daily Class Record Books

Every teacher is required to keep a complete and easily understandable written record of the attendance and achievement of every student in a class record book (sometimes referred to as a grade book) or via the district approved PowerSchool Gradebook and PowerSchool attendance. This class record must be kept current and include the following minimum information in a readily understandable fashion:

PowerSchool Gradebook

1. The names of all students enrolled in the class.
2. Updated weekly to accommodate submissions for the eligibility lists and to provide students/guardians with updated and accurate information *via Parent PowerSchool Access*.
3. A complete report of all recorded grades for each student. A minimum of two grades per week is recommended for the frequency of recorded grades (or for the giving of written lessons or examinations). Be sure that you assess frequently enough and that you record grades frequently enough to readily and realistically justify the term and final grades which are reported to parents/guardians.

PowerSchool Attendance

1. Report absences and tardies on PowerSchool at the end of each period.
2. Review the Absence Summary Report on a daily basis and report any discrepancies to the attendance secretary for correction. Upon request a student's individual record in the teacher's class record book shall be made available for review or copying. Information relating to other students should not be allowed to be seen by other students or parents.

Because the entries in the class record book constitute a source of original entry for information which may be needed in the absence of the teacher, teachers are required to deliver the teachers' class record books to the Principal at the close of the school year for filing in the permanent records. Teachers who return to Arlington Public Schools and who wish to refer to the previous year's class record book may request the return of the class record book. Such books shall again be brought to the office for permanent filing when the teacher is finished with them, or at the close of the current term.

Section 6 Classroom and School Procedures

Teachers are expected to adhere to the following classroom and school procedure in the performance of their duties:

1. Student/Guardian Handbook
Each teacher is expected to be familiar with and enforce the guidelines and regulations that are described in the Student/Guardian Handbook.
2. Bulletin Boards/Learning Posters
Each teacher shall be responsible for completing appropriate bulletin boards and/or learning posters regarding curriculum related matters in their primary classroom.
3. Text Book and Room Inventory
All school purchased materials must be inventoried with the building bookkeeper or secretary. Textbooks are to be numbered, stamped with the school stamp and should display the name of the student whom the book is assigned. Teachers should keep good records of who has which book. At the start of the year, note condition of the textbook on the inventory sheet and keep this sheet. When a book is turned in, note the condition, and if the book shows abuse (other than normal wear) assess a fine that you consider is fair. Insist that students put covers on their books by the end of the first week after receiving them.
4. Use of Cell Phones
Teachers shall not use personal cell phones for any non-school purpose during teacher duty time.
5. Use of Paraprofessionals
Paraprofessionals provide valuable assistance in the educational process and allow teachers to carry out their responsibilities in a more efficient and effective manner. A paraprofessional must not, however, assume a teacher's responsibilities. The teacher must maintain the role of leadership and responsibility for the students, with the paraprofessional in a supportive role. Paraprofessionals may be used to assist the teacher by, among other tasks, assisting with instructional activities under the direction of the teacher, helping to supervise students, copying

tests and other written material, organizing class materials, preparing bulletin boards, grading tests or class work, and calculate grades and record grades. Paraprofessionals are to work only on their assigned work days and within their assigned work day. If the teacher desires the para to work hours other than the assigned work hours or assigned work day, contact the administration for approval.

6. Use of Student Aides

Student aides are to be directly supervised by the teacher and are not to leave the building or be in the halls or anywhere they are not being supervised. Student aides are not to be used to assist the teacher by helping supervise another student, grade tests or class work, calculate student grades or record grades. Keys are NEVER to be given to students, whether they are student aides or not. A student aid should not be present and assisting a teacher without another adult present after the end of regular teacher duty hours.

7. Checking Out of Equipment

All equipment must be checked out through the building principal. All school equipment may be used only for school purposes. No school equipment may be directed to the personal use of a teacher or another District employee without administrative approval.

8. Requisition of Equipment and Supplies

Books, equipment and supplies which are needed for instruction should be budgeted through the Principal's office. These budgeted items are purchased through the spring requisition process. All budgeted purchase requests outside of the normal spring requisition process should be kept to a minimum. Requested items not included in the budget may be denied approval. No equipment or supplies ordered through the District may be directed to the personal use of a teacher or another District employee.

9. E-mail

Each teacher will be assigned a school e-mail address for purposes of intra-school and inter-school e-mail correspondence. Teachers should check for e-mail throughout the day, and should timely respond to e-mails which require a response, but should avoid checking and responding to e-mails during instructional time. Use of the District's e-mail system for personal communications should be limited, and is subject to the rules governing overall computer usage found in Board policy and this handbook.

10. Teacher Mail Box

Each teacher will be assigned a mailbox located in the high school office. Teachers should check for mail each morning and also later in the school day, if possible. If something requires an answer teachers are responsible for responding promptly. Teacher mailboxes are to be limited to communicate regarding school business.

11. Teachers Meetings

Teachers' meetings will be held on an as needed basis. ALL teachers are expected to be present for the meetings, unless they are absent from school for good cause or have made prior arrangements. Teacher collaboration meetings will take place on Friday mornings from 7:45 – 8:30 am. Teachers are expected to be in assigned groups and meeting locations at 7:45 am.

12. Daily Bulletin

The daily bulletin will be distributed to each teacher (via email) by teacher advisor period. All teachers are responsible for reading the bulletin to their students at the beginning of advisor period. Submit items for the daily bulletin to the high school secretary by 8:30 a.m. for inclusion in the day's bulletin.

13. Student Passes

Students should not be in the hallway during class time unless they have a hall pass. Use discretion in issuing passes to student(s) as they will be allowed only three passes per day. The student planner is the only means by which a student can obtain a pass. When issuing a pass please check to ensure that the planner belongs to the person requesting the pass. Students have time to go to their lockers during passing time and should not need to go during class time.

14. Study Hall Supervision

The purpose of study hall is to provide time for students to complete their assigned class work. The following study hall rules are to be used by all staff members.

1. Develop and use a seating chart and walk around periodically to check on students.
2. Allow no talking without permission.
3. Allow no sleeping.
4. No toys, cards, games, video games, food or liquids, (other than water) etc.
5. See that students sit in their chairs in an appropriate manner.
6. Students are not allowed to checkout to other classrooms without a pass from the specific teacher.
7. Carefully monitor the use of the tables and chairs. Report any problems with graffiti or other misuse of the equipment to the office.

Study hall supervisors will not write passes for students on the ineligible list under any circumstances except to see the school nurse. Study hall supervisors must walk around the room to monitor student behavior/actions.

15. MCC KickStart Supervision

The purpose of KickStart is to provide time for students to complete their MCC KickStart assigned class work. The following rules are to be used by all staff members.

1. Develop and use a seating chart and walk around periodically to check on students.
2. Require students to work on KickStart materials only.
3. Allow no talking without permission.
4. Allow no sleeping.
5. No toys, cards, games, video games, food or liquids, (other than water) etc.
6. See that students sit in their chairs in an appropriate manner.
7. Students are not allowed to checkout to other classrooms during KickStart.
8. Carefully monitor the use of the tables and chairs. Report any problems with graffiti or other misuse of the equipment to the office.

16. Substitute Teacher File

Each teacher is to maintain an up-to-date substitute file which remains in their mailbox containing the following information in addition to what the office has already submitted to the file:

1. A current list of all students in class and a seating chart for each class.
2. Rules and regulations that your classes routinely follow.

3. Location of books, materials, and supplies.
4. Lunch schedule and procedures.
5. Any other information unique to your teaching assignment.

Section 7 Supervision of Students

Proper supervision of students is an important responsibility for teachers and other adults responsible for our students. Teachers and other adults responsible for student supervision are expected to meet the four “P’s” for student supervision and safety.

Proper Supervision

- a. Report to all duty assignments on time.
- b. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
- c. Be vigilant while supervising students. Never leave your classroom unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on grounds, lunch, or hall duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.
- d. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).
- e. Be careful with touching students. Use of corporal punishment is prohibited at Arlington Public Schools. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment) and that which professional educators determine appropriate for purposes of proper student relationships.
- f. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

Proper Instructions

- a. Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
- b. Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
- c. When you go over safety rules with students note it in your written records (e.g., your lesson plan book or planner).
- d. Review playground and classroom safety rules with students at least once each semester and note when you do it in your written records. Also, if any students are absent when you review the rules contact the student(s) to review the same information and also note that contact in your written records.

Proper Maintenance of Buildings, Grounds, and Equipment

- a. Conduct periodic inspections of equipment under your control or in your area of supervision.
- b. If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.
- c. Check your communication device (whether it be a school phone in your supervision area, a walkie-talkie, or a cell phone) periodically to make sure you can communicate with the office immediately in the event of an emergency.

Proper Warnings

- a. If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so additional warnings may be given.

1. Contact the Office for Assistance

The office administration should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student fight
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.);
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

2. Student Searches

Office administration should be notified in the event that a student is suspected of having contraband. A teacher should not search a student unless they are assisting a school official, or in the event of an emergency. You may direct a student suspected of having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

3. Student Rights

Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

Section 8 Managing Student Conduct

Discipline is everyone's responsibility. It begins with the student being responsible for his/her own behavior and understanding the consequences it may cause. The teacher is responsible for articulating classroom expectations at the beginning of the school year, implementing the classroom expectations on a consistent basis, and being familiar with the student handbook. All

staff is responsible for all students in the hallways, in the rest rooms, at assemblies, at pep rallies, and during lunch. Consequences for inappropriate behavior may include students making up time before or after school, a student or a parent conference, or a referral to an administrator.

The following guidelines will assist in maintaining appropriate student conduct and complying with the process required for student discipline.

1. On the first day of class make students aware of classroom expectations. Students will accept them if they know in advance and if they are fair and consistent. Students often appreciate giving input on classroom rules. These expectations should be in writing. Give one copy to the students, post one copy in the room and provide one copy for the principal.
2. It is important to document student behavior in your classroom, calls to parents, referrals, and/or communications with a student.
3. If, after attempts to improve student behavior, the problems continue, talk to the student's counselor or the Principal about possible alternatives in discipline procedures. Be attentive and respond to "bullying."
4. If a student continues to cause problems, inform the administration for disciplinary action using the approved reporting forms. Be sure to state the problem clearly and expectations in terms of assistance, as at times the student's and teacher's stories are different. Be prepared to provide documentation.
5. Follow up on any referral. The student may not go to the principal or the counselor when sent. The administrator or attendance coordinator will inform the teacher of the consequences.
6. Refer students with continued and significant behavioral problems to the student assistance team for a determination of whether the student is in need of special services. Contact the counselor if you have questions as to the procedure.
7. Talk with other teachers about the classroom management techniques they use to establish an atmosphere conducive to learning in their classroom. A large repertoire of classroom management techniques always enhances learning.
8. Read and understand the student handbook and the student conduct rules of the District.
9. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.
10. Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Procedures for identifying unusual student behavior

Staff should use the following guidelines when you encounter students exhibiting unusual behaviors that merit further investigation. Your primary concern is to focus on student behavior, always remember there are a variety of potential causes leading to altered behaviors. Our responsibility is to protect all students and to remain aware and alert to potential problems.

1. The teacher's role is to explore/investigate in nonintrusive ways and then make administration aware of your findings. Your preliminary explorations should not alert a student to your concerns. It is not the teacher's role to approach and/or question a student about suspicions, leave that to the administration. Issues of this nature should remain confidential at all times. Do not draw unnecessary attention to the student.
2. Classroom teachers should observe students' behaviors, smell, visual appearance, motor skills, responsiveness, etc. when determining whether or not they need to forward a concern about a student to the administration.
3. The classroom teacher should determine the immediacy of the situation and contact the building administration accordingly. It may be something that can wait until after class, or it may be something that necessitates an immediate call to the office. Teachers are reminded to keep all communications and conversations private to protect the dignity of all students. In the event of an emergency the classroom teacher should refer to the crises manual.
4. Staff members involved should prepare a written statement of their observations; including date, time, parties involved and any additional information.
5. Once the student has been referred to the office, the administration will make a determination of reasonable suspicion prior to proceeding to the next step in the investigation.
6. If possible, staff members will be notified of the situation at a later time.

Section 9 Dispensing Medication

Teachers are not permitted to give any medication to students unless trained under the Medication Aid Act, Neb. Rev. Stat. §71-6718 to 71-6743. Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the office. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol).

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

Section 10 Reporting Child Abuse

Nebraska State Law and school policy mandates school officials to make a report to the proper law enforcement agency or the Department of Health and Human Services (Child Protective Services) when there is reasonable cause to believe that a child has been abused or neglected, or a

child is in a situation which would reasonably result in abuse or neglect. According to Nebraska State Law, abuse or neglect means knowingly, intentionally, or negligently causing or permitting a minor child to be:

- (a) Placed in a situation that endangers his or her life or physical or mental health;
- (b) Cruelly confined or cruelly punished;
- (c) Deprived of necessary food, clothing, shelter, or care;
- (d) Left unattended in a motor vehicle if such minor child is six years of age or younger;
- (e) Sexually abused; or
- (f) Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Teachers are to inform their principal or supervisor that they intend to make a report. Administrative staff may sometimes choose to make the report for a teacher. However, informing a principal or supervisor does not end the teacher's responsibility; teachers are obligated to make certain a report was made if they do not do it themselves.

It is vital that the report be made as accurately and as soon as possible. To assure accuracy, you are encouraged to document the date of the incident and specific statements or explanations made by a child regarding an abuse/neglect concern. Timeliness in making a report will assist in minimizing further risk to the child by allowing the police or Child Protective Services workers to interview the child during the school day and prior to an evening or weekend. In cases of physical injury (e.g., bruising or other marks), it is essential the police observe and document the injury. A counselor or an administrator will help you.

Article 5 – PERSONAL AND PROFESSIONAL CONDUCT

Section 1 Professional Ethics Standards

The Arlington Public Schools expects its certificated employees to adhere to the professional ethics standards established by the Nebraska Department of Education as such standards may be modified from time to time. The professional ethics standards which certificated employees are expected to adhere to include those set forth below. References to “educator” shall include all certificated employees of the District.

Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in the State of Nebraska and for all educators, including administrators, with respect to ethical and professional conduct.

Principle I - Commitment as a Professional Educator:

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

- A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- B. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- F. Shall not sexually harass students, parents or school patrons, employees, or board members.
- G. Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.

- H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- I. Shall report to the Superintendent any known violation of paragraphs G, E, or B above.
- J. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
- B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Board of Education.
- G. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

- A. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
- D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
- F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

Principle IV - Commitment to the Profession:

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract people worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

- A. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
- C. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

Principle V - Commitment to Professional Employment Practices:

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

- A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- C. Shall give prompt notice to the employer of any change in availability of service.
- D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- E. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
- F. Shall permit no commercial or personal exploitation of his or her professional position.
- G. Shall use time on duty and leave time for the purpose for which intended.

Section 2 Evaluations

Evaluations of teachers will be conducted in accordance with the District's evaluation policy. Supervisors reserve the right to observe, appraise or evaluate teachers more frequently than required by policy on an as-needed basis. Teachers are expected to participate constructively and positively in the evaluation process and to accept and implement constructive suggestions and improvement strategies developed by the administration.

Section 3 Role Model

Teachers serve as role models for students and their actions and conduct reflect on the school as a whole. Teachers are in all respects to conduct themselves in a professional manner.

Section 4 Relationships

It is important for teachers to maintain an effective working relationship with the administration and all co-workers, including other teachers and support staff. Teachers are also to maintain

appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties or gossiping or spreading rumors about others.

Section 5 Professional Attire

It is important for teachers to project a professional image to students, parents and co-workers. Appropriate attire and grooming is one of the means of projecting a professional image. Teachers are expected to maintain conservative and professional attire and grooming when on duty. As professionals, teachers are expected to be aware of the standard to be maintained. As a minimal guide, teachers should not wear clothing which students would not be permitted to wear at school. The administration may establish more detailed guidelines for individual teachers should that be necessary.

Section 6 Private Tutoring

Teachers are encouraged to provide individual assistance to students as a part of their duties. Teachers who engage in private tutoring for pay (compensation of any kind from a source other than the District) are subject to the following rules:

1. The teacher may not arrange to provide private tutoring for any child enrolled in the teacher's class.
2. The teacher is not to provide private tutoring in a school building.
3. The teacher is not to provide private tutoring during duty time.
4. The teacher is not to advertise or promote the teacher's private tutoring services in the school or in the school's communications systems except with the express permission of the Superintendent or designee.

Section 7 Outside Employment

Teachers shall not perform duties unrelated to District employment during duty hours. In addition, teachers shall not engage in employment which conflicts with their school duties. Teachers are not required to notify the District of outside employment except: (1) teachers who are also employed by another Nebraska school district in order to comply with Nebraska State Retirement System regulations and (2) teachers who have a work-related injury in order to comply with workers' compensation requirements.

Section 8 Student Recognition

Teachers are responsible for participating in, promoting and supporting the Student Recognition Program that has been developed at Arlington Public Schools. A more detailed description of this program can be found on the teacher server. There are three main events that are associated with the program and they include the Middle School Awards Ceremony, Honors Night, and graduation.

Section 9 Professional Boundaries between Employees and Students

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships with a student on Facebook, Twitter, Instagram, SnapChat, TikTok, or other social networking site. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance – verbal, written, or physical – towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of familial relationships between employees and their children who are students in the District.

Section 10 Intellectual Property

All items that are created in the fulfillment of identified job responsibilities and purchased by district funds are property of Arlington Public Schools. When permanently exiting the district staff should leave all district items for future use.

- Paper items that have been created by staff should be copied or scanned. All original hard copies should be left with the building administrator.

- Once copied, digital items should be consolidated into a file; identified on the server under the teachers last name. The teacher should provide their building principal with information as to location of the items on the APS server.
- Items that have been purchased by the district should be left in the teacher's room, or work area. This includes but is not limited to; textbooks, office supplies, computers, furniture, manuals, articles of clothing, electronic devices, etc...

Article 6 – ACADEMIC MATTERS

Section 1 Purpose and Goals of Academic Achievement

The Arlington Board of Education is committed to providing a quality education for all Arlington students consistent with the school’s mission statement. Effective, quality instruction by teachers is an essential means of meeting the District’s mission of providing a quality education.

Section 2 Teaching to Student Understanding to Assure Learning

Each teacher is responsible for teaching in a manner to meet the mission of the District and to assure student understanding and learning of the principles and concepts to be presented to students within the curriculum adopted by the District. Teachers will model classroom instruction on the educational model implemented by the District and reflected in the teacher evaluation instrument adopted by the Board of Education. Teachers are responsible for familiarizing themselves with the instructional model and the principles of instruction set forth in the evaluation instrument. The administration shall provide periodic in-services regarding the instructional model.

State and federal laws and regulations have been enacted which require that students with certain needs be provided instruction and services consistent with those special needs. Examples include students who have been verified as in need of special education (“special education students”), students with other disabilities which impact the educational program (“504 students”), and limited English proficient students (“LEP or ELL students”). The District’s policy is to comply with the state and federal laws and regulations in all respects. Teachers who are assigned special education, 504, or LEP/ELL students are required to provide instruction and services consistent with legal requirements and the requirements of Board policy and regulation.

Section 3 Instruction in the Curriculum

Teachers shall instruct students in the curriculum, including the use of curriculum materials, adopted and implemented by the Board of Education and as directed by the administration.

Section 4 Measuring and Reporting Academic Achievement

Grades and Grading. Measuring and accurately reporting the level of each student’s academic achievement is of critical importance to students, parents, staff, the board of education and community. To this end, each teacher shall develop a variety of assessment instruments and techniques to measure student achievement in the curriculum adopted and implemented by the school district, record the results of such assessment, and report such results on Report Cards. Teachers should endeavor to measure student learning and understanding on a frequent basis during each grading period to provide an accurate evaluation of each student’s academic achievement for that period. It is recommended that the teacher **record at least two grades per week**. It is generally preferable to give numerical grades for tests, quizzes, and daily work. GRADES MUST BE RECORDED FOR ALL CURRICULAR AREAS.

Recording Grades. Each teacher shall *record grades in the PowerSchool Gradebook. PowerSchool Gradebook and Parent Web Access must be updated weekly*. A sufficient number of grades must be recorded in the grade book to justify all quarter and semester grades for each student. Please keep consistent and complete records. Teachers must be able to support and justify the grades that each individual student earns.

Grade Scales. Teachers are to use only the grading scales set forth below. Any deviation from the approved grade scales must be approved by the building principal.

STUDENT EVALUATION SCALE: The grade scales to be used for reporting student progress in Arlington High School are as follows:

All classes except the *Identified Classes will use a seven (7) point grading scale. The *Identified Classes will use a ten (10) point scale. Notice that the pluses will receive higher mark points. The **only** difference between normal classes and *Identified Classes is the seven (7) point and ten (10) point scale.

Normal Classes	*Identified Classes	Mark Points	
100-98	100-97	4.00	A+
97-95	96-93	4.00	A
94-93	92-90	3.67	A-
92-90	89- 87	3.33	B+
89-87	86-83	3.00	B
86-85	82-80	2.67	B-
84-82	79-77	2.33	C+
81-79	76-73	2.00	C
78-77	72-70	1.67	C-
76-74	69-67	1.33	D+
73-72	66-63	1.00	D
71-70	62-60	0.67	D-
69 Below	59 Below	0.00	F

The *identified classes include: MATHEMATICS: Honors Geometry, Honors Algebra II, Algebra III, Calculus, Pre-Calculus LANGUAGE ARTS: College English I, College English II, Honors English BUSINESS: Economics, Information Technology, Business Law SOCIAL SCIENCE: Honors US History SCIENCE: Chemistry, Physics, Physiology and Anatomy, Biology II, Chemistry II FOREIGN LANGUAGE: Spanish III, Spanish IV.
(Students taking college level courses that exceed our offerings may be granted status as 'identified' and/or receive A+ status when an A is awarded with administrative approval.)

The preceding grade scales are expected to be used according to the following guidelines:

1. No other grade scales are to be used on official records or reports.
2. "Failing," "unsatisfactory" or equivalent terms indicate that student performance does not meet the minimum requirements established for the course. A final mark of "failing" or "unsatisfactory" in a credit-bearing course means that credit hours will not be granted.
3. The mark given at the end of each reporting period is considered an evaluation of the pupil's status at the time (for example, the final mark in a semester course is an evaluation of the pupil's status as of the close of the semester; not an average of two nine-week marks).
4. Teachers may exercise professional judgment in distributing marks. Marks are not expected to be distributed on a normal curve.

Reconsideration of Grades/Marks

Questions raised concerning duly assigned grades will be resolved cooperatively in a conference which includes the teacher(s) involved and the Principal. In the event a grade is questioned by parents or students, the parents/guardians and/or student may be included in the conference.

Failure to resolve the issue will result in a second conference involving the Superintendent or designee and the participants in the initial conference described above. The grades designated by teachers will not be changed unilaterally by the Superintendent unless the Superintendent determines that the grade is not consistent with the requirements of law, Board policy, or the best interests of the District.

Transfer Grades. A student transferring into Arlington Public Schools will have all grades awarded in accordance to Board Policy 5003.

Reports to Parents. Grades and credit are assigned on a mid-semester (9 weeks) or semester basis (18 weeks). Reports are sent to parents at the close of each nine weeks during the school year; the reporting periods are referred to as 1st mid-semester, first semester, 2nd mid-semester, and second semester.

The grade reports are produced from information supplied by teachers and distributed to students at school or are mailed to parents.

All grades are calculated on a cumulative basis per semester; i.e., the grade given at any point and time represents an evaluation of work done during that semester, and the grade given at the close of the semester represents an evaluation of all the work done during the entire eighteen weeks.

The mid-semester and end-of-semester reports are directed to parents, not to students. Students probably know quite well how they stand in such areas as citizenship, attitude, cooperation, attendance, preparation of assignments, etc. The parents do not have this knowledge. If any such factors have significant bearing on the student's grades or their relationship with teachers, comment should be included on the report. The comments may call attention to deficiencies, faults, or failures; or they may be commendatory in nature. If carefully prepared, they can be most valuable. Parents need to have information about areas of strengths and areas needing improvement and progress being made by their child. For their instruction, and for our ultimate well-being, if and when problems arise, it is essential that the reports be as informative as possible.

Please accept, cooperatively and professionally, the responses that parents may make subsequent to the distribution grade reports or progress reports. Parents are not always helpful or reasonable under these circumstances but they do need information and direction. Please encourage parents to discuss their student-centered problems with you and give them all possible assistance.

Progress Reports To Parents. Progress reports are prepared at or near one quarter (1/4) and three quarters (3/4) of the way through each semester. These reports will be emailed to parents.

Academic Eligibility. Academic eligibility for activity participants will be maintained on a weekly basis. Teachers will enter students earning a grade of "F" in their classes into PowerSchool each Monday before noon. Further ineligibility guidelines can be found in the Student/Guardian Handbook.

1. Resource students or Sec. 504 students who are not receiving a passing mark should only be placed on the ineligible list after consultation with the resource teacher and/or case manager. Referral must be made to the resource teacher.
2. Teachers who submit names to the eligibility list will be responsible for personally contacting parents about the student's status. He or she will work with the student and parent to establish an academic plan of improvement. Parents of students who appear on the list for two (2) consecutive weeks will receive additional written documentation from the teacher. This reporting will continue until the problem is resolved or the end of the semester. If a staff member has not informed the student and his/her parents/guardians during the probationary week that the student is receiving an "F" and has a week to raise the grade, the student will not be placed on the ineligible list the following week.

Section 5 School Improvement

Goals for improvement are defined and prioritized annually by the Board of Education with consideration of recommendations made by the School Improvement Steering Committee. All staff are expected to be involved in the School Improvement Process.

Section 6 Parent-Teacher Conferences

Parent-Teacher conferences are a critical opportunity for teachers to dialogue with parents (or guardians) of students regarding student achievement and learning. To this end, fall and spring Parent-Teacher conferences will be scheduled and held during the school year. Teacher attendance at Parent-Teacher conferences is mandatory. The appropriate attire for this event is business professional. A teacher may only be excused from attendance at Parent-Teacher conferences in writing by the Superintendent. The schedule setting forth the dates and times for the Parent-Teacher conferences for the school years is as follows:

Teachers are expected to be prepared for such conferences. Being prepared includes having completed grade reports and other necessary information by the Parent-Teacher conference.

Section 7 Field Trips

All field trips and subsequent activities must be tied to the curriculum. There must be academic expectations tied to these activities. Teachers should obtain permission from the building principal for field trips and should expect to provide sound rationale for the activity. Local walking excursions should be reported to the principal. Teachers must complete a field trip request at least two weeks in advance of planned trip and they must communicate to all teachers a list of who will be absent one week prior to the trip.

A district application form is required for extended field trips. The school retains the right to deny a student the privilege of field trip participation. Field trips are discouraged during the month of April and May.

The teacher, coach, and/or adult sponsor are charged with the management and handling of students when on school transportation vehicles. As a sponsor you are charged with the following responsibilities:

SAFETY ITEMS:

1. Submit Transportation Manifest as required.
2. Keep the noise level down.

3. There should be 'no talking or noise' when the bus is stopped at railroad crossings.
4. Make sure students stay seated. Avoid standing, kneeling, changing seats, and peering over seats.
5. Sign activity sheet after trip as required.
6. Keep all aisles and emergency exits cleared.
7. All district transportation vehicles have forms entitled BASIC FIRST AID and EMERGENCY EVACUATION PROCEDURES. All sponsors should know where these forms are located and be informed on evacuation procedures.

COURTESY ITEMS:

1. Sponsor should sit in a location that ensures they can monitor students effectively. Sitting at front with all students behind you is not advised.
2. Sponsor is charged with ensuring that the bus/vans are picked up. That duty can be delegated to students but sponsor should perform a walkthrough to make sure it is appropriately executed.

Section 8 Advisor/Advisee Program

Students in seventh through twelfth grades will participate in the advisor/advisee program. Each student will be assigned to a faculty member to be part of a group made up of seventh and eighth graders, ninth, tenth, eleventh, and twelfth graders. The teacher advisor group will meet daily for 15 minutes Monday through Thursday. The activities of the advisory group may include but not be limited to the following:

1. Orientation to the school and its procedures and organization of academic materials, class preparation, and time.
2. Communication with the parents of advisees about academic and behavioral experiences.
3. Advocacy for the student with other staff members and students.
4. A means of representation on Student Council and internal communication.
5. Delivery of designated curriculum which includes D.E.A.R., and Respect and Responsibility.

Section 9 Nebraska State Assessment Requirements

All students in grades 7-8 will be required to take the Nebraska State Assessment, currently referred to as NSCAS. Students will test three times throughout the year. Required tests will include NSCAS math, English language arts, and science.

Incoming ninth grade students who fail to meet the required state proficiency levels on any Nebraska state assessment may be remediated in the individual courses he/she did not meet proficiency standards. Remediation may include remedial courses in either summer skills, or during the regular semester. Middle school students will be remediated during their scheduled learning lab. Please note; the additional course could possibly cause conflict in scheduling electives or study halls.

All juniors will be required to take the ACT test. The ACT test will be administered in the second semester and students will take all of the state required portions of the test. Currently, the required sections include English, Reading, Math, Science, and Writing.

Section 10 GRIP / ACRP

Grade Recovery Intervention Program

The purpose of the GRIP program is to provide extended learning time for students who are failing or near failing. Therefore, when a student has a D or an F, they may be placed in the GRIP program to assist in finishing any incomplete work. The GRIP program is designed to provide an additional learning environment outside of the normal academic day with the availability of an individual instructor. Students will be placed in GRIP only when it is seen as helping them academically. Students will not be placed in the GRIP program as a punitive action. Once students have completed the required school work, they will be excused from GRIP. Teachers who assign students to GRIP must assign work for students to complete before students arrive at GRIP. Teachers must also contact parents of students who are assigned to GRIP to increase communication regarding their child's progress.

GRIP and ACRP will run together on Monday – Thursday from 3:30 – 4:15pm. Designated GRIP and ACRP time will take precedence over extracurricular events. If a student is assigned to GRIP or ACRP, they will not be excused to attend extra-curricular activities

The Attendance Credit Recovery Program

The purpose of ACRP program is to avoid the loss of credit due to excessive attendance issues. Any student with more than 10 absences will be placed in ACRP. Activity or school related absences will not be included when determining ACRP. Failure to complete ACRP can lead to a loss of credit.

GRIP and ACRP will run together on Monday-Thursday from 3:30 – 4:15 pm. Designated GRIP and ACRP time will take precedence over extracurricular events. **Assigned GRIP time may occur during lunch if needed.** If a student is assigned to GRIP or ACRP, they will not be eligible to attend extra-curricular activities.

GRIP / ACRP will be required at the completion of the punitive action. Further absences from either program will result in additional consequences up to expulsion.

GRIP / ACRP Rules

1. Show up on time
2. No Food or Drink
3. Come prepared
4. No Talking

Article 7 – USE OF SCHOOL FACILITIES AND EQUIPMENT

Section 1 Drug-Free Workplace

The District has established the school as a drug-free workplace. The drug-free workplace for this purpose includes school grounds, school utilized vehicles, and places in which school activities are held.

The unlawful manufacture, distribution, disposition, possession, or use of a controlled substance is prohibited in the work place. The possession, use or distribution of illicit drugs or alcohol, the use of glue or aerosol paint or any other chemical substance for inhalation, and being under the influence of illicit drugs, alcohol, or inhalants, is prohibited in any place while teachers are on duty time. Any level of impairment from illicit drugs, alcohol, or inhalants, and the presence of any odor of illicit drugs (such as marijuana) or alcohol on a teacher in the work place or on duty time shall be a violation of the drug-free workplace. The possession or distribution of a look-alike drug or look-alike controlled substance is prohibited. In addition, teachers are expected to serve as role models for students and will be considered to have violated the District's expectations in the event the teacher commits a criminal drug or alcohol offense off the work place or off duty time.

Disciplinary sanctions up to and including termination of employment and referral for prosecution will be imposed upon teachers who violate the aforementioned standards of conduct. Sanctions may include the requirement that the teacher complete an appropriate rehabilitation program, a reprimand, and termination of employment. Drug and alcohol counseling and rehabilitation and reentry programs are available through local health agencies.

Section 2 Smoke and Tobacco-Free Workplace

The use of tobacco products in the District's buildings and on school grounds, all owned or leased facilities and vehicles is prohibited.

Section 3 Weapon-Free Workplace

The District prohibits any person from being in possession of a weapon at a school attendance facility, on school property, at a school-supervised activity, or at a school-sponsored function. Any teacher found to be in violation of this policy shall be subject to disciplinary action, up to and including termination.

The term "weapon" means an instrument or object used, or which may be used, as a means of attack, defense, or destruction, including, without limitation:

- a. Any object which will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive or other means;
- b. The frame or receiver of any object described in the preceding example;
- c. Any firearm muffler or silencer;
- d. Any explosive, incendiary or gas (a) bomb, (b) grenade, (c) rocket, (d) missile, (e) mine, or similar device;
- e. Any bludgeon, sand club, metal knuckles, or throwing star;
- f. Any knife other than as used for strictly instructional or personal care or eating purposes. A pocket knife with a blade of 2-1/2 inches or more is a prohibited weapon. A switch-blade knife is prohibited regardless of size of the blade. A switch-blade knife is defined as a knife with a blade that opens automatically by

hand pressure applied to a button, spring, or other device in the handle of a knife, or any knife having a blade that opens or falls or is ejected into position by the force of gravity or by an outward, downward, or centrifugal thrust or movement;

- g. Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun;
- h. A teacher may possess mace or other similar chemical agents in quantity and/or concentration typically designed for individual personal defensive purposes and this shall not be considered as possession of a weapon. Possession of larger quantities and/or concentrations of mace or other similar chemical agents than is typically designed for individual personal defensive purposes will be considered as possession of a weapon. Usage of mace or other similar chemical agents will be considered as usage of a weapon if the usage is found to be for non-defensive purposes. A teacher who is negligent in their possession of mace or other similar chemical agents will be subject to disciplinary action.
- i. A teacher may possess an item which may be considered a weapon where such item is used for instructional purposes and the teacher has received approval of the administration to possess the item, provided it is used in the manner approved and is maintained in such manner as the administration has directed.
- j. Any other object that is designed for or intended for use as a destructive or injurious device.

The phrase "possession of a weapon" includes, without limitation, a weapon in a teacher's personal possession, as well as in a teacher's motor vehicle, desk, locker, briefcase, backpack, or purse.

Section 4 Use of District Computer Network and Internet Internet Safety Policy

It is the policy of Arlington Public Schools to comply with the Children's Internet Protection Act (CIPA) and Children's Online Privacy Protection Act (COPPA). With respect to the District's computer network, the District shall: (a) prevent user access to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) provide for the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) prevent unauthorized access, including so-called "hacking," and other unlawful activities online; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; (e) obtain verifiable parental consent before allowing third parties to collect personal information online from students; and (f) implement measures designed to restrict minors' access to materials (visual or non-visual) that are harmful to minors.

1. Definitions. Key terms are as defined in CIPA. "Inappropriate material" for purposes of this policy includes material that is obscene, child pornography, or harmful to minors. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: (1) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (2) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (3) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

2. Access to Inappropriate Material. To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the CIPA, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.
3. Inappropriate Network Usage. To the extent practical, steps shall be taken to promote the safety and security of users of the District’s online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
4. Supervision and Monitoring. It shall be the responsibility of all members of the District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and CIPA. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent and the Superintendent’s designees.
5. Social Networking. Students shall be educated about appropriate online behavior, including interacting with others on social networking websites and in chat rooms, and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent’s designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.
6. Parental Consent. The District shall obtain verifiable parental consent prior to students providing or otherwise disclosing personal information online.
7. Adoption. This Internet Safety Policy was adopted by the Board at a public meeting, following normal public notice.
8. The District shall comply with the Nebraska Student Online Personal Protection Act and will endeavor to take all reasonable and necessary steps to protect the online privacy of all students.

Section 5 Computer Acceptable Use Policy

This computer acceptable use policy is supplemental to the District’s Internet Safety Policy.

1. Technology Subject to this Policy. This Computer Acceptable Use Policy applies to all technology resources of the District or made available by the District. Technology resources include, without limitation, computers and related

technology equipment, all forms of e-mail and electronic communications, and the internet.

2. Access and User Agreements. Use of the District technology resources is a privilege and not a right. The Superintendent or designee shall develop appropriate user agreements and shall require that employees, students (and their parents or guardians), and others to sign such user agreements as a condition of access to the technology resources, as the Superintendent determines appropriate. Parents and guardians of students in programs operated by the District shall inform the Superintendent or designee in writing if they do not want their child to have access.

The Superintendent and designees are authorized and directed to establish and implement such other regulations, forms, procedures, guidelines, and standards to implement this Policy.

The technology resources are not a public forum. The District reserves the right to restrict any communications and to remove communications that have been posted.

3. Acceptable Uses. The technology resources are to be used for the limited purpose of advancing the District's mission. The technology resources are to be used, in general, for educational purposes, meaning activities that are integral, immediate, and proximate to the education of students as defined in the E-rate program regulations.
4. Unacceptable Uses.

The following are unacceptable uses of the technology resources:

- a. **Personal Gain:** Technology resources shall not be used, and no person shall authorize its use, for personal financial gain other than in accordance with prescribed constitutional, statutory, and regulatory procedures, other than compensation provided by law.
- b. **Personal Matters:** Technology resources shall not be used, and no person shall authorize its use, for personal matters unless the User has entered into a lease agreement or other similar agreement with the School District that makes such use permissible under law.

Occasional use that the Superintendent or designee determines to ultimately facilitate the mission of the District is not prohibited by this provision. Examples of occasional use that may be determined to ultimately facilitate the mission of the District: sending an e-mail to a minor child or spouse; sending an e-mail related to a community group in which an employee is a member where the membership in the community group facilitates the District's mission.

This occasional use exception does not permit use by employees contrary to the expectations of their position. For example, employees may not play

games or surf the net for purposes not directly related to their job during duty time; nor may students do so during instructional time.

The occasional use exception also does not permit use of the technology resources for private business, such as searching for or ordering items on the internet for non-school use; or sending an e-mail related to one's own private consulting business.

- c. Campaigning: Technology resources shall not be used, and no person shall authorize its use, for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.

- d. Technology-Related Limitations: Technology resources shall not be used in any manner which impairs its effective operations or the rights of other technology users. Without limitation:
 - 1. Users shall not use another person's name, log-on, password, or files for any reason, or allow another to use their password (except for authorized staff members).
 - 2. Users shall not erase, remake, or make unusable another person's computer, information, files, programs or disks.
 - 3. Users shall not access resources not specifically granted to the user or engage in electronic trespassing.
 - 4. Users shall not engage in "hacking" to gain unauthorized access to the operating system software or unauthorized access to the system of other users.
 - 5. Users shall not copy, change, or transfer any software without permission from the network administrators.
 - 6. Users shall not write, produce, generate, copy, propagate, or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system, or software. Such software is often called a bug, virus, worm, Trojan horse, or similar name.
 - 7. Users shall not engage in any form of vandalism of the technology resources.
 - 8. Users shall follow the generally accepted rules of network etiquette. The Superintendent or designees may further define such rules.

- e. Other Policies and Laws: Technology resources shall not be used for any purpose contrary to any District policy, any school rules to which a student user is subject, or any applicable law. Without limitation, this means that technology resources may not be used:
 - 1. to access any material contrary to the Internet Safety Policy; or to create or generate any such material.
 - 2. to engage in unlawful harassment or discrimination, such as sending e-mails that contain sexual jokes or images.

3. to engage in violations of employee ethical standards and employee standards of performance, such as sending e-mails that are threatening or offensive or which contain abusive language; use of end messages on e-mails that may imply that the District is supportive of a particular religion or religious belief system, a political candidate or issue, or a controversial issue; or sending e-mails that divulge protected confidential student information to unauthorized persons.
 4. to engage in or promote violations of student conduct rules.
 5. to engage in illegal activity, such as gambling.
 6. in a manner contrary to copyright laws.
 7. in a manner contrary to software licenses.
5. Disclaimer. The technology resources are supplied on an “as is, as available” basis. The District does not imply or expressly warrant that any information accessed will be valuable or fit for a particular purpose or that the system will operate error free. The District is not responsible for the integrity of information accessed, or software downloaded from the Internet.
6. Filter. A technology protection measure is in place that blocks and/or filters access to prevent access to Internet sites that are not in accordance with policies and regulations. In addition to blocks and/or filters, the District may also use other technology protection measures or procedures as deemed appropriate.

Notwithstanding technology protection measures, some inappropriate material may be accessible by the Internet, including material that is illegal, defamatory, inaccurate, or potentially offensive to some people. Users accept the risk of access to such material and responsibility for promptly exiting any such material.

The technology protection measure that blocks and/or filters Internet access may be disabled only by an authorized staff member for bona fide research or educational purposes: (a) who has successfully completed District training on proper disabling circumstances and procedures, (b) with permission of the immediate supervisor of the staff member requesting said disabling, or (c) with the permission of the Superintendent. An authorized staff member may override the technology protection measure that blocks and/or filters Internet access for a minor to access a site for bona fide research or other lawful purposes provided the minor is monitored directly by an authorized staff member.

7. Monitoring. Use of the technology resources, including but not limited to internet sites visited and e-mail transmitted or received, is subject to monitoring by the administration and network administrators at any time to maintain the system and insure that users are using the system responsibly, without notice to the users. Users have no privacy rights or expectations of privacy with regard to use of the District’s computers or Internet system. All technology equipment shall be used under the supervision of the Superintendent and the Superintendent’s designees.

8. Sanctions. Violation of the policies and procedures concerning the use of the District technology resources may result in suspension or cancellation of the privilege to use the technology resources and disciplinary action, up to and including expulsion of students and termination of employees. Use that is unethical may be reported to the Commissioner of Education. Use that is unlawful may be reported to the law enforcement authorities. Users shall be responsible for damages caused and injuries sustained by improper or non-permitted use.

Legal Reference: Children’s Internet Protection Act, 47 USC § 254
Children’s Online Privacy Protection Act, 15 U.S.C. § 6501
FCC Order adopted August 10, 2011
47 USC § 254(h)(1)(b); 47 CFR 54.500(b) and 68 FR 36932 (2003) (E-rate restrictions)
Neb. Rev. Stat. § 49-14,101.01 (Political Accountability and Disclosure Act)
LB 512 (2017).

Section 6 Care of School Property

Teachers are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school. If an item is in need of maintenance or repair, report it to the Principal. If you learn that a student has damaged school property or equipment, or if you are responsible for damage to school property, promptly report it to the Principal so the item may be replaced or repaired if possible and appropriate responsibility for the cost of replacement or repair may be determined.

Section 7 Use of Telephone/Cell Phone

Staff members will have access to a school phone and voice mail at their teaching stations. This phone is provided for your convenience in completing contacts to parents, vendors, and other school-related functions. Staff members should use discretion in taking and making calls during the school day. Please be aware of the following regulations:

1. Place personal or school calls during planning periods or before or after school. This includes use of cell phone calls and texting placed or received. *Only emergency calls will be forwarded to you and/or should be sent or received by you during your obligated duty time.* Do not discuss student progress over the phone where other students could overhear the conversation.
2. Long distance calls will be logged and submitted upon request.
3. Long distance personal calls should be completed using a personal calling card or your cell phone.
4. Students should not be allowed to use school phone for personal use.
5. Voice mail should be checked regularly during the school day; use planning periods, lunch break or before and after school times to answer mail. All incoming personal and professional calls will be forwarded to your voice mailbox.
6. Staff members should regularly update their personal messages as schedules change (such as sports seasons) to reflect their availability.
7. Student cell phones and other devices should be turned off, (please note; OFF does not mean vibrate) prior to entering the classroom, media center or study hall. At no time should a student’s cell phone interrupt the educational process. Student cell phones

should not be on during scheduled class time. This means that students should not use their cell phone if they are excused to the restroom or any location outside the classroom. If a student is caught in the hallway during class time using their cell phone it will be confiscated

8. To ensure the privacy and confidentiality of student information, no person is authorized to record or transmit any sound or image of any person (including themselves) without the prior consent or authorization of either (1) the person or persons being recorded or whose image or sound is being transmitted or (2) the Superintendent or Superintendent's designee. This prohibition applies to all persons, including staff, students and community members, regardless of the content or context of the image or sound; however, this provision shall not apply to District-sponsored athletic or activity events where the focus of the recording or transmission is on the student performances or activity. Nothing in this provision shall prohibit the recording of an Individualized Education Program meeting if the recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

Section 8 ID badges / Visitors

Teachers are not to have visitors on school property except on a short-term basis and only with permission of the principal. Included in the definition of visitors are family members of the teacher. Visitors should follow posted procedures for being on school property. Teachers are not to bring their children to school with them in lieu of taking them to childcare. **All staff and visitors will be required to wear Identification badges during the scheduled day, while on school property.**

Section 9 Salespersons

Teachers need not allow, and should not permit, any salesperson or representative or agent of any commercial enterprise or theatrical presentation to contact the teacher while engaged in the teacher's duties except for such times as may be designated by the Superintendent or designee. By law, the hours of no solicitation are between 8:30 a.m. and 5:00 p.m. on all days school is in session. If you are required to be at work earlier than 8:30 a.m., the hours are extended to that earlier time as well.

Teachers shall not use classrooms, buildings or other school property for personal use or profit without specific approval from the Superintendent or designee. Teachers shall not use time for which the teacher is on duty or paid by the District to engage in any activity for personal financial profit. Any violation of this policy will be held to be willful insubordination.

Section 10 Security of Desks and Lockers

Offices, teacher desks, lockers, file cabinets and other such storage devices ("storage devices") are owned by the school and are to be properly cared for and maintained. Appropriate security measures should be used to protect school and personal property kept in storage devices from theft or vandalism and to protect confidential student records.

The school exercises exclusive control over school property and reserves the right to search offices and storage devices provided to or used by employees where permitted by law, such as where reasonable grounds exist for suspecting that a search will turn up evidence that the employee has committed work-related misconduct, or that a search is necessary for a non-investigatory work-

related purpose, such as to retrieve a file. School-related documents or records must remain readily available to administration and other appropriate school staff. Any personal items a teacher wants to have kept private should be kept in a separate personal storage device, such as a brief case, purse or backpack.

The District is not responsible for any personal property teachers may bring to school. Teachers are cautioned not to bring large amounts of money or items of significant value to school.

Section 11 Bulletins and Announcements

Bulletin boards and display cases are available for school-related and approved materials to be posted and displayed. Posters to be used in the halls or materials for distribution will need to be approved by the Principal's office. Posters are not to be attached to any painted wall surfaces. The person or organization responsible for distributing the posters is responsible to see that all posters are removed within 48 hours after the event.

Section 12 Copyright and Fair Use Policy

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

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

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

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

Section 13 Lost and Found

Teachers who find lost articles are asked to take them to the office, where the articles can be claimed by the owner.

Section 14 Safety

Safety Program and Safety Committee

The District has established a Safety and Security Management Plan which includes safety and security plans and procedures, including plans and procedures to address emergency and crisis situations. Teachers are expected to be familiar with and to comply with the Safety and Security Management Plan. The Plan may be obtained for review or copy from the Principal or the Superintendent.

The District also has a safety committee to address employee accidents, injuries and work place conditions. A representative from each bargaining group plus representatives appointed by administration serve on the committee. If you have a desire to serve on the committee, you should contact the President of the teachers' association. Teachers can make suggestions and/or report concerns to the safety committee in the following ways: (1) contact the teachers' association representative of the safety committee, (2) contact the President of the teachers' association, or (3) contact the Safety Committee in care of the Superintendent.

Safety Practices

Guidelines for safe work practices which teachers should follow include the following:

1. Never stand on chairs, counters, tables, etc. Only use step stools, ladders and locking stools to stand, climb, etc., to reach high places, put things on bulletin boards, etc.
2. Always wear protective equipment (i.e., goggles, aprons, gloves, and ear protection).
3. Wipe up spills or report promptly to appropriate personnel. DO NOT assume someone else will do it.
4. Be aware of your surroundings. Pick up clutter, keep your work area or room clean and free of clutter, debris, etc.
5. Identify and report all hazards (i.e., broken equipment, broken or uneven floor surfaces, non-operating tools, windows, doors, etc.). Follow up if not repaired.
6. Do not use equipment if you are not familiar with it or operate machinery without proper training.
7. Do not carry heavy or bulky objects. Get a cart, dolly or assistance. Know how to properly lift.
8. Report any injuries or medical problems to your supervisor immediately and complete the employee accident report.
9. Wear seatbelts when in vehicles where provided.
10. Do not do repetitive tasks for long periods of time (i.e., keyboarding, dipping cookies, cutting out things, filing, typing, etc.). Take breaks, learn and do stretching exercises, etc. Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school must be reported immediately to the Principal.

As required by law, approved safety glasses will be required of every student and teacher while participating in or observing vocational, technical, industrial technology, science, and art classes. All visitors to these areas must check out a pair of safety glasses when entering any of these areas.

Emergency Information Packets

Each classroom shall have an Emergency Information Packet visibly located near the exit. Teachers should ensure that the following items are in this packet: Emergency Response Manual,

updated roster of students occupying the classroom, teacher identification badge, red and green card, penlight or flashlight, paper and pencil. Teachers are to take these packets with them during emergency evacuations of any nature.

Fire and Severe Weather exit routes and safety areas are to be visibly posted near the exit in each classroom. Guidelines for these procedures can be found in the Emergency Response Manual.

Security Measures

All entrance doors will be locked from 8:15 a.m. - 3:30 p.m. All outer doors are to be closed during the school day (exceptions may be made due to environmental issues). Any teacher upon seeing a 'stranger' in the hallway will look for a visitor badge and if one is not visible you will direct and/or lead them to the high school office. The high school secretary will check in all visitors and issue a visitor badge to them.

Security System Procedures

Each individual staff member has been issued a key fob for entrance into the building. With the use of the fob each individual teacher should enter through a door that has a key fob reader. The reader will indicate when you have entered the building. Once in the building please make certain that the door shuts and locks behind you. At no time should the doors to the school be propped or left open. In an attempt to further ensure the safety of the staff and students, video cameras have been placed throughout the interior and exterior of the building.

During the school day the doors will unlock in the morning at 6:30 am and stay open until 8:15 am, with exception to the main entrances. After the school day, the building will remain open starting at 3:30 pm, and lock down at 5:00 pm.

Use of Personal Vehicles

Teachers who drive school vehicles or volunteer to use their personal automobile to transport students must have a valid driver's license and proof of insurance. Teachers will be provided a Driver's Certification form to verify this information and to be given instruction on emergency evacuation and first aid. Teachers who drive school vehicles or transport students in their personal vehicles are responsible for following safe driving practices, including use of seat belts by all occupants. When driving your personal vehicle, you are assuming an additional degree of personal liability for any injury or accident. Teachers are not to use cell phones while driving a school vehicle or while transporting children.

Accidents

Every accident which results in a personal injury must be reported to the Principal immediately. In the event the injury involves a student, the teacher responsible for the student either as teacher, coach or sponsor is responsible for making the report. If the injury occurs in the presence of the teacher, the teacher is also responsible for making a report.

Workers Compensation

Teachers are required to immediately report any work-related injury and/or work-related medical condition to their supervisor and complete all appropriate paperwork.

Article 8 – STATE AND FEDERAL PROGRAMS

Section 1 Notice of Nondiscrimination

The Arlington Public Schools does not discriminate on the basis of race, color, national origin, gender, marital status, disability, religion or age in admission or access to, or treatment of employment, in its programs and activities. The Coordinators listed in Section 2 have been designated to handle inquiries regarding complaints, grievance procedures or the application of these policies of nondiscrimination.

Local complaint or grievance procedures are provided for by the District and set forth in this handbook. If an employee does not feel that a complaint of nondiscrimination has been satisfactorily resolved at the school level, the employee may file a complaint with the appropriate federal or state agency. Complaints are to be filed with the regional Department of Education, Office for Civil Rights where the complaint relates to Title IX (discrimination, harassment or lack of equity based on gender), Title VI (discrimination or harassment based on race, color, or national origin) or Section 504 (discrimination, harassment or failure to accommodate a disability). Complaints are to be filed with the the regional U.S. Equal Employment Opportunity Commission (EEOC) if the complaint relates to Title VII (discrimination or harassment based on race, color, gender, national origin, or religion), the Americans with Disabilities Act (discrimination, harassment or failure to accommodate a disability), or the Age Discrimination in Employment Act (discrimination based on age). The contact information for the OCR and the EEOC in this regard are:

Office for Civil Rights One Petticoat Lane 1010 Walnut St, Ste 320 Kansas City, MO 64106 816-268-0550 FAX: 816-268-0559 Email: OCR.KansasCity.ed.gov	U.S. Equal Employment Opportunity Commission (EEOC) 131 M St. NE Washington, D.C. 20002 (800) 669-4000; TDD: (800) 669-6820
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Section 2 Designation of Coordinators

Any person having inquiries concerning the District’s compliance with anti-discrimination laws or policies or other programs should contact or notify the following person(s) who are designated as the coordinator for such laws, policies or programs. The contact address for the coordinator is: Arlington Public Schools, 705 N. 9th Street, Arlington, NE 68002, (402) 478-4173.

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

Section 3 Anti-discrimination & Harassment Policy

A. Elimination of Discrimination.

The policy of Arlington Public Schools is to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy,

childbirth or related medical condition, or other protected status, in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

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

The superintendent shall be the coordinator for anti-discrimination laws (including Title VI, Title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said coordinator.

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

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

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

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

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

Discriminatory harassment because of a person's sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,

- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

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

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

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

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

2. Anti-retaliation:

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

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

3. Grievance (or Complaint) Procedures:

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

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

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

i. Level 1 (Investigation and Findings):

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

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

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

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

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

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

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

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

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

ii. Level 2 (Appeal to the Superintendent):

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

iii. Level 3 (Appeal to the Board):

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

4. Confidentiality:

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

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

5. Training:

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

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

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

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

7. Preventive Measures:

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

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

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

Section 4 Grievance Procedure for Persons with a Disability

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act address discrimination, harassment or failure to provide reasonable accommodations to persons with a disability. The following grievance procedure shall be used for resolution of complaints of alleged violations of the ADA or Section 504:

1. Complaints shall be filed with the ADA and Section 504 Coordinator. Complaints shall be made in writing, unless the Complainant's disability prevents such, in which event the Complaint can be made verbally.
2. Complaints shall set forth: (a) the name of the Complainant, (b) the address and telephone number or other such information sufficient to enable the Coordinator to contact the Complainant, (c) a brief description of the alleged violation, and (d) the relief requested by the Complainant.
3. Complaints shall be investigated by the Coordinator or the Coordinator's designee. Investigations shall be thorough, but informal, and the Complainant shall be given a full opportunity to submit evidence relevant to the complaint.
4. The Coordinator shall make a decision on the Complaint within thirty (30) days of the filing of the Complaint, unless such time period is extended by agreement of the Complainant. The decision shall be made in writing, shall set forth the Coordinator's proposed resolution of the Complaint, and shall be forwarded to the

Complainant.

5. The Complainant shall have ten (10) days from the date the Coordinator's decision is sent to the Complainant to accept or reject the Coordinator's proposed resolution, and shall be deemed to have accepted the proposed resolution unless the Complainant rejects the proposed resolution within such time period. In the event the complainant rejects the proposed resolution, the complainant shall be given the opportunity to file a request for reconsideration within the ten (10) days from the date the Coordinator's division is sent to the Complainant. The request for reconsideration shall be filed with the Coordinator. The Coordinator shall consider any additional information provided in the request for reconsideration and make a decision on the request for reconsideration within 10 (ten) days after the request for reconsideration was filed.

Section 5 Confidentiality of Student Records (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age rights of access and confidentiality with respect to education records. Employees are expected to provide access rights and maintain the confidentiality of education records in accordance with FERPA and Board policy. Further information about FERPA and the District's policies under FERPA are found in Board policy and in the student handbook.

Section 6 Disclosure of Student Information to Military Recruiters and Colleges

The Every Student Succeeds Act requires the District to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that the school not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written consent. Employees are expected to follow these requirements.

Section 7 Disclosure of Staff Qualifications

Parents/guardians have the right to get information about the professional qualifications of their child's classroom teachers. The District designates the following information as "directory information" and will give parents/guardians such information upon request:

1. Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or provisional teaching certificate.
3. The baccalaureate degree major of the teacher, along with information about other graduate certification or degrees held by the teacher, and the field of discipline of the certification or degree.
4. Whether the parent/guardian's child has been assigned, or has been taught for four or more consecutive weeks, by a teacher who does not meet the requirements of the ESSA.

Section 8 Student Privacy Protection

The Every Student Succeeds Act requires the District to protect the privacy of students. Further information about student privacy and the District's policies with regard to student privacy are found in Board policy and in the student handbook. In general, employees are expected to comply

with these provisions of the ESSA and related Board policy, as follows:

1. Student surveys created by and administered by either the United States Department of Education or a third party (a group or person other than the District)—give parent/guardian the opportunity to inspect the survey upon request before the survey is administered or distributed to the students;
2. Student surveys which involve “sensitive” matters—make suitable arrangements to protect student privacy (that is, do not include the name or other identifying information about a particular student) and give parents the opportunity, in advance, to “opt-out” their child from the survey. Sensitive matters include:
 1. Political affiliations or beliefs of the student or the student’s parent;
 2. Mental or psychological problems of the student or the student’s parent;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating or demeaning behavior;
 5. Critical appraisals of other individuals with whom the student has close family relationships;
 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 7. Religious practices, affiliations, or beliefs of the students or the student’s parent;
 8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
3. Instructional materials—permit parents upon reasonable request to inspect any instructional material used as part of the educational curriculum for their child. The term “instructional materials” does not include academic tests or academic assessments for purposes of this parent inspection requirement. If you receive such a request, direct the parent to contact your building principal and also inform the building principal yourself about the request to get instructions.
4. Collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information—the District policy is to not gather such information for such purposes.

Section 9 Parental Involvement

General - Parental/Community Involvement in Schools

The District’s policy 6400 is to welcome parental involvement in the education of their children. As a part of this policy, employees are expected to:

1. provide parents timely information about their child’s progress, including use of quarterly report cards, active and constructive attendance at parent-teacher conferences, and more frequent parent contacts where warranted by the student’s academic and behavioral needs;
2. make textbooks, completed tests and other curriculum materials available for review by parents upon request;
3. permit parents access to their child’s records according to law and school policy;
4. encourage parents to attend courses, assemblies, counseling sessions and other instructional activities with prior approval of the proper teacher, counselor or administrator, provided that such parent attendance be educationally appropriate and not disruptive to the educational program;

5. assure that testing occurs to assure proper measurement of each child's educational progress and achievement;
6. permit parents to excuse their child from testing, classroom instruction and other school experiences when possible and educationally appropriate;
7. notify parents of student surveys in accordance with district policy, obtain parental permission for surveys where required by District policy or law, and allow parents to opt-out of such surveys in accordance with District policy and law; and
8. encourage parents to express their concerns, share their ideas and advocate for their child's education.

Title I Parental Involvement

The District has a separate policy established pursuant to district policy and/or Every Student Succeeds Act relating to parental involvement applicable to parents of children enrolled in Title I programs. The policy requires that parents of Title I children be given the opportunity to participate in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—(A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in the parental involvement policy. Employees are expected to comply with the Title I parental involvement policy.

Section 10 Homeless Students

The Every Student Succeeds Act requires that homeless students not be stigmatized or segregated on the basis of their status as homeless. Homeless children generally include children who lack a fixed, regular, and adequate nighttime residence. The Superintendent serves as the District's designated Homeless Coordinator and should be contacted for questions relating to homeless students.

Section 11 Breakfast and Lunch Programs

The District participates in the National School Lunch Program. Employees are expected to keep information about the participation of students in the program confidential.

Section 12 Confidentiality of Protected Health Information

It is the policy of the District to develop and implement all necessary practices, policies, and procedures to comply with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) where and to the extent applicable and to maintain the privacy of protected health information (PHI), as that term is defined by HIPAA, that it receives, obtains, or transmits for employees and students. The District designates the Superintendent as its HIPAA privacy officer. Student and employee records containing PHI shall be accessible only to those who require such information to carry out their duties.

APPENDIX A

Notice of COBRA Continuation Coverage Rights **** Continuation Coverage Rights Under COBRA****

Introduction

You are receiving this notice because you have recently become covered under [Insert Name of School] health plan (the "Plan"). This notice contains important information about your right to COBRA continuation coverage, which is a temporary extension of coverage under the Plan. The right to COBRA continuation coverage was created by a federal law, the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA). COBRA continuation coverage can become available to you and to other members of your family who are covered under the Plan when you would otherwise lose your group health coverage. **This notice generally explains COBRA continuation coverage, when it may become available to you and your family, and what you need to do to protect the right to receive it.** This notice gives only a summary of your COBRA continuation coverage rights. For more information about your rights and obligations under the Plan and under federal law, you should either review the Plan's Summary Plan Description or get a copy of the Plan Document from the Plan Administrator.

The Plan Administrator is [enter name, address and telephone number of Plan Administrator]. The Plan Administrator is responsible for administering COBRA continuation coverage.

COBRA Continuation Coverage

COBRA continuation coverage is a continuation of Plan coverage when coverage would otherwise end because of a life event known as a "qualifying event." Specific qualifying events are listed later in this notice. COBRA continuation coverage must be offered to each person who is a "qualified beneficiary." A qualified beneficiary is someone who will lose coverage under the Plan because of a qualifying event. Depending on the type of qualifying event, employees, spouses of employees, and dependent children of employees may be qualified beneficiaries. Under the Plan, qualified beneficiaries who elect COBRA continuation must pay for COBRA continuation coverage.

If you are an employee, you will become a qualified beneficiary if you will lose your coverage under the Plan because either one of the following qualifying events happens:

- 1. Your hours of employment are reduced, or**
- 2. Your employment ends for any reason other than your gross misconduct.**

If you are the spouse of an employee, you will become a qualified beneficiary if you will lose your coverage under the Plan because any of the following qualifying events happens:

- 1. Your spouse dies;**
- 2. Your spouse's hours of employment are reduced;**
- 3. Your spouse's employment ends for any reason other than his or her gross misconduct;**
- 4. Your spouse becomes enrolled in Medicare (Part A, Part B, or both); or**
- 5. You become divorced or legally separated from your spouse.**

Your dependent children will become qualified beneficiaries if they will lose coverage under the Plan because any of the following qualifying events happens:

- 1. The parent-employee dies;**
- 2. The parent-employee's hours of employment are reduced;**
- 3. The parent-employee's employment ends for any reason other than his or her gross misconduct;**
- 4. The parent-employee becomes enrolled in Medicare (Part A, Part B, or both);**
- 5. The parents become divorced or legally separated; or**
- 6. The child stops being eligible for coverage under the plan as a "dependent child."**

Sometimes, filing a proceeding in bankruptcy under title 11 of the United States Code can be a qualifying event. If a proceeding in bankruptcy is filed with respect to the employer and that bankruptcy results in the loss of coverage of any retired employee covered under the Plan, the retired employee is a qualified beneficiary with respect to the bankruptcy. The retired employee's spouse, surviving spouse, and dependent children will also be qualified beneficiaries if bankruptcy results in the loss of their coverage under the Plan.

The Plan will offer COBRA continuation coverage to qualified beneficiaries only after the Plan Administrator has been notified that a qualifying event has occurred. When the qualifying event is the end of employment or reduction of hours of employment, death of the employee, commencement of a proceeding in bankruptcy with respect to the employer to the extent retiree health coverage is provided, or enrollment of the employee in

Medicare (Part A, Part B, or both), the employer must notify the Plan Administrator of the qualifying event within 30 days of any of these events.

For the other qualifying events (divorce or legal separation of the employee and spouse or a dependent child's losing eligibility for coverage as a dependent child), you must notify the Plan Administrator. The Plan requires you to notify the Plan Administrator within 60 days after the qualifying event occurs. You must send this notice to the Plan Administrator. Any additional Plan procedures for this notice must also be provided.

Once the Plan Administrator receives notice that a qualifying event has occurred, COBRA continuation coverage will be offered to each of the qualified beneficiaries. For each qualified beneficiary who elects COBRA continuation coverage, COBRA continuation coverage will begin on the date of the qualifying event.

COBRA continuation coverage is a temporary continuation of coverage. When the qualifying event is the death of the employee, enrollment of the employee in Medicare (Part A, Part B, or both), your divorce or legal separation, or a dependent child losing eligibility as a dependent child, COBRA continuation coverage lasts for up to 36 months.

When the qualifying event is the end of employment or reduction of the employee's hours of employment, COBRA continuation coverage lasts for up to 18 months. There are two ways in which this 18-month period of COBRA continuation coverage can be extended.

Disability extension of 18-month period of continuation coverage

If you or anyone in your family covered under the Plan is determined by the Social Security Administration to be disabled at any time during the first 60 days of COBRA continuation coverage and you notify the Plan Administrator in a timely fashion, you and your entire family can receive up to an additional 11 months of COBRA continuation coverage, for a total maximum of 29 months. You must make sure that the Plan Administrator is notified of the Social Security Administration's determination within 60 days of the date of the determination and before the end of the 18-month period of COBRA continuation coverage. This notice should be sent to the Plan Administrator. Any additional Plan procedures for this notice must also be provided.

Second qualifying event extension of 18-month period of continuation coverage

If your family experiences another qualifying event while receiving COBRA continuation coverage, the spouse and dependent children in your family can get additional months of COBRA continuation coverage, up to a maximum of 36 months. This extension is available to the spouse and dependent children if the former employee dies, enrolls in Medicare (Part A, Part B, or both), or gets divorced or legally separated. The extension is also available to a dependent child when that child stops being eligible under the Plan as a dependent child. In all of these cases, you must make sure that the Plan Administrator is notified of the second qualifying event within 60 days of the second qualifying event. This notice must be sent to the Plan Administrator. Any additional Plan procedures for this notice must also be provided.

If You Have Questions

If you have questions about your COBRA continuation coverage, you should contact the Superintendent or Plan Administrator or you may contact the nearest Regional or District Office of the U.S. Department of Labor's Employee Benefits Security Administration (EBSA). Addresses and phone numbers of Regional and District EBSA Offices are available through EBSA's web site at www.dol.gov/ebsa.

Keep Your Plan Informed of Address Changes

In order to protect your family's rights, you should keep the Plan Administrator informed of any changes in the addresses of family members. You should also keep a copy, for your records, of any notices you send to the Plan Administrator.

Arlington Public Schools
Addition to Employee Code of Conduct

ACCEPTABLE USE OF COMPUTERS AND NETWORKS

ADMINISTRATORS, FACULTY AND STAFF AGREEMENT

In order to make sure that all members of Arlington Public School's community understand and agree to these rules of conduct for use of the e-mail and Internet systems of the school district, the Arlington School District asks that you, as an administrator, faculty member, or staff member user, sign the following statement:

I have received a copy of, and have read, the Internet Safety and Acceptable Use Policy adopted by the Arlington Public Schools, and I understand and will abide by those district guidelines and conditions for the use of the facilities of Arlington Public Schools and access to the Internet. I further understand that any violation of the district guidelines is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges will be revoked. School disciplinary action and/or appropriate legal action will be taken.

I agree not to hold the Arlington Public Schools, any of its employees, or any institution providing network access to Arlington Public Schools responsible for the performance of the system or the content of any material accessed through it.

Employee's Name _____

Employee's Signature _____ Date: _____

This form will be retained on file by authorized
faculty designee for duration of applicable
computer/network/Internet use.

RECEIPT OF 2025-2026 HANDBOOKS

FACULTY/STAFF AND TEACHER EVALUATION SYSTEM ARLINGTON PUBLIC SCHOOLS

This signed receipt acknowledges receipt (electronically and/or manually) of the 2025-2026 Faculty/Staff and Teacher Evaluation System Handbooks of Arlington Public Schools. This receipt acknowledges that it is understood that I am to read and be familiar with the handbooks, that I understand the handbooks contain a disclaimer of contract and that I understand that the handbooks include the District's policies of non-discrimination and equity, bullying and that specific complaint and grievance procedures exist in the handbook which should be used for responding to harassment or discrimination.

Date: _____

Teacher's Signature

Return to:

Aaron Pfingsten, Secondary Principal
Dr. Jacqueline Morgan, Elementary Principal

TABLE OF CONTENTS

Philosophy of Arlington Activities Programs	2
Non-Discrimination Statement	2
Purpose	3
Coaches/Sponsors	3
Harassment	3
Aggressive/Hostile Patrons	3
Guidelines	3
Goals and Responsibilities of the Arlington Activities Programs	3
Indicators of Quality Athletic Program and District Guidelines	4
Head Varsity Coach	7
Assistant Varsity Coach	9
Head Junior High Coach	10
Drama Sponsor	12
Musical Sponsor	13
Yearbook Sponsor	14
Freshman Class Sponsor	15
Sophomore Class Sponsor	16
Junior Class Sponsor	17
Senior Class Sponsor	18
Cheerleader Sponsor	19
Dance Squad Sponsor	20
National Honor Society Sponsor	21
FBLA Sponsor	22
SKILLS USA Sponsor	23
FFA Sponsor	24
Student Council Sponsor	25
Quiz Bowl Sponsor	26
Speech Sponsor	27
Art Club	28
Book Club	29
Money Collection Procedure	30
Practice Guidelines	30
Summer Camps	30
Academic Eligibility	30
Attendance	31
Practice Attendance	31
Activity Absences	31
Athletic Injuries and Their Treatment	31
Training Services	31
Scholar Athlete Awards	31
Booster Club	31
Fundraising	32-36
Team Purchases	32-36
Athletic Participation Philosophy	32-36
Lettering Requirements	32-36
State Tournament Attendance	37
Risk Management	37
Facilities and Equipment	38
Medical	38
Travel	39
Administration	39
Coaches	40
Players	40
Cheerleaders	40
Parents & Spectators	40
Keys to Superior High School Coaching	41
Co-Curricular Activities Code	43
Sponsors/Coaches Listing	45

PHILOSOPHY OF THE ARLINGTON ACTIVITIES PROGRAMS

ACTIVITY PHILOSOPHY

Activities are considered an integral part of the school's program of education which provides experiences that will help boys and girls physically, mentally and emotionally. The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. We believe that participation in activities, both as a player and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, to the team, to the student body, to the community and to the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better people and citizens.

Safety

The District's philosophy is also to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, and to exercise common-sense. In addition, the District requires that activity team members travel to and from out-of-town events as a unit. Any exceptions to this rule must be approved by both the parents and the coach/sponsor and should be done in writing prior to the departure to the event. The note should be given to the Principal. Only those people involved with the activity will be allowed to travel in the school vehicle.

Concussions

In compliance with the Nebraska concussion law LB260, athletes presenting signs, or symptoms of a concussion will be (a) be removed from competition, and (b) may not return to participation until evaluated by an appropriate licensed health care professional, and (c) must provide written and signed clearance from both the parents and licensed health care professional in order to return to play. Arlington Public Schools also follows the Return to Learn Protocol in LB260. In compliance with the Nebraska concussion law LB782/AM2057, return to learn protocol will be utilized for students who have sustained a concussion and return to school.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

NON-DISCRIMINATION STATEMENT

The Arlington Public Schools does not discriminate on the basis of race, color, national origin, sex, marital status, age or disability in admission or access to, or treatment or employment in, its programs and activities.

Arlington Public Schools has a policy regarding complaints concerning school personnel or the district procedures and forms.

Inquiries regarding grievance procedures or the policies of nondiscrimination may be directed to Superintendent of Schools, PO Box 580, Arlington, NE 68002 (402) 478-4173, designated coordinator for Title IX, Title VI, and Section 504).

PURPOSE

The purpose of this handbook is to identify the rules and regulations pertaining to the secondary activities

program. In following these guidelines, the activities program can function in an effective manner.

COACHES/SPONSORS

The activities program is a legitimate and bona fide part of the Arlington Public Schools educational curriculum. The experiences students have in your program will likely play a significant role in their perceptions of their school as well as their personal growth and development.

As a coach/sponsor and teacher you are the leader and role model for these students. Being involved in athletics, you are also in the public's eyes. The manner in which you present yourself and how you deal with our students are topics discussed over dinner each evening.

More than any factor, the coach/sponsor possesses the potential to establish and maintain a positive and success-oriented climate in activities. Working together, we can make Arlington's activities program one in which students want to be a part and of which we can all be proud.

HARASSMENT

Harassment of any athlete or participant by other students-athletes or coaches/sponsors will not be tolerated.

DEALING WITH AGGRESSIVE OR HOSTILE PATRONS

If confronted by an aggressive or hostile patron or other adult regarding school matters:

1. Use techniques to de-escalate the situation, attempt to resolve the conflict, set another time for discussion, etc. If unsuccessful, physically remove yourself from the situation, go to a public or secure environment.
2. If you are physically threatened and cannot call upon an administrator for assistance:
 - a. If time permits, warn the party that you will contact the police if you are not allowed to leave/the behavior does not cease.
 - b. Contact the police for assistance - CALL 911.
3. Inform your building principal immediately after the incident (if possible), but no later than the following day. You may wish to either:
 - a. Discuss/Report the incident only.
 - b. Request action by the administrator. Completion of Policy Form 1300A is required the day after the incident if action is requested (Parental Involvement Policy - Reporting Parental Involvement Considered a Hindrance).
4. Other:
 - a. Phone Calls: If you receive threatening phone calls, do not hesitate to terminate the conversation. Again, notify the principal.

GUIDELINES

The Arlington Public Schools follows and adheres to Nebraska School Activities Association rules, regulations, and guidelines.

GOALS AND RESPONSIBILITIES OF THE ARLINGTON ACTIVITIES PROGRAMS

- I. Purpose of Activities:
 - A. For the student-athlete
 - B. For the development of the student-athlete
 1. Leadership
 2. Cooperation
 3. Discipline
 4. Accountability

- 5. Self-improvement, which is continual
 - a. Items # 1 - 5 above
 - b. Physical skills
 - 6. Sportsmanship
 - a. The philosophy for sportsmanship, which is set up by the NSAA and the NSIAAA should be adhered to
 - b. Efforts should be made to make Arlington Public Schools a model school for others to follow
- II. Responsibilities of the various groups:
- A. Board - Set policy and foster these premises when questioned by constituents
 - B. Administration - Insure management of programs
 - C. Teachers - Encouragement and support of programs
 - D. Coaches - "nuts and bolts" of programs
 - E. Public - support and financing of programs
 - F. Parents
 - 1. Encourage and support athletes
 - 2. Support coaches and model this support with your student-athlete.
 - 3. Support the activity code and the basic principles of athletic competition
 - G. Athletes
 - 1. Be coachable.
 - 2. Have a positive attitude.
 - 3. Attend practice faithfully and fulfill requirements of the program.
 - 4. Always show good sportsmanship, win or lose.
 - H. All of the groups (Board, Administration, Teachers, Coaches, Public, Parents and Athletes) must **model** the things we want to see the student-athlete develop, i.e. # I-B, 1 through 5.
 - I. It is our job as members of the Arlington School District to see that this is done.

INDICATORS OF A QUALITY ATHLETIC PROGRAM AND DISTRICT GUIDELINES

GLOSSARY

Will - This action occurs without exception.

Should - This action occurs except in the case of extenuating circumstances, communicated in advance, by or to the head coach or appropriate personnel.

Strongly encouraged - This action is normally expected but not mandated.

- 1. **INDICATOR:** Committed athletes are strongly encouraged to participate in other sports, summer camps, conditioning and strength training.

DISTRICT GUIDELINES:

- a. All athletes are strongly encouraged to attend the Arlington summer camps.
- b. All athletes are strongly encouraged to participate in other sports or work out in the off season.

- 2. **INDICATOR:** Loyal and dedicated coaches who promote the program.

DISTRICT GUIDELINES:

- a. All coaches should attend at least one clinic per year in their sport (with a maximum of two per year per coach).
- b. All coaches should attend the scheduled AHS summer camps and team camps at their coaching levels. Advance notice will be given.
- c. All varsity coaches should share in scouting and preparation.
- d. All varsity coaches should attend all team meetings and should not miss the scheduled NSAA meetings.
- e. All varsity coaches are strongly encouraged to attend team social events.
- f. All coaches should attend staff meetings prior to going to practices.

3. **INDICATOR:** Administration, faculty, parents and community who support the program.

DISTRICT GUIDELINES:

a. The administrative teams should provide the personnel and resources to carry out the goals of the program.

4. **INDICATOR:** High expectations for all members of the program that focus on being role models of successful citizens, students and athletes.

DISTRICT GUIDELINES:

- a. The program will have clearly stated academic goals for the athletes.
- b. Athletes are strongly encouraged to be student leaders and be involved in other organizations.
- c. The coaches will carry out the Board philosophy for the development of the student/athlete.
 - 1. Leadership
 - 2. Cooperation
 - 3. Discipline
 - 4. Accountability
 - 5. Self Improvement
- d. Coaches will assist athletes in meeting academic and program goals.
- e. Coaches will enforce the standards of the activity code.
- g. Athletes will adhere to the school activity code and team rules.

5. **INDICATOR:** A complete strength training and conditioning program.

DISTRICT GUIDELINES:

- a. Athletes will be required to participate in in-season strength training programs.
- b. Off-season athletes are strongly encouraged to participate in conditioning and strength training programs.
- c. Coaches should supervise and/or implement the strength training program in season, off-season and during the summer.
- d. Coaches should supervise the conditioning training.

6. **INDICATOR:** A varsity program with challenging, organized and disciplined practices, which include opportunities for game-like situations.

DISTRICT GUIDELINES:

- a. Coaches should carry out the practice plans designed by the head coach.
- b. These practice plans will be given to the Activities Director on a weekly basis.
- c. Athletes should attend all practices.
- d. Coaches should contribute suggestions to improve practice routines.

7. **INDICATOR:** A feeder program (Junior High) tied closely to the goals of the varsity program, which focuses on fundamentals and techniques necessary for future success.

DISTRICT GUIDELINES:

- a. Junior high coaches should teach fundamentals under the direction of the head coach.
- b. Team goals and expectations should be well communicated and laid out for the athletes. These goals and expectations should support those of the high school program.
- c. Junior high coaches should communicate weekly practice objectives to the head coach.

8. **INDICATOR:** Consistent and fair application of team policies and their consequences.

DISTRICT GUIDELINES:

- a. Coaches will administer team rules consistently and equitably.
- b. Coaches will model the expectations reflected in the team rules.

COACH'S JOB DESCRIPTION

- I. POSITION: **HEAD VARSITY COACH (Boys or Girls)**
- II. RESPONSIBILITY AND AUTHORITY
 - 2.1 The head varsity coach is under the direct supervision of the activities director and under the general supervision of the secondary principal.
 - 2.2 The head varsity coach has authority over all participants and the season related activities.
- III. JOB RESPONSIBILITIES
 - 3.1 Maintain an accurate and updated list of all supplies and equipment. Within two weeks of the conclusion of the season, submit a copy of the inventory list to the activities director.
 - 3.2 Properly store and secure all uniforms, equipment and supplies.
 - 3.3 See that each participant has a physical examination form and parent consent form turned into the office prior to participating in practice.
 - 3.4 Submit state forms in a timely fashion.
 - 3.5 Submit all athletic requisitions on the appropriate forms to the activities director. Requisitions of supplies and equipment for the ensuing school year shall be submitted at the conclusion of the season.
 - 3.6 Organize, conduct, and supervise practices throughout the season. Practice plans should be given to each coach at each practice. These plans should also be given to the activities director on a weekly basis. Obtain approval from the activities director to cancel a practice session or to schedule a practice on the weekend. Two-a-day practices may be held during the NSAA allotted time frame in football, cross country and volleyball. After school begins, practice sessions generally shall be held immediately following the school day. For outdoor sports, request approval from the activities director to conduct practice indoors due to inclement weather. On indoor practice days, see that practice requiring any equipment (hurdles, poles, blocks, etc.) is confined to the elementary gym and inform building facilitator of such events. On such days, the high school gym may be used for running after 4:00 p.m. High school hallways are not to be used for athletic practice unless approved by the activities director. See that participants do not loiter around the building or in the halls immediately after school or after practice and that they are released from practices in a timely fashion.
 - 3.7 Supervise students before, during, and after practices as well as at games. This includes in the locker room, around the school building, and in the gym area. There must be at least one coach here to monitor athletes leaving the building after practice or leaving the building after a road trip.
 - 3.8 Ride the bus to and from all varsity contests. Other travel arrangements for coaches may be made if they are reflective of Arlington Public Schools established philosophy of prudent coaching duties and have the approval of the athletic director.
 - 3.9 See that participants maintain acceptable standards of behavior and decorum as representatives of Arlington High School. Head coaches are to have a team procedure to be followed during the National Anthem. High school rules are to be followed at all times.
 - 3.10 Attend NSAA rules meetings for your activity.
 - 3.11 Provide publicity for your team and players to the Arlington Citizen and Fremont Tribune and others in the appropriate form as provided by the activities director.
 - 3.12 Attend the Awards Banquet and present the season awards.
 - 3.13 Two weeks after the completion of your season's state tournament, update the Annual Report page and submit to the activities director.
 - 3.14 Coaches should schedule and conduct a parents' meeting during the first week of practice to disseminate information on practice schedules, philosophy, training rules, expectations, dress codes, etc. Goal setting, practices, team goals, transportation issues, strength training and conditioning should all be discussed in detail. Coaches should contact parents/guardians and inform them of this meeting and provide information to all involved.
 - 3.15 Varsity coaches should make sure that their athletes are aware of the current clearinghouse enrollment regulations for all athletes interested in attending Division I and II schools. In addition, the head coach needs to address the recruiting needs of the individual athletes; inquiring desires of athlete, filling out appropriate forms, making necessary contacts, etc.
 - 3.16 Varsity coaches should *meet on a regular basis* with the coaches of development programs and make sure that fundamentals are being properly taught and to provide help and support. Developmental programs include "YMCA/YWCA" basketball and our school's junior high,

freshman and junior varsity programs.

- 3.17 Head coaches will assist in the evaluation of their assistants ~~and the head junior high coach~~, belong to the state coaches' association and to attend school coaches' meetings. Head varsity coaches should attend at least one coaching clinic/workshop per year, and will be limited to two per year. Head coaches will be required to share information gained at clinics with their assistants and may be requested to share said information at staff meetings.
- 3.18 Head coaches should give the junior high programs clear direction in making practice plans.
- 3.19 Head coaches should be given direction from the head coach as to what they would desire from their feeder program.
- 3.20 Coaches should establish a communication system with athletes and parents and report to the athletic director in charge of their program. Channels of communication should be developed in every sport. Athletes should develop goals with their coaches, and parents need to be aware of these goals. The goals should be in writing. Coaches will establish an ongoing process of developing and reviewing individual goals, establish team and review team goals on an individual as well as a team basis.
- 3.21 Encourage participation in athletics and support the total program.
- 3.22 A weight program should be established with the assistance of the weight training coordinator. All coaches will assist in some capacity in the supervision of the weight room throughout the school year or as otherwise established. Participation in track, golf or a spring conditioning program is strongly encouraged for athletes who participate in fall or winter sports.
- 3.23 Confer with students (and/or parents/guardians) who are on probation or on the D/F list in some other capacity so that improvement in academics could be realized.
- 3.24 Head coaches or a designated assistant will arrange for cleanup at the conclusion of practices and meetings. This will include the locker room, weight room, training room, and classrooms used by the team. Coaches will be responsible for the cleanup of but not limited to the following items utilized by team members such as drinking cups and bottles, food items, tape, pre-wrap, note pads, clothes, balls, equipment, etc.
- 3.25 Submit a building usage schedule to the person in charge of scheduling the facility as early as possible. This includes any and all usage.
- 3.26 All coaches will attend any ~~inservices~~in-services designated by the administration concerning athlete safety to include any necessary coaching technique dealing with the safety and wellbeing of our athletes, i.e., first aide and other injury situations along with proper coaching techniques.
- 3.27 If you practice when there is nobody else in the building, make sure you turn off the lights and arm the security system.
- 3.28 Only the head coach and/or assistant coach should get ice from the kitchen - make sure the door is locked when leaving. The ice room is to be used for all sports-related needs when at all possible.

IV. CONDITIONS OF EMPLOYMENT

- 4.1 The head varsity coach will be paid according to the extra-duty pay schedule.
- 4.2 Assignment of this extra duty shall be continued, unless:
 - a. You request to be relieved of this duty and your request is approved by the superintendent.
 - b. The assignment is terminated upon the recommendation of the activities director, secondary principal, and/or the superintendent.

V. EVALUATION

- 5.1 Performance evaluation shall be conducted by the activities director. Such evaluation should be conducted within two weeks following the sport season.

- I. POSITION: **ASSISTANT COACH (Boys or Girls)**
- II. RESPONSIBILITY AND AUTHORITY
 - 2.1 The assistant coach is under the immediate supervision of the head coach and activities director and is under the general supervision of the secondary principal.
 - 2.2 The assistant coach has shared authority with the head coach over all activity players and the season related activities.
- III. JOB RESPONSIBILITIES
 - 3.1 Supervise students during practices and games at all times. This includes in the locker room, around the school building, and in the gym area.
 - 3.2 See that participants maintain acceptable standards of behavior and decorum at all times as representatives of Arlington High School. High school rules are to be followed at all times.
 - 3.3 Assist in conducting and supervising practices throughout the sport season.
 - 3.4 Complete any other tasks as assigned by the head coach.
 - 3.5 Participation in athletics needs to be encouraged, and possible participants should be contacted by coaches at all levels.
 - 3.6 When not practicing and/or playing at a time or place in conjunction with the head coach, you will assume responsibilities that parallel these of the head coach as informed by the Head Coach.
 - 3.7 All coaches will attend any ~~inservices~~in-services designated by the administration concerning athlete safety to include any necessary coaching technique dealing with the safety and wellbeing of our athletes, i.e., first aide and other injury situations along with proper coaching techniques.
- IV. CONDITIONS OF EMPLOYMENT
 - 4.1 The assistant coach will be paid according to the extra-duty pay schedule.
 - 4.2 Assignment of this extra duty shall be continued unless:
 - a. You request to be relieved of this assignment and your request is approved by the superintendent.
 - b. The assignment is terminated upon the recommendation of the activities director, secondary principal and/or the superintendent.
- V. EVALUATION
 - 5.1 Performance evaluation shall be conducted by the activities director and discussed with the head coach. ~~head-coach and discussed with the activities director.~~

I. POSITION: **HEAD JUNIOR HIGH COACH (Boys or Girls)**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The head junior high coach is under the immediate supervision of the ~~head varsity coach and activities director~~ activities/athletic director and is under the general supervision of the secondary principal.
- 2.2 The head junior high coach has authority over all junior high participants and the season related activities.

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III. JOB RESPONSIBILITIES

- 3.1 Maintain an accurate and updated list of all supplies and equipment. At the conclusion of the season, submit a copy of the inventory list to the activities director.
- 3.2 Check in all equipment at the end of the season. Charge students for lost equipment. Properly store and secure all uniforms, equipment, and supplies.
- 3.3 See that each participant has a physical examination form and parent consent form turned into the office prior to participating in practice.
- 3.4 At the conclusion of the season, notify the head varsity coach of all supply and equipment needs for the ensuing school year.
- 3.5 Organize, conduct, and supervise practices throughout the season. Obtain approval from the activities director to cancel a practice session or to schedule a practice on a weekend. Practice sessions shall be held immediately following the school day. All practices must conclude by 5:30 p.m. and the building cleared by 5:45 p.m.
- 3.6 Establish a practice schedule and clear this with the activities director for auditorium usage and the person in charge of the facility for our gyms.
- 3.7 Supervise students before, during, and after practices as well as at games. This includes in the locker room, around the school building, and in the gym area.
- 3.8 See that participants maintain acceptable standards of behavior and decorum as representatives of Arlington Junior High School. School rules are to be followed at all times.
- 3.9 Provide publicity for your team and players to the Arlington Citizen in the appropriate form as provided by the activities director.
- 3.10 Ride the bus to and from all contests.
- 3.11 At the conclusion of the season, submit a list of the participants, team record, special achievements, etc., to the activities director.
- 3.12 At the conclusion of the season, athlete evaluation forms must be administered and/or mailed.
- 3.13 Confer with students (and/or parents/guardians) who are on probation or on the D/F list in some other capacity so that improvement in academics could be realized.
- 3.14 Schedule and conduct a parents meeting to disseminate information on practice schedules, philosophy, training rules, expectations, dress codes, etc. Coaches should contact parents/guardians to inform them of this meeting.
- 3.15 Head Junior High Coach will assist in the evaluation of his/her assistants.
- 3.16 Only the head coach and/or assistant coach should get ice from the kitchen - make sure the door is locked when leaving. The ice room is to be used for all sports-related needs when at all possible.
- 3.17 Make sure that doors are not propped/kept open by tape, chairs, rocks, sticks, etc... If the door needs to be open for a reason, open it correctly.
- 3.18 If you practice when there is nobody else in the building, make sure you turn off the lights and check to see that all doors are securely closed and locked.
- 3.19 As a general rule, when school is not held for weather-related reasons, practices or games will not be held either.
- 3.20 Head coaches or a designated assistant will arrange for cleanup upon the conclusion of practices, meetings, and games. This will include the locker room, weight room, training room, and classrooms used by the team.

- 3.21 All coaches will attend any ~~inservices~~in-services designated by the administration concerning athlete safety to include any necessary coaching technique dealing with the safety and wellbeing of our athletes, i.e., first aide and other injury situations along with proper coaching techniques.
- 3.22 Schedule practices and the facilities needed for practices.
- 3.23 Secure a key to the city auditorium for any practices that need this facility. A schedule should be completed at the beginning of the season and given to the city auditorium administrator and the activities director.

IV. CONDITIONS OF EMPLOYMENT

- 4.1 The head junior high coach will be paid according to the extra-duty pay schedule.
- 4.2 Assignment of this extra duty shall be continued unless:
 - a. You request to be relieved of this duty and your request is approved by the superintendent.
 - b. The assignment is terminated upon the recommendation of the secondary principal and/or superintendent.

V. EVALUATION

- ~~5.1~~ Performance evaluation shall be conducted by the activities director ~~head varsity coach and discussed with the activities director~~. Such evaluation should be conducted within two weeks after the conclusion of the sport season.

POSITION: **DRAMA SPONSOR**

I. RESPONSIBILITY AND AUTHORITY

2.1 The Drama Sponsor's immediate supervisor is the activities director and the general supervision is the secondary principal.

2.2 The Drama Sponsor has authority over all Drama Club students and related activities.

II. JOB RESPONSIBILITIES

2.1 Plan and organize a Drama Club for grades 7 - 12. Conduct Drama Club meetings outside the regular school day as appropriate.

2.2 Organize a One-Act Play Production each year. Sponsor the One-Act Play Production at Conference, District, and State Drama contests.

2.3 Organize workshops and attend area-related events each year.

2.4 Operate the concession stand as scheduled.

2.5 Submit an itemized financial statement following the play, listing all receipts and expenditures, to the activities director.

2.6 At the end of each school year, schedule a date for the Drama/Comedy with the activities director.

2.7 Schedule and conduct try-outs for all students in the Drama/Comedy and One-Act Plays. Establish selection process guidelines and submit a copy to the activities director.

2.8 At the beginning of the school year, submit a copy of the recommended play production to the principal for approval.

2.9 Establish and clearly communicate to participants the philosophy, rules, and expectations of the program (including practice attendance). These should be in written form and distributed.

2.10 Maintain a solvent Drama Activity Account.

2.11 Present all Drama awards at the Honors Night.

2.12 Provide publicity for your organization and participants to the Arlington Citizen and the district newsletter.

2.13 Confer with students (and/or parents/guardians) who are on probation or on the D/F list in some other capacity so that improvement in academics could be realized.

2.14 Submit all state forms to the activity director in a timely fashion.

2.15 Submit all activity requisitions on the appropriate forms to the activity director. Requisitions for supplies and equipment for the ensuing year shall be submitted at the conclusion of the season.

2.16 Organize, conduct, and supervise practices throughout the season. Obtain approval from the activities director to cancel a practice session or to schedule a practice on the weekend. You must also schedule the building with the building coordinator.

2.17 See that participants do not loiter around the building or in the halls immediately after school or after practice and that they are released from practices in a timely manner, keeping in mind that on Wednesday nights, some participants may have church obligations and sponsors will make allowances.

2.18 Develop and publish a Drama handbook. The handbook would include information on philosophy, practice schedules, practice rules, general rules and regulations, expectations, selection criteria, etc.

III. CONDITIONS OF EMPLOYMENT

4.1 The drama sponsor will be paid according to the negotiated agreement, paid over the twelve month pay period along with the salary.

4.2 Assignment of this extra duty shall continue from year to year unless:

a. You request to be relieved of this duty, and your request is approved by the superintendent.

b. The assignment is terminated upon recommendation by the activities director, principal and/or the superintendent.

IV. EVALUATION

~~5.1~~ The drama sponsor will be evaluated each year by the principal and/or the activities director.

I. POSITION: **MUSICAL SPONSOR**

II. RESPONSIBILITY AND AUTHORITY

2.1 The Musical Sponsor's immediate supervisor is the activities director and the general supervision is the secondary principal. ~~secondary principal and is under the general supervision of the activities director.~~

2.2 The Musical Sponsor has authority over all students in the All School Musical and related activities.

III. JOB RESPONSIBILITIES

3.1 The Musical Sponsor shall be the Vocal Music Instructor.

3.2 Plan, organize, and conduct an All School Musical/Variety Show Production each school year.

3.3 Operate the concession stand as scheduled.

3.4 Submit an itemized financial statement following the play, listing all receipts and expenditures, to the activities director.

3.5 At the end of each school year, schedule a date for the drama/comedy with the activities director.

3.6 Schedule and conduct try-outs for all students in the Spring Musical and other contests. Establish selection process guidelines and submit a copy to the activities director.

3.7 At the beginning of the school year, submit a copy of the recommended musical selection to the principal for approval.

3.8 Establish and clearly communicate to participants the philosophy, rules, and expectations of the program (including practice attendance). These should be in written form and distributed.

3.9 Maintain a solvent music activity account.

3.10 Present all musical/variety show awards at the Honors Night.

3.11 Provide publicity for your organization and participants to the Arlington Citizen and the district newsletter.

3.12 Confer with students (and/or parents/guardians) who are on probation or on the D/F list in some other capacity so that improvement in academics could be realized.

3.13 Submit all state forms to the activity director in a timely fashion.

3.14 Submit all activity requisitions on the appropriate forms to the activity director. Requisitions for supplies and equipment for the ensuing year shall be submitted at the conclusion of the season.

3.15 Organize, conduct, and supervise practices throughout the season. Obtain approval from the activities director to cancel a practice session or to schedule a practice on the weekend. You must also schedule the building with the building coordinator.

3.16 See that participants do not loiter around the building or in the halls immediately after school or after practice and that they are released from practices in a timely manner, keeping in mind that on Wednesday nights, some participants may have church obligations and sponsors will make allowances.

IV. CONDITIONS OF EMPLOYMENT

4.1 The musical sponsor will be paid according to the negotiated agreement, paid over the twelve month pay period along with the salary.

4.2 Assignment of this extra duty shall continue from year to year unless:

a. You request to be relieved of this duty, and your request is approved by the Superintendent.

b. The assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

~~5.4~~ The musical sponsor will be evaluated each year by the principal.

I. POSITION: **YEARBOOK SPONSOR**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The yearbook sponsor(s) is under the direct supervision of ~~the~~the activities director
and the general supervision is the secondary principal.
~~secondary principal and under the general supervision of the activities director.~~
- 2.2 The yearbook sponsor(s) has the authority over all yearbook activities.

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III. JOB RESPONSIBILITIES

- 3.1 Plan, develop, and submit a budget proposal of anticipated receipts and expenditures for publishing a yearbook. Also set a fundraising schedule and budget.
- 3.2 Publish and distribute a yearbook each year.
- 3.3 Organize a yearbook staff.
- 3.4 Develop and submit specifications for the yearbook for bidding purposes.
- 3.5 Establish criteria for admitting a student into yearbook class.
- 3.6 Develop and submit periodic proofs of the yearbook to the principal for approval.
- 3.7 Arrange and schedule all pictures for the yearbook. This to include a rotational system established in conjunction with newspaper staff to take pictures at various activities.
- 3.8 Each year collect deposits for yearbooks for the ensuing year.
- 3.9 Submit all activity requisitions on the appropriate forms to the activities director. Requisitions for supplies and equipment of the ensuing school year shall be submitted at the conclusion of the season.
- 3.10 Provide publicity for your organization and participants to the Arlington Citizen and the district newsletter.
- 3.11 Operate the concession stand as scheduled.
- 3.12 Develop a meeting schedule for Yearbook to be given to the activities director prior to the students first day of school.

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IV. CONDITIONS OF EMPLOYMENT

- 4.1 The yearbooks sponsor(s) will be paid according to the negotiated agreement, paid over the twelve month pay period along with the regular salary.
- 4.2 Assignment of this extra duty shall continue from year to year unless:
a. You request to be relieved of this duty, and your request is approved by the superintendent.
b. The assignment is terminated upon recommendation by the principal and/or superintendent.

V. EVALUATION

- ~~5.1~~ The yearbook sponsor(s) will be evaluated each year by the principal and/or the activities director.

I. POSITION: **FRESHMAN CLASS SPONSOR**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The freshman class sponsor(s) is/are directly responsible to the activities director and the general supervision is the secondary principal. ~~secondary principal.~~
- 2.2 The freshman class sponsor(s) has/have authority over all freshman class organization activities.

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III. JOB RESPONSIBILITIES

- 3.1 Conduct an election of officers by September 15, and inform the principal of the results.
- 3.2 Work with the class officers to plan class meetings, and hold class meetings as necessary. Receive approval in advance from the principal for any class meetings which are to be held during regular school hours.
- 3.3 Supervise all class meetings and see that the meetings are conducted in an orderly fashion.
- 3.4 Items of business requiring freshman class attention include:
 - a. have a balance of \$2,500 in the class treasury at the end of the freshman year. This may be accomplished through assessment of dues, fund raising events, or a combination of fund raising and dues.
 - b. organize for any approved fund raising efforts.
 - c. organize for any class parties or dances. One social event may be held for the class, and one social event may be held for all AHS students.
 - d. send cards or flowers to classmates or their families when appropriate.
 - e. organize for class participation in Homecoming activities, spirit contests, etc.
- 3.5 Observe all school policies regarding fund raising events, receipting and disbursing funds, sponsoring social events, and placing dates on the calendar. Clear all of these types of items with the principal and building facilitator.
- 3.6 Instruct and educate class officers with regards to specific duties of each officer and parliamentary procedure.
- 3.7 Be the primary supervisor for all freshman class activities; arrange for additional supervision as needed and as required by school policy and/or the principal.
- 3.8 Develop a meeting schedule for Freshman Class to be given to the activities director prior to the students first day of school.

IV. CONDITIONS OF EMPLOYMENT

- 4.1 The freshman class sponsor(s) shall be paid according to the negotiated agreement, paid over the twelve month pay period along with the regular salary.
- 4.2 Assignment of this extra duty shall continue from year to year, unless:
 - a. you request to be relieved of this duty, and your request is approved by the superintendent;
 - b. the assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

- ~~5-4~~ Performance of the duties in this extra duty assignment will be evaluated by the activities director and secondary principal. ~~secondary principal and activities director.~~

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I. POSITION: **SOPHOMORE CLASS SPONSOR**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The sophomore class sponsors are directly responsible to the activities director and the general supervision is the secondary principal. ~~secondary principal~~ and are under the general direction of the superintendent.
- 2.2 The sophomore class sponsors have authority over all sophomore class organization activities.

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III. JOB RESPONSIBILITIES

- 3.1 Conduct an election of officers by September 15, and inform the principal of the results.
- 3.2 Work with the class officers to plan class meetings, and hold class meetings as necessary. Receive approval in advance from the principal for any class meetings which are to be held during regular school hours.
- 3.3 Supervise all class meetings and see that the meetings are conducted in an orderly fashion.
- 3.4 Items of business requiring sophomore class attention include:
 - a. have a balance of \$4,000 in the class treasury at the end of the sophomore year. This may be accomplished through assessment of dues, approved fund raising events, or a combination of fund raising and dues.
 - b. organize for any approved fund raising efforts.
 - c. organize for any class parties or dances. One social event may be held for the class, and one social event may be held for all AHS students.
 - d. send cards or flowers to classmates or their families when appropriate.
 - e. organize for class participation in Homecoming activities, spirit contests, etc.
 - f. select class members to be servers for the Junior-Senior Prom if needed.
 - g. select and order class rings
 - i. select site and date for prom for the following year.
- 3.5 Observe all school policies regarding fund raising events, receipting and disbursing funds, sponsoring social events, and placing dates on the calendar. Clear all of these types of items with the principal and building facilitator.
- 3.6 Instruct and educate class officers with regards to specific duties of each officer and parliamentary procedure.
- 3.7 Be the primary supervisor for all sophomore class activities; arrange for additional supervision as needed and as required by school policy and/or the principal.
- 3.8 Develop a meeting schedule for Sophomore Class to be given to the activities director prior to the students first day of school.

IV. CONDITION OF EMPLOYMENT

- 4.1 The sophomore class sponsor(s) shall be paid according to the negotiated agreement, paid over the twelve month pay period along with the regular salary.
- 4.2 Assignment of this extra duty shall continue from year to year, unless:
 - a. you request to be relieved of this duty, and your request is approved by the superintendent;
 - b. the assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

- 4.4 Performance of the duties in this extra duty assignment will be evaluated by the activities director and secondary principal. ~~secondary principal and activities director.~~

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I. POSITION: **JUNIOR CLASS SPONSOR**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The junior class sponsors are directly responsible to the activities director and the general supervision is the secondary principal. ~~secondary principal~~ and are under the general direction of the superintendent.
- 2.2 The junior class sponsors have authority over all junior class organization activities.

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III. JOB RESPONSIBILITIES

- 3.1 Conduct an election of officers by September 15, and inform the principal of the results.
- 3.2 Work with the class officers to plan class meetings, and hold class meetings as necessary. Receive approval in advance from the principal for any class meetings which are to be held during regular school hours.
- 3.3 Supervise all class meetings and see that the meetings are conducted in an orderly fashion.
- 3.4 Items of business requiring junior class attention include:
- a. have a balance sufficient to pay for the prom. Sponsors are discouraged from spending in excess of the projected \$3,500-\$4,000 for prom. This may be accomplished through assessment of dues, approved fund raising events, or a combination of fund raising and dues.
 - b. have a balance of \$500-800 in the class treasury at the end of the year.
 - c. organize for any approved fund raising efforts.
 - d. organize for any class parties or dances. One social event may be held for the class, and one social event may be held for all AHS students.
 - e. send cards or flowers to classmates or their families when appropriate.
 - f. organize for class participation in Homecoming activities, spirit contests, etc.
 - g. plan, organize and host the Junior-Senior Prom.
 - h. select class members to be Commencement ushers.
 - i. provide corsages and flowers for Commencement; decorate the stage for Commencement.
- 3.5 Observe all school policies regarding fund raising events, receipting and disbursing funds, sponsoring social events, and placing dates on the calendar. Clear all of these types of items with the principal and building facilitator.
- 3.6 Instruct and educate class officers with regards to specific duties of each officer and parliamentary procedure.
- 3.7 Be the primary supervisor for all junior class activities; arrange for additional supervision as needed and as required by school policy and/or the principal.
- 3.8 Develop a meeting schedule for Junior Class to be given to the activities director prior to the students first day of school.

IV. CONDITION OF EMPLOYMENT

- 4.1 The junior class sponsors shall be paid according to the negotiated agreement, paid over the twelve month pay period along with the regular salary.
- 4.2 Assignment of this extra duty shall continue from year to year, unless:
- a. you request to be relieved of this duty, and your request is approved by the superintendent;
 - b. the assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

- 2.1 ~~5.1~~ Performance of the duties in this extra duty assignment will be evaluated by the activities director and secondary principal. ~~secondary principal and activities director.~~

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I. POSITION: **SENIOR CLASS SPONSOR**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The senior class sponsors are directly responsible to the secondary principal and are under the general direction of the superintendent.
- 2.2 The senior class sponsors have authority over all senior class organization activities.

III. JOB RESPONSIBILITIES

- 3.1 Conduct an election of officers by September 15, and inform the principal of the results.
- 3.2 Work with the class officers to plan class meetings, and hold class meetings as necessary. Receive approval in advance from the principal for any class meetings which are to be held during regular school hours.
- 3.3 Supervise all class meetings; see that proper parliamentary procedures are followed and that the meeting are conducted in an orderly fashion.
- 3.4 Items of business requiring senior class attention include:
 - a. selection of class colors, class flower, and motto.
 - b. organize for any approved fund raising efforts.
 - c. organize for any class parties or dances. One social event may be held for the class, and one social event may be held for all AHS students.
 - d. designate how surplus funds are to be dispersed.
 - e. prepare and decorate facility for commencement.
- 3.5 Observe all school policies regarding fund raising events, receipting and disbursing funds, sponsoring social events, and placing dates on the calendar. Clear all of these types of items with the principal and building facilitator.
- 3.6 Assist the principal with graduation-related activities:
 - a. measuring for caps and gowns
 - b. ordering announcements
 - c. assisting at Commencement practice
 - d. assisting on Commencement day
- 3.7 Be the primary supervisor for all senior class activities; arrange for additional supervision as needed and as required by school policy and/or the principal.
- 3.8 Develop a meeting schedule for Senior Class to be given to the activities director prior to the students first day of school.

IV. CONDITIONS OF EMPLOYMENT

- 4.1 The senior class sponsor(s) shall be paid according to the negotiated agreement, paid over the twelve month pay period along with the regular salary.
- 4.2 Assignment of this extra duty shall continue from year to year, unless:
 - a. you request to be relieved of this duty, and your request is approved by the superintendent;
 - b. the assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

- 5.4 Performance of the duties in this extra duty assignment will be evaluated by the secondary principal and activities director.

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I. POSITION: **CHEERLEADER SPONSORS**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The cheerleading sponsor's immediate supervisor is the activities director.
- 2.2 The cheerleading sponsor(s) has authority over cheerleaders and their activities.

III. JOB RESPONSIBILITIES

- 3.1 Develop and publish a cheerleader handbook. The handbook would include a purpose, objective, practice rules, general rules and regulations, cheerleader selection criteria, etc.
- 3.2 Maintain a solvent cheerleader budget.
- 3.3 Plan and conduct Homecoming activities each year in conjunction with a varsity football game.
- 3.4 Operate the concession stand as scheduled.
- 3.5 Organize, conduct, and supervise practices throughout the season. Obtain approval from the activities director to cancel a practice session or to schedule a practice on the weekend. You must also schedule the building with the building facilitator.
- 3.6 Sponsor and supervise all cheerleader activities, which includes fund raising, parent night, etc.
- 3.7 Supervise cheerleaders before, during, and after practices, as well as at games. A sponsor must monitor students leaving the building after a road trip.
- 3.8 See that participants do not loiter around the building or in the halls immediately after school or after practice and that they are released from practices in a timely manner, keeping in mind that on Wednesday nights, some participants may have church obligations and sponsors will make allowances.
- 3.9 Transport in school vehicles, cheerleaders to varsity away games.
- 3.11 Establish transportation needs through the activities director.
- 3.12 Organize and monitor cheerleader selections each year.
- 3.13 Attend award banquet and present seasons awards.
- 3.14 See that each participant has a physical examination form and parent consent form turned into the office prior to participating in practice.
- 3.15 Schedule and conduct a parents meeting to disseminate information on practice schedules, philosophy, training rules, expectations, etc. This information should be provided to cheerleaders and parents in written form via the handbook.
- 3.16 Provide publicity for your organization and participants to the Arlington Citizen and the district newsletter.
- 3.17 Confer with students (and/or parents/guardians) who are on probation or on the D/F list in some other capacity so that improvement in academics could be realized.
- 3.18 Submit state forms to the activities director in a timely fashion.
- 3.19 Submit all activity requisitions on the appropriate ~~forms~~to forms to the activities director. Requisitions for supplies and equipment for the ensuing school year shall be submitted at the conclusion of the season.

IV. CONDITIONS OF EMPLOYMENT

- 4.1 The cheerleader sponsor(s) shall be paid according to the negotiated agreement, paid over the twelvemonth pay period along with the regular salary.
- 4.2 Assignment of this extra duty shall continue from year to year, unless:
 - a. you request to be relieved of this duty, and your request is approved by the superintendent;
 - b. the assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

- ~~5-4~~ Performance of the duties in this extra duty assignment will be evaluated by the activities director.

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I. POSITION: **DANCE SQUAD SPONSOR**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The dance squad sponsor's immediate supervisor is the activities director.
- 2.2 The dance squad sponsor has authority over dance squad member and their activities.

III. JOB RESPONSIBILITIES

- 3.1 Develop and publish a dance squad handbook. The handbook would include information on philosophy, practice schedules, practice rules, general rules and regulations, expectations, dance squad selection criteria, etc.
- 3.2 Organize, conduct, and supervise practices throughout the season. Obtain approval from the activities director to cancel a practice session or to schedule a practice on the weekend. You must also schedule the building with the building facilitator.
- 3.3 See that participants do not loiter around the building or in the halls immediately after school or after practice and that they are released from practices in a timely fashion.
- 3.4 Be aware that on Wednesday nights some participants may have church obligations and sponsors will make allowances.
- 3.5 Organize and monitor dance squad selections each year.
- 3.6 Attend award banquet and present season awards.
- 3.7 See that each participant has a physical examination form and parent consent form turned into the office prior to participating in practice.
- 3.8 Operate the concession stand as scheduled.
- 3.9 provide publicity for your organization and participants to the Arlington Citizen and the district newsletter.
- 3.10 Confer with students (and/or parents/guardians) who are on probation or on the D/F List in some other capacity so that improvement in academics could be realized.
- 3.11 Submit state forms to the activities director in a timely fashion.
- 3.12 Submit all activity requisitions on the appropriate forms to the activities director. Requisitions for supplies and equipment for the ensuing school year shall be submitted at the conclusion of the season.
- 3.13 Perform at selected state playoff and championship games.

IV. CONDITIONS OF EMPLOYMENT

- 4.1 The dance squad sponsor shall be paid according to the negotiated agreement, paid over a twelve month pay period along with the regular salary.
- 4.2 Assignment of this extra duty shall continue from year to year, unless:
 - a. you request to be relieved of this duty, and your request is approved by the superintendent;
 - b. the assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

- ~~5.1~~ Performance of the duties in this extra duty assignment will be evaluated by the activities director.

I. POSITION: **NATIONAL HONOR SOCIETY SPONSOR**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The National Honor Society sponsor's immediate supervisor is the activities director and the general supervision is the secondary principal ~~secondary principal and activities director.~~
- 2.2 The NHS sponsor has authority over NHS students and NHS activities.

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III. JOB RESPONSIBILITIES

- 3.1 Develop and publish a NHS handbook. The handbook would include a philosophy, purpose, objectives, selection procedures, constitutional rules and regulations, etc.
- 3.2 Schedule and conduct NHS meetings outside the regular school day as appropriate. Elect officers each year.
- 3.3 Plan and conduct NHS induction ceremonies which are usually held in conjunction with Honors Night.
- 3.4 Maintain a solvent NHS budget.
- 3.5 Sponsor all NHS activities, fund raising events, homecoming involvement, etc.
- 3.6 Assist in planning and conducting Honor Night.
- 3.7 Operate concession stand as scheduled.
- 3.8 Develop and publish a National Honor Society handbook. The handbook would include information on philosophy, practice schedules, practice rules, general rules and regulations, expectations, selection criteria, etc.
- 3.9 Develop a meeting schedule for National Honor Society to be given to the activities director prior to the students first day of school.

IV. CONDITIONS OF EMPLOYMENT

- 4.1 The NHS sponsor(s) shall be paid according to the negotiated agreement, paid over the twelve month pay period along with the regular salary.
- 4.2 Assignment of this extra duty shall continue from year to year, unless:
 - a. you request to be relieved of this duty, and your request is approved by the superintendent;
 - b. the assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

Performance of the duties in this extra duty assignment will be evaluated by the activities director ~~and secondary principal.~~
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I. POSITION: **FBLA SPONSOR**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The FBLA sponsor's immediate supervisor is the activities director and secondary principal is the secondary advisor..
- 2.2 The FBLA sponsor has authority over FBLA students and FBLA activities.

III. JOB RESPONSIBILITIES

- 3.1 Develop and publish a handbook. The handbook would include a philosophy, purpose, objectives, selection procedures, constitutional rules and regulations, etc.
- 3.2 Supervise all FBLA activities.
- 3.3 Sponsor the FBLA students at the FBLA convention and other competition, clinics, etc.
- 3.4 Plan and conduct FBLA meeting outside the regular school day as appropriate.
- 3.5 Schedule the building usage with the building facilitator.
- 3.6 Schedule with the activities director all FBLA activities, approved fund raising events, etc.
- 3.7 Maintain a solvent FBLA budget.
- 3.8 Present any awards at Honors Night and/or FBLA Awards Night.
- 3.9 Arrange transportation for activities through the principal via the submitted field trip forms.
- 3.10 Submit all registrations on the appropriate forms to the activities director.
- 3.11 Provide publicity for your organization to the Arlington Citizen and the district newsletter.
- 3.12 Develop a meeting schedule for FBLA to be given to the activities director prior to the students first day of school.

IV. CONDITIONS OF EMPLOYMENT

- 4.1 The F=BLA sponsor(s) shall be paid according to the negotiated agreement, paid over the twelve month pay period along with the regular salary.
- 4.2 Assignment of this extra duty shall continue from year to year, unless:
 - a. you request to be relieved of this duty, and your request is approved by the superintendent;
 - b. the assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

- ~~5-4~~ Performance of the duties in this extra duty assignment will be evaluated by the activities director and secondary principal. ~~secondary principal.~~
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II. POSITION: **SKILLS USA SPONSOR**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The SKILLS USA sponsor's immediate supervisor is the activities director and secondary principal is the secondary ~~adviser~~ adviser.
- 2.3 The SKILLS USA sponsor has authority over SKILLS USA students and SKILLS USA activities.

III. JOB RESPONSIBILITIES

- 3.1 Develop and publish a handbook. The handbook would include a philosophy, purpose, objectives, selection procedures, constitutional rules and regulations, etc.
- 3.2 Supervise all SKILLS USA activities.
- 3.3 Sponsor the SKILLS USA students at the SKILLS USA convention and other competition, clinics, etc.
- 3.4 Plan and conduct SKILLS USA meeting outside the regular school day as appropriate.
- 3.5 Schedule the building usage with the building facilitator.
- 3.6 Schedule with the activities director all SKILLS USA activities, approved fund raising events, etc.
- 3.7 Maintain a solvent FBLA budget.
- 3.8 Present any awards at Honors Night and/or SKILLS USA Awards Night.
- 3.9 Arrange transportation for activities through the principal via the submitted field trip forms.
- 3.10 Submit all registrations on the appropriate forms to the activities director.
- 3.12 Provide publicity for your organization to the Arlington Citizen and the district newsletter.
- 3.12 Develop a meeting schedule for SKILLS USA to be given to the activities director prior to the students first day of school.

IV. CONDITIONS OF EMPLOYMENT

- 4.1 The SKILLS USA sponsor(s) shall be paid according to the negotiated agreement, paid over the twelve month pay period along with the regular salary.
- 4.2 Assignment of this extra duty shall continue from year to year, unless:
 - c. you request to be relieved of this duty, and your request is approved by the superintendent;
 - d. the assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

- ~~2.1~~ ~~5.4~~ Performance of the duties in this extra duty assignment will be evaluated by the activities director and secondary principal.
~~secondary principal.~~

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POSITION: **FFA SPONSOR**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The FFA sponsor's immediate supervisor is the activities director and secondary principal is the secondary advisor.
- 2.4 The FFA sponsor has authority over FFA students and FFA activities.

III. JOB RESPONSIBILITIES

- 3.1 Develop and publish a handbook. The handbook would include a philosophy, purpose, objectives, selection procedures, constitutional rules and regulations, etc.
- 3.2 Supervise all FFA activities.
- 3.3 Sponsor the FFA students at the FFA convention and other competition, clinics, etc.
- 3.4 Plan and conduct FFA meeting outside the regular school day as appropriate.
- 3.5 Schedule the building usage with the building facilitator.
- 3.6 Schedule with the activities director all FFA activities, approved fund raising events, etc.
- 3.7 Maintain a solvent FFA budget.
- 3.8 Present any awards at Honors Night and/or FFA Awards Night.
- 3.9 Arrange transportation for activities through the principal via the submitted field trip forms.
- 3.10 Submit all registrations on the appropriate forms to the activities director.
- 3.13 Provide publicity for your organization to the Arlington Citizen and the district newsletter.
- 3.12 Develop a meeting schedule for FFA to be given to the activities director prior to the students first day of school.

IV. CONDITIONS OF EMPLOYMENT

- 4.1 The FFA sponsor(s) shall be paid according to the negotiated agreement, paid over the twelve month pay period along with the regular salary.
- 4.2 Assignment of this extra duty shall continue from year to year, unless:
 - e. you request to be relieved of this duty, and your request is approved by the superintendent;
 - f. the assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

- ~~5.1~~ Performance of the duties in this extra duty assignment will be evaluated by the activities director and secondary principal. ~~-secondary principal.~~
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I. POSITION: **Student Council Sponsor**

The Student Council Sponsor is responsible for assisting the officers and members of student council in planning their programs and supervising their activities. This person shall report directly to the principal or designee

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The STUCO sponsor's immediate supervisor is the activities director and secondary advisor is the secondary principal.
- 2.5 The STUCO sponsor has authority over STUCO students and STUCO activities.

III. JOB RESPONSIBILITIES

- 3.1 Develop and publish a handbook. The handbook would include a philosophy, purpose, objectives, selection/election procedures, constitutional rules and regulations, etc.
- 3.2 Plan and conduct executive council meeting and student council meetings outside of the school day as appropriate.
- 3.3 Supervise at all meetings and activities before, during, and after school hours.
- 3.4 Update knowledge of association affairs at the state and local levels by attending various workshops and rallies, including the NASC state convention.
- 3.5 Attend meetings of the executive council and student council.
- 3.6 Act as an intermediary, interpreter, and general liaison between members of student council, administration, faculty, staff, and other student organizations.
- 3.7 Assist with all activities undertaken for the whole school by student council and also maintain contact with the principal in matters affecting the whole student body.
- 3.8 Sign all student council announcements, memoranda to the faculty, calendar requests, and financial documents, ensuring that proper procedures are followed in handling funds with the school bookkeeper, the student council treasurer, and the executive council.
- 3.9 Schedule the building usage with the building facilitator and/or the activities director.
- 3.10 Schedule with the principal all STUCO activities, approved fund raising events, etc.
- 3.11 Maintain a solvent STUCO budget.
- 3.12 Arrange transportation for activities through the principal via the submitted field trip forms.
- 3.13 Submit all registrations on the appropriate forms to the activities director.
- 3.14 Provide publicity for your organization to the Arlington Citizen and the district newsletter.
- 3.15 Perform other related tasks/activities as assigned by the principal or designee.
- 3.16 Develop a meeting schedule for STUCO to be given to the activities director prior to the students first day of school.

IV. CONDITIONS OF EMPLOYMENT

- 4.1 The STUCO sponsor(s) shall be paid according to the negotiated agreement, paid over the twelve month pay period along with the regular salary.
- 4.2 Assignment of this extra duty shall continue from year to year, unless:
 - a. you request to be relieved of this duty, and your request is approved by the superintendent;
 - b. the assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

Performance of the duties in this extra duty assignment will be evaluated by the activities director and secondary principal.

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II. POSITION: **Middle School Leadership**

The Middle School Leadership is responsible for assisting the officers and members of student council in planning their programs and supervising their activities. This person shall report directly to the principal or assistant principal.

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II. RESPONSIBILITY AND AUTHORITY

- 2.1 The Middle School Leadership sponsor's immediate supervisor is the activities director and secondary advisor is the secondary principal.
- 2.6 The Middle School Leadership sponsor has authority over Middle School Leadership students and Middle School Leadership activities.

III. JOB RESPONSIBILITIES

- 3.17 Develop and publish a handbook. The handbook would include a philosophy, ~~purpose,~~ ~~objectives~~ ~~purpose, objectives,~~ selection/election procedures, constitutional rules and regulations, etc.
- 3.18 Plan and conduct executive council meeting and student council meetings outside of the school day as appropriate.
- 3.19 Supervise at all meetings and activities before, during, and after school hours.
- 3.20 Update knowledge of association affairs at the state and local levels by attending various workshops.
- 3.21 Attend meetings of the executive council and student council.
- 3.22 Act as an intermediary, interpreter, and general liaison between members of student council, administration, faculty, staff, and other student organizations.
- 3.23 Assist with all activities undertaken for the whole middle school by Middle School Leadership and also maintain contact with the principal in matters affecting the whole student body.
- 3.24 Sign all student council announcements, memoranda to the faculty, calendar requests, and financial documents, ensuring that proper procedures are followed in handling funds with the school bookkeeper, the student council treasurer, and the executive council.
- 3.25 Schedule the building usage with the building facilitator and/or the activities director.
- 3.26 Schedule with the principal all Middle School Leadership activities, approved fund raising events, etc.
- 3.27 Maintain a solvent Middle School Leadership budget.
- 3.28 Arrange transportation for activities through the principal via the submitted field trip forms.
- 3.29 Submit all registrations on the appropriate forms to the activities director.
- 3.30 Provide publicity for your organization to the Arlington Citizen and the district newsletter.
- 3.31 Perform other related tasks/activities as assigned by the principal or designee.
- 3.32 Develop a meeting schedule for Middle School Leadership to be given to the activities director prior to the students first day of school.

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IV. CONDITIONS OF EMPLOYMENT

- 4.1 The Middle School Leadership sponsor(s) shall be paid according to the negotiated agreement, paid over the twelve month pay period along with the regular salary.
- 4.2 Assignment of this extra duty shall continue from year to year, unless:
 - c. you request to be relieved of this duty, and your request is approved by the superintendent;
 - d. the assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

5.2 Performance of the duties in this extra duty assignment will be evaluated by the activities director and secondary principal. ~~secondary principal.~~

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POSITION: **Middle School STEM**

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II. RESPONSIBILITY AND AUTHORITY

- 2.1 The Middle School STEM sponsor's immediate supervisor is the secondary principal and the general supervision of the activities director.
- 2.2 The Middle School STEM sponsor has authority over all students on the Middle School STEM and related activities.

III. JOB RESPONSIBILITIES

- 3.2 Plan and organize a Middle School STEM each school year.
- 3.3 Determine meeting dates and activities for the STEM.
- 3.4 Organize, conduct, and supervise meetings throughout the season.
- 3.4 Supervise the selection of materials to be read and/or presented.
- 3.5 Promote the love of STEM and the variety of STEM opportunities.
- 3.6 Increase the understanding of STEM and what career fields are tied to STEM.
- 3.7 Promote the practice of these different fields.
- 3.8 Share selected fields of study.
- 3.9 Encourage participation in shared inquiry gained from work in these area of study.
- 3.10 You must also schedule the building with the building coordinator.
- 3.11 Develop and publish a STEM handbook. The handbook would include information on philosophy, practice schedules, practice rules, general rules and regulations, expectations, selection criteria, etc.
- 3.12 Develop a meeting schedule for STEM to be given to the activities director prior to the students first day of school.
- 3.13 Schedule and conduct STEM meetings outside the regular school day as appropriate.

IV. CONDITIONS OF EMPLOYMENT

- 4.1 The Middle School STEM sponsor will be paid according to the negotiated agreement, paid over the twelve month pay period along with the salary.
- 4.2 Assignment of this extra duty shall continue from year to year unless:
 - a. You request to be relieved of this duty, and your request is approved by the superintendent;
 - b. The assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

- ~~2.1~~ ~~5.1~~ The Middle School STEM sponsor will be evaluated each year by the activities director and secondary principal, ~~principal and/or the activities director~~.

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I. POSITION: **QUIZ BOWL SPONSOR**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The quiz bowl sponsor's immediate supervisor is the activities director.
- 2.2 The quiz bowl sponsor has authority over quiz bowl members and their activities.

III. JOB RESPONSIBILITIES

- 3.1 Develop and publish a quiz bowl handbook. The handbook would include information on philosophy, practice expectations, general rules and regulations, performance expectations, and selection criteria.
- 3.2 Plan and organize a quiz bowl team.
- 3.3 Organize the quiz bowl team for Conference and other competitions as can be scheduled.
- 3.4 Attend Honors Night and present awards.
- 3.5 Provide publicity for your organization and participants to the Arlington Citizen and district newsletter.
- 3.6 Operate the concession stand as scheduled.
- 3.7 Confer with students (and/or parents/guardians) who are on probation or on the D/F list in some other capacity so that improvement in academics could be realized.
- 3.8 Submit all activity requisitions on the appropriate forms to the activities director.
- 3.9 Develop and publish a Quiz Bowl handbook. The handbook would include information on philosophy, practice schedules, practice rules, general rules and regulations, expectations, selection criteria, etc.
- 3.10 Develop a meeting schedule for Quiz Bowl to be given to the activities director prior to the students first day of school.
- 3.11 Schedule and conduct Quiz meetings outside the regular school day as appropriate.

IV. CONDITIONS OF EMPLOYMENT

- 2.1 The quiz bowl sponsor(s) shall be paid according to the negotiated agreement, paid over a twelve month pay period with the regular salary.
- 2.2 Assignment of this extra duty shall continue from year to year, unless:
 - a. you request to be relieved of this duty, and your request is approved by the superintendent.
 - b. the assignment is terminated upon recommendation by the principal and/or superintendent.

V. EVALUATION

- ~~5.4~~ Performance of the duties in this extra duty assignment will be evaluated by the activities director.

I. POSITION: **SPEECH SPONSOR**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The Speech sponsor's immediate supervisor is the activities director and secondary supervisor is the secondary principal.
- 2.2 The Speech sponsor has authority over all students on the Speech Team and related activities.

III. JOB RESPONSIBILITIES

- 3.1 Develop and publish a speech handbook. The handbook would include information on philosophy, practice expectations, general rules and regulations, performance expectations, and selection criterion.
- 3.2 Plan and organize a speech team each school year.
- 3.3 Operate the concession stand as scheduled.
- 3.4 Maintain a solvent Speech Activity Account.
- 3.5 Present all Speech awards at the Honors Night.
- 3.6 Provide publicity for your organization and participants to the Arlington Citizen and the district newsletter.
- 3.7 Confer with students (and/or parents/guardians) who are on probation or on the D/F list in some other capacity so that improvement in academics could be realized.
- 3.8 Submit all state forms in a timely fashion.
- 3.9 Submit all activity requisitions on the appropriate forms to the activity director. Requisitions for supplies and equipment for the ensuing year shall be submitted at the conclusion of the season.
- 3.10 Organize, conduct, and supervise practices throughout the season. Obtain approval from the activities director to cancel a practice session or to schedule a practice on the weekend. You must also schedule the building with the building coordinator.
- 3.11 See that participants do not loiter around the building or in the halls immediately after school or after practice and that they are released from practices in a timely manner, keeping in mind that on Wednesday nights, some participants may have church obligations and sponsors will make allowances.
- 3.12 Develop a meeting schedule for Speech to be given to the activities director prior to the students first day of school.
- 3.13 Schedule and conduct Speech meetings outside the regular school day as appropriate.

IV. CONDITIONS OF EMPLOYMENT

- 4.1 The Speech sponsor will be paid according to the negotiated agreement, paid over the twelve month pay period along with the salary.
- 4.2 Assignment of this extra duty shall continue from year to year unless:
 - a. You request to be relieved of this duty, and your request is approved by the superintendent.
 - b. The assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

- The Speech Sponsor will be evaluated each year by the activities director and secondary principal.
- 5.1 ~~principal and/or the activities director.~~

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I. POSITION: **Art CLUB SPONSOR**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The Art Club sponsor's immediate supervisor is the secondary principal and the general supervision of the activities director.
- 2.2 The Art Club sponsor has authority over all students on the Art Club and related activities.

III. JOB RESPONSIBILITIES

- 3.2 Plan and organize a Art Club each school year.
- 3.5 Determine meeting dates and activities for the Art Club.
- 3.6 Organize, conduct, and supervise meetings throughout the season.
- 3.4 Supervise the selection of materials to be read and/or presented.
- 3.5 Promote the love of art and the variety of art genres.
- 3.6 Increase the understanding of genres.
- 3.7 Promote the practice of these different genres
- 3.14 Share selected genres
- 3.15 Encourage participation in shared inquiry gained from work in these genres.
- 3.16 You must also schedule the building with the building coordinator.
- 3.17 Develop and publish an Art Club handbook. The handbook would include information on philosophy, practice schedules, practice rules, general rules and regulations, expectations, selection criteria, etc.
- 3.18 Develop a meeting schedule for Art Club to be given to the activities director prior to the students first day of school.
- 3.19 Schedule and conduct Art Club meetings outside the regular school day as appropriate.

IV. CONDITIONS OF EMPLOYMENT

- 4.1 The Art Club sponsor will be paid according to the negotiated agreement, paid over the twelve month pay period along with the salary.
- 4.2 Assignment of this extra duty shall continue from year to year unless:
 - c. You request to be relieved of this duty, and your request is approved by the superintendent;
 - d. The assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

- 2.1 ~~5.1~~ The Art Club sponsor will be evaluated each year by the activities director and secondary principal. ~~principal and/or the activities director.~~

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I. POSITION: **BOOK CLUB SPONSOR**

II. RESPONSIBILITY AND AUTHORITY

- 2.1 The Book Club sponsor's immediate supervisor is the activities director and secondary principal. ~~secondary principal and the general supervision of the activities director.~~
- 2.2 The Book Club sponsor has authority over all students on the Book Club and related activities.

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III. JOB RESPONSIBILITIES

- 3.2 Plan and organize a Book Club each school year.
- 3.7 Determine meeting dates and activities for the Book Club.
- 3.8 Organize, conduct, and supervise meetings throughout the season.
- 3.4 Supervise the selection of materials to be read and/or presented.
- 3.5 Promote the reading of a variety of literary styles and genres.
- 3.6 Increase the understanding of the literary merits of books.
- 3.7 Promote the writing of book reviews as books are provided by publishers.
- 3.20 Share selected and recommended readings.
- 3.21 Encourage participation in shared inquiry gained from the readings.
- 3.22 Facilitate the writing school improvements goals.
- 3.23 You must also schedule the building with the building coordinator.
- 3.24 Develop and publish a Book Club handbook. The handbook would include information on philosophy, practice schedules, practice rules, general rules and regulations, expectations, selection criteria, etc.
- 3.25 Develop a meeting schedule for Book Club to be given to the activities director prior to the students first day of school.
- 3.26 Schedule and conduct Book Club meetings outside the regular school day as appropriate.

IV. CONDITIONS OF EMPLOYMENT

- 4.1 The Book Club sponsor will be paid according to the negotiated agreement, paid over the twelve month pay period along with the salary.
- 4.2 Assignment of this extra duty shall continue from year to year unless:
 - e. You request to be relieved of this duty, and your request is approved by the superintendent;
 - f. The assignment is terminated upon recommendation by the principal and/or the superintendent.

V. EVALUATION

- ~~5.1~~—The Book Club sponsor will be evaluated each year by the activities director and secondary principal ~~principal and/or the activities director.~~

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MONEY COLLECTION PROCEDURE

1. A sponsor may request a temporary cash box from the bookkeeper. The cash box is kept with the admission/concession money.
2. If a fundraiser is done in conjunction with a regular activity event, the sponsor counts the proceeds, and the moneybag is taken to the bank with the admissions and concession money.
3. If the fundraiser is done as a separate event, the supervisor will collect and maintain all monies until the final deposit. These monies should be locked up in the superintendent's office on a daily basis. The final deposit is made with the High School secretary.
4. The High School secretary counts and receipts the money that day.

PRACTICE GUIDELINES

1. On Wednesday coaches/sponsors are expected to make allowances for church related activities.
2. Two-a-day practices will be permitted for fall sports until the first day students return to school.
3. After school begins, you must obtain the activities director's approval to conduct a practice session on a day when school is not in session; this includes vacation days, weekends, bad weather days, etc.
4. The stage area is off-limits for conducting any type of practice with the exception of drama and limited others as arranged with the activities director.
5. Weight training programs, lifting times, and duration will be established by the weight training coordinator in cooperation with the coaching staff and activities director.
6. Only the head coach and/or assistant coach should get ice from the kitchen - make sure the door is locked when leaving. The ice room is to be used for all sports-related needs when at all possible.
7. If you practice when there is nobody else in the building, make sure you turn off the lights and check to see that the security system is armed.
8. As a general rule, when school is not held for weather-related reasons, practices or games will not be held either.

SUMMER CAMPS

Summer camps or others that assess a fee for participation and have any type of affiliation with Arlington Public Schools will be subject to the approval of the activities director. All coaches/sponsors who wish to host a youth, junior high, or senior high age camp or clinic should submit a proposal for approval to the activities department by April 1. Proposals must include the following: description of the camp/clinic, goals and objectives, age/skill level, participant fees, coaching and clinician wages, timeline, itemized income and expense sheet (include receipts for all expenditures).

ACADEMIC ELIGIBILITY

Student (grades 9-12) are subject to eligibility rules established by the NSAA: "to be eligible a student shall have earned 20 semester hours of school work for the immediate preceding semester." In addition, all students at Arlington Junior-Senior High must maintain passing grades to be eligible to participate in co-curricular activities. This is determined on a weekly basis. Following are the academic eligibility guidelines:

1. A student who is reported failing one class will have a one-week probationary period to revise the course grade to a passing mark. If after the one-week probationary period the student is still failing the class, he/she will be ruled ineligible for participation in all extracurricular activities. The suspension period will be until the first Tuesday it is determined the student is receiving a passing grade in all classes (**Ineligibility periods run from Tuesday through Monday**).
2. A student who is reported failing two or more classes will be immediately ruled academically ineligible for participation in all co-curricular activities. The eligibility period will be until the first Tuesday it is determined the student is receiving a passing grade in all classes (**Ineligibility periods run from Tuesday through Monday**).
3. A student ruled academically ineligible is still required to practice during the suspension period.

4. Dressing for participation, riding the bus and other specifics are up to the coach/supervisor. Ineligible students will not be excused from classes to attend an activity held during the school day.
5. Teachers who submit names to the ineligibility list will be responsible for **contacting parents** about the student's status. Parents and staff should work together to develop a plan for student improvement.

ATTENDANCE

The student must be in attendance **for a full day prior** to the scheduled event in which the student is a participant, unless approved by the school administration. Attendance at school following a late night activity is required as well. Students must be in attendance periods 6, 7, and 8 to participate in practice unless the Principal or Activities Director gives special permission.

PRACTICE ATTENDANCE

Practice is required if the student is in attendance at school unless excused by the coach or sponsor. Violators may be subject to penalties, which may include suspension from competition. This does not apply to students who are suspended from school for disciplinary measures. Those students may not practice or attend activities at home or away during a suspension for disciplinary reasons.

ACTIVITY ABSENCES

Any time a participant will miss part or all of his/her classes due to an "activity absence", they are responsible for meeting with all of their teachers prior to their departure and making arrangements for assignments to be handed in and material that will be missed.

ATHLETIC INJURIES AND THEIR TREATMENT

Any student who is injured should notify the head coach immediately. The coach should assess the seriousness of the injury and render preliminary treatment. If a student is held out of practice/competition by a doctor, due to an injury, concussion or serious illness, the **student will not be allowed to participate until a release from the doctor and parent has been received** by the coach.

TRAINING SERVICES

Providing adequate training services for Arlington Public Schools is a priority. It is the goal of the athletic department to obtain coverage that will include physical exams, six days a week Sports Injury Clinic, one to two days a week on site injury clinic, and full coverage at a select number of events throughout the school year.

SCHOLAR ATHLETE AWARDS

Students who earn a varsity letter in their sport plus achieve Honor Roll (with distinction) or Honor Roll status for a quarter or semester in which their sport is in season, will be honored as a scholar athlete.

BOOSTER CLUB

~~All requests made to the Booster Club need to be requested, in writing with proposal amounts listed, through the activities director. Requests to the Booster Club, not made through the AD, will not be honored.~~

[An Athletic Booster Club exists to support the athletic programs and build community spirit in Arlington. AHS administration and board of education encourage the coaches to consider making requests to the Booster club from time to time.](#)

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AHS Coaches and Sponsors are required to inform and/or receive the written approval (paper or digital) of the Activities Director prior to making requests to the Booster Club for gear/equipment that will be school property. Requests made without informing and/or obtaining approval will not be accepted by the District. Requests made by the Activities Director on behalf of all athletic programs will be communicated to the Principal and/or Superintendent.

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An agreed-upon form that is accessible to both representatives from AHS and the Booster Club will be utilized to make and/or approve requests, in order to ensure transparency and improve overall communication.

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Coaches are encouraged, but not required, to attend Booster Club meetings when their requests are being considered for approval.

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FUNDRAISING

All fundraising requests/activities MUST be approved by the administration. No exceptions!

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TEAM PURCHASES

Coaches should not require any team purchase (i.e. team shoes). Stemming from LB 1172, the Arlington student fee policy prohibits coaches from requiring any athletes to make any team purchases.

ATHLETIC PARTICIPATION PHILOSOPHY

Following are the participation guidelines coaches are expected to implement in each of their respective programs.

Junior High (7th & 8th Grades)

The emphasis at the junior high level in all sports is participation as well as sportsmanship, developing a positive competitive spirit, self-pride, team pride, etc. No student is cut from a squad nor shall a coach encourage a student to quit the team due to lack of ability.

Every participant shall play in every game if he/she has attended practices faithfully and met other criteria for participation. A 5th quarter or a three game format may be used to give everyone some actual game experience; however, it should be conducted in a planned and organized manner.

Heavy emphasis is to be placed on the teaching of fundamentals.

Reserve (9th Grade)

Emphasis remains on participation and the development of fundamentals and techniques. Every freshman shall play in every freshman game if he/she has attended practices faithfully and met other criteria for participation.

No student shall be cut from a squad nor shall a coach encourage a student to quit the team due to a lack of ability.

In basketball and volleyball, no freshman shall participate at both the freshman and varsity level during the same week, unless numbers are inadequate and special permission is granted by the activities director.

In football, freshmen may be used for varsity football contests; however, if any freshmen suit up for a varsity game, all freshmen shall suit up.

Junior Varsity

At the J.V. level, playing time is given to players with apparent potential for future varsity contributions. However, playing time should be given to as many players as possible in order to give the late developers a chance to emerge. Emphasis on fundamentals and techniques is stressed.

No student is cut from a squad nor shall a coach encourage a student to quit the team due to a lack of ability.

All J.V. members shall suit up for each J.V. contest. Traditional seniors may participate on J.V. squad only if numbers or circumstances necessitate the need. Approval must be granted by the Activities Director.

Varsity

We are striving to build strong, competitive athletic teams---teams in which the players, parents, and community can be proud. Participation is not assured squad members at this level; ability to perform is the primary determinant. However, coaches are encouraged to substitute when it is apparent the game is either won or lost.

No student shall be cut from a squad nor shall a coach encourage a student to quit the team due to a lack of ability. However, each athlete must earn the right to suit up for varsity basketball and volleyball contests, where there are a fixed number of varsity positions allowed. Seniors who do not make the top team are entitled to remain out for practices and have the opportunity to earn a position with the top team.

Protecting Young Victims from Sexual Abuse and Safe Sport Authorization Act of 2017

This law applies to schools that participate in interstate competition (such as crossing state lines to compete, practice or for camps). Employees, including coaches, of a school that participates in interstate competition must report suspected child abuse, including sexual abuse, as soon as possible. "As soon as possible" is defined as "within a 24-hour period." The penalties for failing to comply with this law are very severe.

LETTERING REQUIREMENTS

Football



18 Point Eagle Football Lettering System

Lettering in a sport is recognition of the athlete's *preparation, practice, and performance*. The Eagle Football lettering system recognizes and rewards an athlete's hard work and commitment prior to the season during the summer strength and conditioning program as well as during the season in practice and on varsity game nights. To reflect the athlete's dedication and to reward their performance as an Arlington Eagle football athlete, members of the football team have an opportunity to earn points toward a varsity letter. Athletes must earn **18** points to earn a varsity letter and may accumulate those points according to the point system and guidelines listed below.

- 3 points – Perfect weight room attendance
- 3 points – Perfect SAC attendance
- 2 points – Perfect conditioning attendance
- 2 points – Awarded by fellow teammates as *Scout Player of the Year*
- 2 points – Minimum weight room attendance
- 2 points – Minimum SAC attendance
- 1 point – For each half of a varsity contest in which the athlete recorded playing time

The coaching staff may nominate athletes they believe should earn a letter based on their work ethic, program support, and positive contribution to the football team. The coaching staff will discuss the nomination to determine if the athlete meets the criteria. While these nominations are rare, the coaching staff reserves the right to make such nominations.

Non-player members of the football program may earn a varsity letter as a full-time team manager.

Any athlete dismissed from the team or leaves the team voluntarily is not eligible to receive a letter.

Volleyball

"Prior preparation prevents poor performance." This quote represents lettering requirements for

volleyball, because it shows the preparation the athlete makes in the summer, practice during the season, and performance for successful varsity competition. Volleyball players have an opportunity to work toward a varsity letter through the point system listed below. A player must accumulate 30 points to earn a varsity letter.

- 5 points Completing the expected 16 strength and conditioning workouts as well as the pre- and post- tests
- 5 points 50 activity hours for the summer
- 1 point For each open gym and/or conditioning session throughout the summer
- 1 point For each game of varsity match competition

The coaching staff has the discretion of lettering an athlete based upon attitude, work ethic, and contribution to the program in a positive way. Athletes may also earn a letter as a member of the varsity squad if an injury prevents her from completing the season, as long as she is in good standing with the program and continues to participate as a member of the team as best as she is able.

Full-time student assistants may earn a varsity letter.

Dismissal from the team or voluntarily leaving the team will prevent an athlete from earning a varsity letter.

Boys and Girls' Golf

- A. Demonstrate golf skills/course etiquette/rules knowledge
- B. Attitude/Effort/Enthusiasm/Commitment
- C. Score in the top 15 at an invitational/tournament or
Score in the top 3 twice during duals or triangulars
- D. Receive a medal at an invitational
- E. Be in at least 50% of the varsity golf meets

Track

Under the guidelines of the Arlington Track Program, an athlete can earn a letter when he/she scores in a major meet.

Score – Place in an individual or relay event.

Major meet – A meet in which there are at least five teams competing. This does not include relay meets.

*The coaching staff may nominate athletes they believe should earn a letter based on their work ethic, program support, and positive contribution to the track team. The coaching staff will discuss the nomination to determine if the athlete meets the criteria. While these nominations are rare, the coaching staff reserves the right to make such nominations.

*Any athlete dismissed from the team is not eligible to receive a letter.

Boys' and Girls' Basketball

A varsity basketball player will earn a letter if he plays at least two quarters in 60% of the total games played. For example, if there are 20 total games played in a season and a player has played at least two quarters in 12 of those games, he would receive a letter.

The coaching staff reserves the right to award a varsity player a letter, whom they feel is deserving, even if that player did not reach the "quarters played" criteria mentioned above.

Non-player members of the basketball program may earn a varsity letter as a full-time team manager.

Any basketball player who is dismissed from the team or leaves the team voluntarily is not eligible to receive a varsity letter.

Softball

Arlington High School Softball Varsity Athletic Letter

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A varsity athletic letter for softball can be earned by participants or student managers who meet the following criteria:

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Player:

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In order to receive an athletic letter in softball, an athlete must earn a minimum of **20 points**. Points may be earned in the following ways:

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- 5 points = Perfect summer strength and conditioning attendance
- 4 points = Attended and completed 75% of summer strength and conditioning sessions
- 3 points = Attended and completed 50% of summer strength and conditioning sessions
- 1 points = For each day of summer high school individual softball camp or team camp attended
- 1 point = For each complete day youth summer camp worked
- 1 point = For each varsity game appearance (started or participated in)
- 1 point = For each volunteer or service work such (shifts worked at a softball sponsored concession stand, volunteer at community event that the AHS team is assisting, etc.)

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Failure to comply with any Arlington Public Schools, Arlington High School Softball team, or NSAA rules/regulations will result in a deduction or total loss of points based on the individual offense. **Any athlete dismissed from the team or who leaves the team voluntarily is not eligible to earn a letter.** *The coaching staff reserves the right to award an athletic letter to a participant based on the player's dedication, attitude, work ethic, and contributions.*

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Manager:

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High school aged, non-player members of the softball program may earn a varsity letter as a full-time team manager. To receive an athletic letter in softball, a manager must fulfill the following criteria: (middle school student managers are not eligible to receive a varsity letter)

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- Attend 75% of all regular season practices
- Attend 75% of all home and away contests (including tournaments)
- Successfully fulfill practice and game duties and responsibilities as directed by coaches
- Successfully maintain the appropriate code of conduct and behaviors

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Failure to comply with any Arlington Public Schools, Arlington High School Softball team, or NSAA rules/regulations will result in a loss of an athletic letter based on the individual offense. **Any manager dismissed from the team or who leaves the team voluntarily is not eligible to earn a letter.**

To receive a letter in softball, an athlete must earn a minimum of 15 points.

~~* 5 points = Perfect summer strength and conditioning attendance.~~

~~* 4 points = Complete 75% of optional summer speed development sessions.~~

~~* 3 points = Minimum summer strength and conditioning attendance.~~

~~* 2 points = Attend Eagles summer softball camp and help with youth summer camp~~

~~* 1 point = For each varsity game participated in~~

~~Failure to comply with Arlington High School, NSAA, or team rules and regulations will result in a deduction or total loss of points based on offense.~~

~~The coaching staff reserves the right to award an athletic letter to a participant based on their dedication, attitude, work ethic, and contributions.~~

~~Non-player members of the softball program may earn a varsity letter as a full-time team manager.~~

~~Any athlete dismissed from the team or leaves the team voluntarily is not eligible to receive a letter.~~

Cross Country

Athletes will need 20 points to receive a letter upon successful completion of the season.

1 point per week with 100% effort

1 point per meet when placing higher than any previous meet or significant time improvement (1st meet sets the standard)

5 points for placing in the top 10

3 points for placing 11-20

1 point for placing 21-30

3 points for team placing in the top 1-2-3 (all competing varsity athletes will receive points)

2 points for team placing in the top 4-5 (all competing varsity athletes will receive points)

-2 points for any disciplinary actions (per infraction)

3 points for qualifying for state

1 point for each road race competed prior to the season

Coaches discretion

Wrestling

Lettering Criteria

1. Score 40 points during the season at the varsity level.
 - 1 point for varsity loss
 - 2 points for varsity win
 - 1 point for each summer open gym session or team camp attended.

Dance & Cheer

- A. Letters will be awarded at the Spring Athletic Banquet to those members of the dance or cheer squad who have met the following criteria:
 1. The member must maintain a positive attitude throughout the year.
 2. The member must have followed the Arlington High School Code of Conduct as specified in the Student Handbook.
 3. The member may not letter if they have been dismissed from the squad.
 4. The member must maintain a 2.5 GPA

5. The member must have attended and participated in **all** of the events that have been deemed mandatory throughout the year. This includes practices, games, fund-raisers, meetings, and other events.
6. The member must be dependable and willing to work.
7. The member must be a true team player who promotes open and honest relationships within the squad.
8. The member must represent Arlington High School as a positive role model.

The sponsors will determine the letter winners according to the above criteria.

Arlington High School Competitive Speech Team Lettering Policy:

All students who compete for Arlington High School's competitive speech team will receive a certificate of participation. In order for a competitor to be considered for a letter, he/she must earn at least 150 points throughout the season. Points may be earned in the following ways:

1. 10 points for attending each mandatory practice (usually on Thursday evenings before Saturday meets).
2. 10 points for "practicing" in another class. (Must be scheduled.)
2. 10 points for competing in each meet.
3. Scoring individual varsity competition points:

10 pts. for 6 th place
15 pts. for 5 th place
20 pts. for 4 th place
25 pts. for 3 rd place
30 pts. for 2 nd place
40 pts. for 1 st place
4. Students participating in group events will earn competition points divisible by the number of students in his/her group (2 for duet acting, 3-5 for OID).

All competitors wishing to receive an award for speech must have no unexcused absences and must represent Arlington High School with integrity for the duration of the season.

The coach(es) may nominate participants for a letter based on work ethic, program support, and/or positive contribution to the speech team. While these nominations are rare, the coach reserves the right to make such nominations.

STATE TOURNAMENT ATTENDANCE

Attendance by coaches at Nebraska state sponsored tournaments in each sport will be governed by the administration of the Arlington Public Schools in the following manner:

- 1) Such attendance shall be considered an example of personal or professional leave.
- 2) On school days, attendance shall be permitted with the approval of the building principal.
- 3) Head coaches are granted 2 days and assistant coaches are granted one 1 day of professional leave to attend the state tournament during their sport. One additional day of personal leave may be granted to attend the state tournament during their sport.

Head Coaches & Varsity Assistants

Professional leave may be granted (Policy 4157.3) for coaching clinics.

Personal leave may also be used for such events. Two with pay, one without pay. (Policy 4152.2)

Reimbursement, expenses covered

- (1) Professional leave: \$20/day (Regular school days) \$30/day (Non-student days--does not apply to Saturday and/or vacation days.)
- (2) Clinics: expenses may be allowed from that coach's athletic account, subject to approval by the activities director. Maximum \$200.00
- (3) **Personal leave: no expenses allowed.**
- (4) State tournaments: *no expenses allowed from athletic budget.*
- (5) Coaches Association dues may be paid out of the athletic accounts if needed.
- (6) Meals while a team or team members are participating at a state event: \$5 – breakfast; \$7 – lunch; \$9 – dinner (Full days are \$21) ***This is only if a team qualifies.** In individual events, the activities director will make a determination on numbers of coaches to be included.

RISK MANAGEMENT

As a superintendent, principal, or activities director, you are accountable for the activity program and student welfare. Until the 1990's, administrators were named less frequently as defendants in negligence litigation. Recent judicial decisions indicate the courts are holding building and program administrators liable for failure of their staff to conform to rules and regulations, unsafe facilities and equipment, improper supervision and instruction, and due process. In sports activities, the safest programs will never avoid all accidents and injuries. However, school personnel can reduce the risk by not taking "short-cuts", identifying and eliminating unsafe hazards, and making safety a priority. The following information is provided to encourage the management of risk on an ongoing basis. The guidelines are not all-inclusive and are not legal advice. Consult your school attorney and liability insurance carrier to determine the best plan for your situation.

- I. **WARNING:**
 - A. The "failure to warn" is one of the most significant allegations in sports' injury litigation.
 - B. To adhere to the "duty to warn", personnel working with students and spectators must advise these individuals by some method of the risk of potential injury. This should be done in order that participants, parents, and individuals attending an event or using school's equipment or facilities have an opportunity to understand and weigh the potential risk in advance.
 - C. **Parental Consent Form:** Be sure all participants in your activity programs and their parent(s) sign the parental consent form provided by your school before practice of any nature. The form has a warning statement which must be signed by the participant and parent(s).
 - D. When teaching various techniques in their respective sports, coaches should warn the participants of possible consequences if the techniques are not properly executed.
 - E. When hosting events where spectators are present, the public address announcer should warn of the dangers of standing or sitting in restricted areas or near the sidelines, going onto the playing surface, jumping on bleachers, etc. Be sure to have any restricted areas clearly marked.
 - F. Locker room supervision is a must.
 - G. On trips, particularly if staying overnight, develop a definite procedure for supervision.
 - H. Be reasonably certain that a student is physically capable of performing a skill or technique before placing him/her in a situation where an injury may occur if the skill or technique is improperly executed.
 - I. In contact sports, use caution in matching one competitor against another. Do not permit individuals who are not members of the team to participate.
- II. **FACILITIES AND EQUIPMENT:**
 - A. Inspect facilities and equipment on a regular basis and document when the inspection was made, unsafe condition found, and action taken.

- B. If equipment needs repairs, make the necessary repairs or don't use the equipment. Don't continue to permit the continual use of unsafe facilities hoping that an accident does not occur.
- C. Equipment and facilities, for example pole vault landing pads, high jump landing pads, discus cage, landing pits in long jump and triple jump, etc., should meet the specifications required by rules.
- D. The following are equipment and facilities which should be inspected periodically:
 1. Bleachers-hand rails, sides and top, identify walkways, loose or defective boards.
 2. Playing Fields-exposed sprinkler heads, uncovered drains, holes or depressions, rocks or glass, out-of-bounds areas clear of hazards.
 3. Weight Rooms-frayed cables, check pulleys, chains, and sprockets on all exercise equipment. Adequate space between stations. Floors should be sanitary and free of moisture.
 4. Playing Court/Mat Surfaces-any loose equipment or hazards a safe distance from playing area, area is clean and free of moisture.
 5. Track and Field-surfaces of runways and track, landing pads, standards for high jump and pole vault, discus cage, shot and discus ring surfaces, competitive areas clear of obstructions.

III. **MEDICAL:**

- A. Every participant in an athletic activity should have had a physical examination. This exam must take place after May 1 (prior to upcoming school year) and before first practice session or game is allowed.
- B. Although it is not possible to have trained medical personnel present for all practices and contest, a procedure should be developed for medical emergencies. Coaches and sponsors should be assigned definite tasks to perform during an emergency.
- C. Coaches or sponsors should be certified in CPR and first aid.
- D. Caution should be used in permitting an injured athlete to re-enter a contest. If a player sustained an injury which required medical attention and was required to miss practices or contests because of the injury, he/she should not be permitted to resume practice without clearance from medical personnel.
- E. Adopt a procedure for the care of an athlete who sustains a cut or an injury which causes bleeding. Have a procedure and personnel designated to clean blood and other body fluids from the playing surface in an appropriate manner.

IV. **TRAVEL:**

- A. When possible, use school or chartered vehicles to transport students participating in activities. Students are to travel with the team or organization to all events and will be allowed to leave an event apart from the team or organization under the following conditions:
 - 1) The student and his/her parents have contacted the coach/sponsor requesting permission for special travel arrangements. NOTE: Coaches/sponsors may deny student/parent request, if they wish the student remain with the team or organization.
 - 2) If permission is granted, the student will only be released to HIS/HER PARENTS, unless approved by the administration.
- B. The Catastrophic Injury Insurance requires that in order to have coverage while traveling to or from a contest, or to or from practice the students must be transported in a school designated vehicle driven by an adult licensed driver.
- C. Students should not be permitted to drive their own vehicles on school sponsored trips without prior approval from administration.
- D. If non-school vehicles are used to transport students, know the qualifications of the driver, be certain he/she is licensed, and there is adequate insurance on the vehicle. A certificate of insurance from the owner of the vehicle is recommended. If using non-school vehicles or renting or leasing vehicles, check the school's liability policy to determine if there is coverage for non-owned or hired vehicles.
- E. During the summer, the individual team or organization is required to pay for gas if you use a school vehicle.

The teacher, coach, and/or adult sponsor are charged with the management and handling of students when on school transportation vehicles. As a sponsor you are charged with the following responsibilities:

SAFETY ITEMS:

- 1. Submit Transportation Manifest as required.
- 2. Keep the noise level down.
- 3. There should be 'no talking or noise' when the bus is stopped at railroad crossings.
- 4. Make sure students stay seated. Avoid standing, kneeling, changing seats, and peering over seats.
- 5. Sign activity sheet after trip as required.
- 6. Keep all aisles and emergency exits cleared.
- 7. All district transportation vehicles have forms entitled BASIC FIRST AID and EMERGENCY EVACUATION PROCEDURES. All sponsors should know where these forms are located and be informed on evacuation procedures.

COURTESY ITEMS:

- 1. Sponsor should sit in a location that ensures they can monitor students effectively. Sitting at front with all students behind you is not advised.
- 2. Sponsor is charged with ensuring that the bus/vans are picked up. That duty can be delegated to students but sponsor should perform a walkthrough to make sure it is appropriately executed.

V. **ADMINISTRATION:**

Follow the developed program for teaching and promoting the ideals and fundamentals of good sportsmanship within the school, as designated by the NSAA and the Capitol Conference, at all events.

Provide appropriate supervisory personnel for each interscholastic event.

Support participants, coaches and fans that teach and display good sportsmanship.

Recognize exemplary behavior and actively discourage undesirable conduct by participants, coaches, and fans.

VI. **COACHES:**

Always set a good example for participants and fans to follow, exemplifying the highest moral and ethical behavior.

Instruct participants in proper sportsmanship responsibilities and demand that they make sportsmanship the No. 1 priority.

Respect judgment of contest officials, abide by rules of the event, and display no behavior that could incite fans.

Treat opposing coaches, participants, and fans with respect. Shake hands with officials, communicate with opposing coach in public, find complimentary things to say to opposing players afterwards.

Develop and enforce penalties for participants who do not abide by sportsmanship standards.

VII. PLAYERS:

Treat opponents with respect; shake hands prior to and after contests.

Respect judgment of contest officials, abide by rules of the contest, and display no behavior that could incite fans.

Cooperate with officials, coaches, and fellow participants to conduct a fair contest.

Accept seriously the responsibility and privilege of representing school and community; display positive actions publicly at all times.

Live up to the standard of sportsmanship established by your school.

VIII. CHEERLEADERS:

Stimulate desired crowd response using only positive cheers, signs and praise without antagonizing all demeaning opponents.

Treat opposing spirit groups and fans with respect.

Recognize outstanding performances on either side of the playing field or court.

Know rules and strategies of the contest in order to cheer at proper times.

Maintain enthusiasm and composure, serving as a role model.

IX. PARENTS & SPECTATORS:

Realize that a ticket is a privilege to observe a contest and support high school activities, not a license to be cynical and/or abusive during contests.

Respect decisions made by contest officials.

Be an exemplary role model by positively supporting teams in every manner possible, including content of cheers and signs.

Respect other fans, coaches, and participants; from your school and others in the competition.

Be FAN-tastic, **not** a FAN-atic.

X. **KEYS TO SUPERIOR HIGH SCHOOL COACHING:** (by Harvey Greer)

Having watched and supervised hundreds of high school coaches over the past 30 years. I have often wondered exactly what it is that enables some coaches to be so successful year after year.

I have always realized, of course, that the consistently successful programs have certain hard-core essentials in place: outstanding personnel, solid technical teaching, and outstanding organization.

But I have also realized that outstanding coaching involves something more - the special traits, beliefs, and work habits of the individual coach.

Several years ago, I decided to see whether I could pinpoint these special qualities and philosophies. My first step was to contact most of the state athletic activities associations and ask them to identify the coaches who had consistently demonstrated a high level of skill over the year. The associations proved extremely cooperative, and I was able to send a lengthy essay-type questionnaire to 110 coaches throughout the country. Sixty-six of them returned the survey, and their answers were everything I had hoped for.

Following are the special traits/beliefs/actions that most of them consider to be of major importance in coaching:

1. Make a constant effort to communicate your expectations to every player and to make each understand his role in the team structure. Also make a strong effort to communicate your expectations to the players' parents.
2. Constantly work on preparing the athletes mentally for competition. Teach them what to think and how to think. Remember that mental preparation is just as important as physical preparation.
3. Constantly simulate game conditions in your practice situations. Do not waste time on drills that are not performance-enhancing to the specific sport. Also concentrate on doing the drills correctly and being time-management oriented. Long practices are not the answer. Well-organized and well-focused practices should be the rule.
4. Involve your players in the team goal-setting process. Work on these goals almost every day and develop them as far in advance as possible.
5. Invest a significant amount of time in interviewing your athletes. Learn as much as you can about them. Realize that each has to be motivated differently and that you have to determine how to do this most effectively.
6. Forge a positive/caring spirit among players; a kind "family" feeling. Develop the sort of activities that will help bond the athletes and coaches. These may vary from going to a movie together to camping trips, retreats, dinners, etc.
7. Emphasize attitude and effort, rather than winning. Reward effort before performance.
8. Devise programs that emphasize fun and laughter.
9. Get your team to approach competition with the attitude that they can win and should expect to win, rather than with the attitude of trying not to lose.
10. Keep everything in the program simple, with emphasis on the development of basic skills and attention to detail. Credo: "Details make champions."
11. Make positive reinforcement a top priority in the program. Try to say something positive to every athlete every day. Whenever something is performed correctly, reinforce the effort immediately. If you say something negative, immediately follow with a positive statement.

12. Clearly identify the core values that you teach every day - values such as effort, attitude, honesty, respect for teammates, sportsmanship, etc. Try to make these values a tradition of the program.
13. Put your athletes in better physical condition than the opponents, and convince them of it.
14. Teach rhetorically, visually, and kinesthetically.
15. Continually challenge both the athletes and yourself to leave your "comfort zones" and strive to reach new levels of achievement. Encourage the athletes to be risk-takers.
16. Care for the athletes as individuals and stay interested in their total life. Openly express your love for both the sport and the athletes. Encourage the athletes to come back and see you after graduation and to support the program. "Our association is for a lifetime."
17. Have a minimum of team rules, but definitely enforce whatever rules you have. Clearly express your expectations of the athletes both in the sport and away from it.
18. Encourage all your athletes to participate in other sports. The competitive experience will help them improve in every sport.
19. Communicate regularly with the team captains. Teach leadership skills. Develop player leadership in the off-season.
20. Sponsor and encourage participation in the off-season strength program.
21. Take the members of your staff to several clinics on your sport. (Hire the kind of assistant coaches who will stay with the program and always be loyal to it.)
22. Make use of visualization.
23. Create situations that will attract parents to the program and then make them want to support it.

SUMMARY:

It is apparent that all of these excellent coaches believe that every successful program must be predicated upon four fundamental tenets:

1. Developing a family atmosphere that bonds the athletes and enables them to work toward common goals.
2. Creating positive reinforcement.
3. Encouraging athletes to participate in other sports.
4. Having high expectations and helping the athletes achieve them.

These are the cornerstones of a great program. Now add all the other traits/actions and you will achieve your ultimate goals.

CO-CURRICULAR ACTIVITIES CODE

Co-Curricular activities are extensions of Arlington Public School District's curriculum and the students' academic experience and are privileges afforded to the students during their educational experience. The District believes students participating in co-curricular activities should be a positive representative for themselves, their families, their school and community. This District, along with the NSAA, believes that alcohol, tobacco, and illegal substances have no place in a student's life at any time and more so during the time the student is participating in a co-curricular activity. *This includes all dances or activities that are sponsored by the school. **Regardless of being of age, tobacco is not permitted if you desire being a part of the school's co-curricular activities.***

It is the duty of all coaches and sponsors of the Arlington Public Schools system to enforce the Arlington Junior/Senior High School Activities Code, in addition to regulations set forth by the Nebraska State Activities Association. They (coaches/sponsors) may establish and enforce other rules for their activities, which must not conflict with NSAA or district guidelines and must be approved by the administration.

All students in grades 7-12 are subject to these guidelines throughout the school year from the first Monday in August to the last day of competition or the last day of school (whichever is later.) Deviations may occur with non-athletic activities due to lack of a defined season and/or the activity being class-based. The Arlington Public Schools may impose more severe sanctions than the minimums listed below depending on the severity of any violations.

STANDARDS OF CONDUCT

A. GENERAL CONDUCT

Any conduct harmful to the image of the Arlington Activities Program merits immediate discipline from the coach/sponsor and activities director. Examples of poor conduct include, but are not limited to, skipping practice, poor citizenship, poor sportsmanship, illegal acts, violent behavior and other such conduct. Sanctions for poor conduct will be determined by the coach/sponsor/Activities Director and approved by the building principal. Some conduct may be serious enough to merit suspension, forfeiture of varsity letter and award nomination eligibility as well as dismissal from the team.

B. TOBACCO

Any student determined to be engaged in the possession or use of tobacco, tobacco products or look-alike tobacco products will be held accountable to the following:

First offense: Two week suspension from participating in all co-curricular activities, events, dances and/or contests. This can be reduced to a one week suspension if a tobacco evaluation of the student is completed and verified by school officials at the student's expense. Student would still attend practices and meetings.

Second offense: Five week suspension from participation in all co-curricular activities, events, dances, and/or contests. This can be reduced to a three week suspension if a tobacco evaluation of the student is completed and verified by school officials at the student's expense. Student would still attend practices and meetings.

Third offense: Suspension from participating in all co-curricular activities, events, dances, and/or contests for the remainder of the school year.

C. DRUGS AND ALCOHOL

Any student determined to be engaged in the possession, use, or distribution of alcohol, drugs, look-alike drugs, look-alike alcoholic beverages, behavior-affecting substances and/or drug paraphernalia. (In this instance possession will be more liberally interpreted to include attendance at gatherings in which others are engaged in the unlawful possession, use, or distribution of alcohol, drugs, look-alike drugs, look-alike alcoholic beverages, behavior-affecting substances and/or drug paraphernalia and/or proximity to others engaged in the unlawful possession, use, or distribution of alcohol, drugs, look-alike drugs, look-alike alcoholic beverages, behavior-affecting substances and/or drug paraphernalia (example being in a vehicle.) A student will be found in violation of this part of the code if reports by legal authorities verify a violation, if a student self-reports a violation, and/or if school district employee witnesses and reports a violation. Parents and participants will sign a release of information from law enforcement and county court prior to being allowed to participate in Arlington Public Schools' co-curricular activities.

First Offense:

Situation 1: Five-week suspension from participating in all co-curricular activities, events, and/or contests.

Situation 2: Three-week suspension from participating in all co-curricular activities, events, and/or contests for a student that can provide proof of non-consumption through valid test(s) administered by a law enforcement official at the scene.

Self Report (1st Offense Only): Anyone that self-reports will receive a two-week reduction in their suspension period for being honest and taking responsibility for their actions. The self-report must happen in a timely manner in which the student reports prior to the administration starting their formal investigation.

Second Offense:

A second violation of our Activity Code is considered serious and results in a suspension from participating in all co-curricular activities, events, and/or contests **for the remainder of the school year**.

POLICY ENFORCEMENT

Consequences and/or sanctions will be administered as soon as the activities director, principal, or other designee has determined, through a formal investigation, that an activity code violation has occurred. If an alleged violation of the activity code of conduct occurs the procedures for handling the situation are the same as those governing a short-term suspension which can be found in handbook information sent to parents/guardians at the beginning of the year. The student shall have the right to appeal the decision of the Activities Director to the Violations Board. The Violations Board shall consist of the sponsor/head coach, one other head coach/sponsor, and a district administrator or a designee of any one or more. If the student or his/her parents request a hearing before the Violations Board, the hearing will be conducted in an informal conference setting as soon as possible. No further hearing will be provided. After hearing all sides, the violations board will render a final decision within 5 school days. Should a question arise regarding a rule or regulation of the Nebraska School Activities Association and the need arises for an individual to know the due process procedures of the NSAA, they may be found in the NSAA yearbook which can be obtained from the Superintendent, Junior-Senior High Principal or the Activities Director.

2023-2024 Activities Sponsors

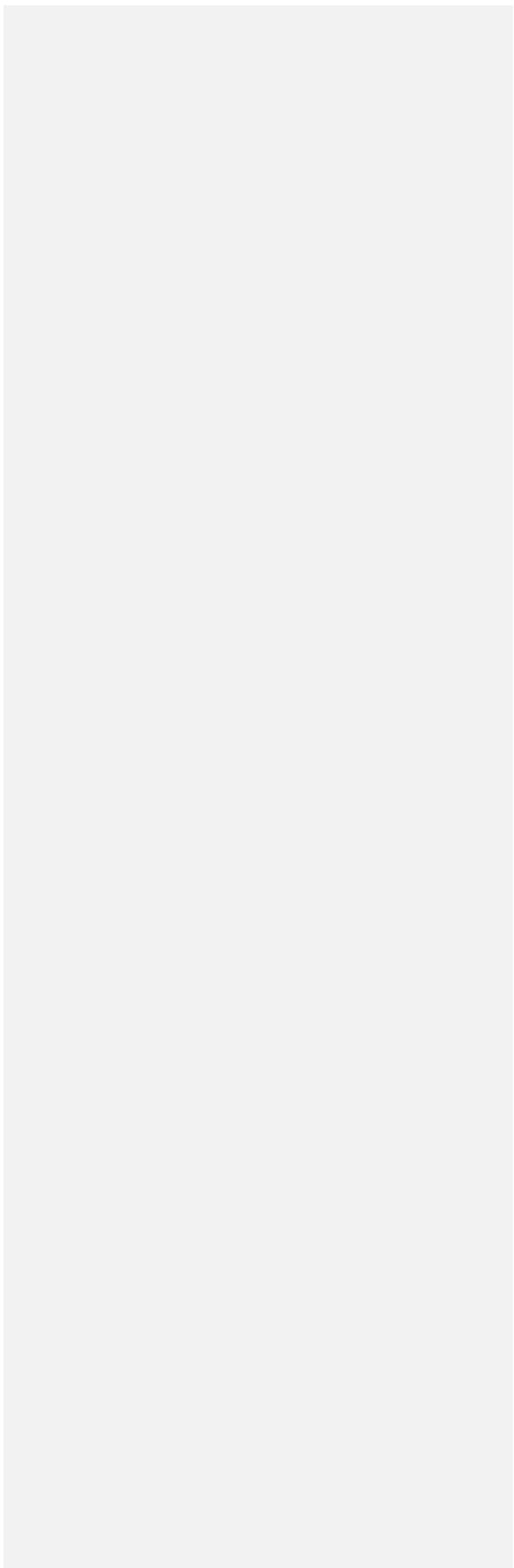
2023-2024 Coaches

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<u>Activities Director</u>	<u>James Shada</u>	<u>Head Football</u>	<u>Troy Schlueter</u>
		<u>Asst. Football</u>	<u>Luke Hoelsing</u>
<u>Head Cheerleading</u>	<u>Jaden Green</u>	<u>Asst. Football</u>	<u>Connor Eurek</u>
<u>Asst. Cheerleading</u>	<u>Shawna Tierney</u>	<u>Asst. Football</u>	<u>Layne Laaker</u>
-	-	<u>Asst. Football</u>	<u>Logan Kaup</u>
<u>Art Club</u>	<u>Erin Schaapveld</u>	<u>MS Football</u>	<u>Jake Eckhardt</u>
-	-	<u>Asst. MS Football</u>	<u>Jeff Hallstrom</u>
<u>Book Club</u>	<u>Janelle Lorsch/Sarah Detjens</u>	<u>Asst. MS Football</u>	<u>Jake Polk</u>
		<u>Head Girls Golf</u>	<u>Cailyn Johnson</u>
<u>Dance Squad</u>	<u>Riley Peetz</u>	<u>Head Volleyball</u>	<u>Erin Stosich</u>
		<u>Asst. Volleyball</u>	<u>Frankie Reiman</u>
<u>Drama Club</u>	<u>TBA</u>	<u>Asst. Volleyball</u>	<u>Tiffani Peitz</u>
<u>Asst. Drama</u>	<u>TBA</u>	<u>MS Head Volleyball</u>	<u>Katee Prenzlow</u>
		<u>Asst. MS Volleyball</u>	<u>Amanda Dennis</u>
<u>FBLA</u>	<u>Shawna Koger</u>	<u>Head Cross Country</u>	<u>Michaela Curran</u>
<u>Asst FBLA</u>	<u>Jacob Haight</u>	<u>Asst. Cross Country</u>	<u>Helen Regier</u>
<u>Freshman Sponsor</u>	<u>Doug Hart</u>	<u>Asst.Jr. High Cross Country</u>	<u>Anna Hornung</u>
<u>Sophomore Sponsor</u>	<u>Nichole Kern</u>		
<u>Junior Sponsor</u>	<u>Shawna Tierney</u>		
	<u>Erin Schaapveld</u>		
<u>Senior Sponsor</u>	<u>Shelly Miller</u>	<u>Head Boys Basketball</u>	<u>Jake Polk</u>
<u>Inst. Music</u>	<u>Allison Mastny</u>	<u>Asst. Boys Basketball</u>	<u>Kyle Buckingham</u>
		<u>Asst. Boys Basketball</u>	<u>Gavin Larson</u>
<u>Multi. Media/Streaming</u>	<u>Scott Parson</u>	<u>Asst. Boys Basketball</u>	<u>Chad Sharp</u>
		<u>MS Boys Basketball</u>	<u>Connor Eurek</u>
		<u>Asst. MS Boys Basketball</u>	<u>Landon Walkenhorst</u>
<u>MS Leadership</u>	<u>Dawn Klein</u>	<u>Head Girls Basketball</u>	<u>Tashia Wolf</u>
		<u>Asst. Girls Basketball</u>	<u>Leslie Gubbels</u>
<u>Vocal Music Director</u>	<u>Barina Buresh Crosland</u>	<u>Asst. Girls Basketball</u>	<u>Josh Hilgenkamp</u>
<u>Spring Musical Director</u>	<u>Barina Buresh Crosland</u>	<u>MS Girls Basketball</u>	<u>Ben Dobson</u>
<u>Assistant Spring Musical Director</u>	<u>Allison Mastny</u>	<u>Asst. Girls Basketball</u>	<u>Jacob Haight</u>
<u>Summer Band</u>	<u>Allison Mastny</u>		
<u>MS Show Choir</u>	<u>Gabby Morin</u>	<u>Head Boys Wrestling</u>	<u>Doug Hart</u>
		<u>Asst. Boys Wrestling</u>	<u>Taylor May</u>
		<u>Asst. Boyd Wrestling</u>	<u>Hunter McNolty</u>
<u>National Honor Society</u>	<u>Shawna Koger/Janelle Lorsch</u>	<u>Head Girls Wrestling</u>	<u>Layne Laaker</u>
		<u>Asst. Girls Wrestling</u>	<u>Madison Pawoll</u>
<u>Newspaper</u>	<u>Cailyn Johnson</u>	<u>Asst Girls Wrestling</u>	<u>TB</u>
		<u>JH Girls Head Wrestling</u>	<u>Alex Gill</u>
		<u>JH Boys Head Wrestling</u>	<u>Russ Vering</u>
		<u>Asst JH Girls Wrestling</u>	<u>Amanda Dennis</u>
		<u>Asst JH Boys Wrestling</u>	<u>TBA</u>
<u>Quiz Bowl</u>	<u>Janelle Lorsch</u>	<u>Head Boys/Girls Track</u>	<u>Kyle Buckingham</u>

		Asst. Boys/Girls Track	Troy Schlueter
Speech	Chris Lopez	Asst. Boys/Girls Track	Jake Eckhardt
		Asst. Boys/Girls Track	Madison Pawoll
Student Council	Cassandra Rolland	Asst. Boys/Girls Track	TBA
		Asst. Boys/Girls Track	Michaela Curran
Yearbook	Scott Parson	MS Track (head coach)	Luke Hoelsing
		Asst. MS Track	Jacob Haight
SKILLS USA	Doug Hart	Asst. MS Track	Gavin Larson
Asst. SKILLS USA	TBA	Asst. MS Track	Ben Dobson
		Head Boys Golf	Landon Walkhenhorst
FFA	Kali Agler		
ASST FFA	Erin Schaapveld	Head Softball	Janelle Lorsch
		Asst. Softball	Lisa Stork
MS STEM	Dawn Klein	Asst. Softball	Alex Dobson
		Head Baseball	Justin Meyer
		Asst. Baseball	Zach Duncan
		Asst. Baseball	TJ Stosich
		Asst. Baseball	Braden Rump

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StudentsDating Violence

Arlington Public Schools strives to provide physically safe and emotionally secure environments for all students and staff. Positive behaviors are encouraged in the educational program and are required of all students and staff. Dating violence will not be tolerated.

For purposes of this policy “dating violence” means a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. “Dating partner” means any person, regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious, or long term.

Incidents of dating violence involving students at school will be addressed as the administration determines appropriate, within the scope and subject to the limits of the District’s authority.

Staff training on dating violence shall be provided as deemed appropriate by the administration. The dating violence training shall include, but need not be limited to, basic awareness of dating violence, warning signs of dating violence, and the District's dating violence policy.

Dating violence education that is age-appropriate shall be incorporated into the school program. Dating violence education shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

The administration will be responsible for ensuring that this dating violence policy is published in the school district’s student-parent handbook or an equivalent such publication. Parents and legal guardians shall be informed of the dating violence policy by such other means as the administration determines appropriate. If requested, parents or legal guardians shall be provided a copy of the dating violence policy and relevant information.

Legal Reference: Neb. Rev. Stat. §§ 79-2,139 to 79-2,142

Date of Adoption: May 10, 2010 and June 14, 2010

Reviewed: November 12, 2012, Nov 11, 2019; November 14, 2022

StudentsAnti-Bullying Policy

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

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

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

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

Legal Reference: Laws 2008, LB 205
Student Discipline Act, Neb. Rev. Stat. 79-254 to 79-296
NDE February 2003 State Board Action; Reaffirmed December 2005

Date of Adoption: June 8, 2015

Reviewed: June 11, 2018, June 14, 2021; June 9, 2022, July 10, 2023

InstructionParental/Community Involvement in Schools

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

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

5. The District will notify parents, guardians, and educational decisionmakers when their child may be subjected to a standard norm referenced or criterion referenced test or standardized tests. When reasonable to do so or required by law, the parents, guardians, or educational decisionmakers will be notified of where a sample of such test might be observed and the date upon which such test will be administered. As to all testing by the District, experimental evaluation methodologies, experimental testing instruments and any testing instrument which would tend to inquire into the values, beliefs, or privacy rights of any student, or parent, guardian, or educational decisionmaker of such student shall be prohibited unless a parent, guardian, or educational decisionmaker requests in writing that such tests be administered to their child.
6. Parents, guardians, and educational decisionmakers will be notified in advance of any school-sponsored survey administered to students of the District when the survey concerns one or more of the following areas:
 - Political affiliations or beliefs of the student or the student's parent, guardian, or educational decisionmaker;
 - Mental or psychological problems of the student or the student's family;
 - Sex behavior or attitudes;
 - Illegal, anti-social, self-incriminating, or demeaning behavior;
 - Critical appraisals of other individuals with whom respondents have close family relationships;
 - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - Religious practices, affiliations, or beliefs of the student or student's parent, guardian, or educational decisionmaker; or
 - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

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

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

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

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

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

Date of Adoption: [Insert Date]

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

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

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

The Superintendent shall be the Coordinator for anti-discrimination laws (including the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

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

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

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

- a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, military or veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical

condition, sexual orientation or gender identity, or other protected status, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.

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

Sexual harassment may exist when:

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

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

2. **Procedures:**

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

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

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.
Section 504 of the Rehabilitation Act of 1973 (Section 504)
Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)
Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.
Neb. Rev. Stat. Sec. 79-2,115, et seq

Date of Adoption: [Insert Date]